

Class	Autumn		Spring		Summer	
	1	2	1	2	1	2
1	<b>Class Texts to Include:</b> Starting School books, Beegu, Elmer, Colour Monster, The Gruffalo, Squash and a Squeeze, Room on the Broom Not a Box Traditional Nursery Rhymes and poetry	<b>Class Texts to Include:</b> The Gun Powder Plot Diwali Gruffalo's Child Little Robin Red Vest The Winter Stick Man Hedgehog The Nativity Traditional Nursery Rhymes and poetry	<b>Class Texts to Include:</b> The Selfish Crocodile I don't want to wash my hands I The Tiger who came to Tea Wiffy Wilson Smelly Bill Six Dinner Sid Owl Babies Information books about people who help us Police, Firemen, etc Traditional Nursery Rhymes and poetry	<b>Class Texts to Include:</b> Billy Goats Gruff Little Red Riding Three Little Pigs Hansel and Gretal The Gingerbread Man Easter Story Traditional Nursery Rhymes and poetry	<b>Class Texts to Include:</b> Information books on England, Spain, France and China The Great Race Zog Rosies Walk Traditional Nursery Rhymes and poetry Handas Surprise The Hungry Caterpillar	<b>Class Texts to Include:</b> Where's My Teddy? Elmer and the Lost Teddy Pinocchio Dogger Sharing a Shell Sally and the Limpet Tiddler The Snail and the Whale
	<b>Writing Focus:</b> Through the course of the academic year, children will be taught: <ul style="list-style-type: none"> <li>• That mark making has a purpose and is used to communicate ideas</li> <li>• To articulate ideas and structure them in speech, before writing</li> <li>• To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• To begin to show accuracy and care when drawing.</li> <li>• To write recognisable letters, most of which are correctly formed;</li> <li>• To Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• To write simple phrases and sentences that can be read by others.</li> </ul>					
2	<b>Class Text:</b> Emily Brown and the Thing (Cressida Cowell)	<b>Class Text:</b> The Koala who Could (Rachael Bright)	<b>Class Text:</b> Otter Moon (Tudor Humphries)	<b>Class Text:</b> Frog and Toad Together (Arnold Lobel)	<b>Class Text:</b> The Owl Who Was Afraid of the Dark (Jill Tomlinson)	<b>Class Text:</b> The Magic Finger (Roald Dahl)

	<p>Bog Baby (Jeanne Willis &amp; Gwen Millward)</p> <p>Into the Forest (Anthony Browne)</p> <p>Fairy Tale Pets (Tracey Corderoy)</p> <p>Rainbow Fish (Marcus Pfister)</p>		<p>The Fox and the Star (Coralie Bickford-Smith)</p> <p>Pumpkin Soup (Helen Cooper)</p> <p>It's a Dog's Life (Michael Morpurgo)</p>		<p>The Silver Swan (Michael Morpurgo)</p> <p>Dolphin Boy (Michael Morpurgo)</p> <p>Tad by Benji Davies</p>		<p>The Velveteen Rabbit (Margery Williams)</p> <p>The Hen Who Wouldn't Give Up (Jill Tomlinson)</p>		<p>Paddington (Michael Bond)</p> <p>The Little Boat (Kathy Henderson)</p> <p>The Very Hungry Caterpillar (Eric Carle)</p>		<p>The Sand Horse (Ann Turnbull)</p>	
	<p><b>Fiction</b></p> <p><b>Model text:</b> Billy Goat's Gruff (Norwegian Fairy Tale) &amp; The Tortoise and the Hare (Aesop Fable)</p>		<p><b>Fiction</b></p> <p><b>Model Text:</b></p> <p>Pumpkin Soup by Helen Cooper</p> <p><b>Writing Outcome:</b></p> <p>Accurate sequencing to ensure the narrative</p>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Instructions</p> <p><b>Model Text:</b></p> <p>How to Make Pumpkin Soup</p> <p><b>Writing Outcome:</b></p> <p>Children to write a set of instructions</p>	<p><b>Fiction</b></p> <p><b>Model text</b></p> <p>Various versions of Stone Soup</p> <p><b>writing Outcome</b></p> <p>Children to write their own version of Axe Soup to include powerful</p>		<p><b>Fiction</b></p> <p><b>Model Text:</b></p> <p>Emily Brown and the thing by Cressida Cowell</p> <p><b>Writing Outcome</b></p>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Persuasion</p> <p><b>Model Text</b></p> <p>Dangle</p> <p><b>Writing Outcome:</b></p> <p>Persuasive writing based on the question 'should the</p>	<p><b>Fiction</b></p> <p><b>Model Text:</b></p> <p>The Poor Fisherman and the King of Fishes retold by Pie Corbett</p> <p><b>Writing Outcome</b></p>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Report</p> <p><b>Model Text</b></p> <p>Life Cycle of a Butterfly</p> <p><b>Writing Outcome:</b></p> <p>Children to write a report based on</p>	<p><b>Fiction</b></p> <p><b>Model Text:</b></p> <p>Crying Wolf retold by Pie Corbett</p> <p><b>Writing Outcome:</b></p> <p>Fables with a message</p> <p>Focus:</p>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Recount</p> <p><b>Model Text</b></p> <p>Storms - information</p> <p>Snow and Hail - information</p> <p>Seasons - information</p>

	<p><b>writing Outcome</b> Children to re-tell a traditional tale</p> <p><b>Focus:</b> Past Tense</p> <p>Accurate sequencing to ensure the narrative makes sense</p> <p>Comparative adjectives</p>		<p>makes sense</p> <p><b>Focus:</b> Using Story connectives to help structure their writing.</p> <p>Opening- once upon a time.</p> <p>Build up- One day...</p> <p>Problem- Suddenly...</p> <p>Resolution- so...</p> <p>Ending- Finally...</p>	<p>to include command sentences</p>	<p>verbs and noun phrases</p> <p><b>Focus:</b> Language choices (adverbs, adjectives, precise nouns)</p>		<p>Innovative on-altering well known tales</p> <p><b>Focus:</b> Using verbs that indicate time</p> <p>Apostrophes to show possession</p> <p>The Thing's Blanky...</p> <p>The Thing's medicine</p>	<p>man pull the rope?'</p>	<p>Wishing tale with a warning</p> <p><b>Focus:</b> Question marks, comma's in lists, exclamation marks, command expanded noun phrases</p> <p><i>But what a fish! Bright gold, flecked with silver and dark crimson.</i></p>	<p>the life cycle of a butterfly</p> <p><b>Focus:</b> Use of prepositions, use of conjunctions</p>	<p>Using sentences in different forms: Statement, question, exclamation</p> <p>Use past and present tense correctly, consistently using the progressive form.</p>	<p>Fog and Mist - narrative</p> <p>Clouds - poetry <b>edshed</b></p> <p>Weather Around the World- global warming Holiday report. Diary of the weeks weather</p> <p><b>Writing Outcome</b> Children to write a newspaper report / letter / diary based on the class text</p>
			<p><b>Poetry Model Text</b> I would Give my Friend....</p>				<p><b>Poetry Model Text</b> Dangle</p>				<p><b>Poetry Model Text</b> If I had Wings by Pie Corbett</p>	

		<b>Writing Outcome</b> Children to write a Haiku poem on the theme of Christmas			<b>Writing Outcome</b> Children to write a diamante poem			<b>Writing Outcome</b> Children to write their own poem based on If I Had Wings.				
3	<b>Class Text:</b> Stone Age Boy (Satoshi Kitamura) & George's Marvellous Medicine (Roald Dahl)		<b>Class Text:</b> Bill's New Frock (Anne Fine)		<b>Class Text:</b> <u>The Day the Crayons came home (Drew Daywalt)</u> & Amazing Grace (Mary Hoffman)		<b>Class Text:</b> The Iron Man (Ted Hughes)		<b>Class Text:</b> <u>The Boy who grew dragons (Andy Shepherd)</u>		<b>Class Text:</b> The Miraculous Journey of Edward Tulane (Kate DiCamillo)	
	<b>Fiction</b>  <b>Model text</b> Stone Age Boy by Satoshi Kitamura (redacted version, written by teacher) <b>Writing Outcome</b>  Children to write their own	<b>Non-Fiction</b>  <b>Genre:</b> Instructions  <b>Model Text:</b> How to Keep a Teacher Happy by Pie Corbett (p66 in Writing	<b>Fiction</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write their own 'wishing tale' based on Bill's New Frock  <b>Focus:</b>	<b>Non-Fiction</b>  <b>Genre</b> Recount  <b>Writing Outcome:</b> Children to write a diary entry based on the premise of waking up and being the	<b>Non-Fiction</b>  <b>Genre</b> Report  <b>Writing Outcome</b> Children to write a non-chronological report about an animal Pie Corbett P	<b>Fiction</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write a narrative based on a real setting. Pie Corbett P	<b>Fiction:</b>  <b>Model Text</b> The Giant Man / Strawberry Field by Pie Corbett (p18 in Writing Models year 3)  <b>Writing Outcome</b>	<b>Non-Fiction</b>  <b>Genre</b> Recount  <b>Model Text</b>  <b>Writing Outcome</b>  Children to write a newspaper report. Pie	<b>Fiction:</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write an issues and dilemmas story. Pie Corbett (P53, 54, 55 Modelled Text Year 4)	<b>Non-Fiction</b>  <b>Genre:</b> Persuasion  <b>Model Text</b> Visit Wonderful Wands by Pie Corbett (p76 in Writing Models year 4)	<b>Fiction:</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write their own Adventure Mystery (Pie Corbett Modelled Text Page	<b>Non-Fiction</b>  <b>Genre</b> Explanation  <b>Writing Outcome</b> Children to write an information leaflet. Pie Corbett Page 71 –

	portal story from a character's point of view (1 <sup>st</sup> person).  <b>Focus</b> Tense accuracy	Models Year 4)  <b>Writing Outcome:</b> Children to write instructions on how to make their very own Marvellous Medicine	Choosing pronouns and nouns for cohesion	opposite gender.	62 and 63 Writing Models Year 3	Writing Models Year 4  <b>Focus</b> Real Settings	Children to write a setting description in the style of Ted Hughes  <b>Focus</b> Settings	Corbett P 62 and 63 Writing Models Year 4. Could be based on the Iron Man or follow brief in the Pie Corbett book.	<b>Focus</b> Dialogue to convey character's feelings and to move the narrative forward	<b>Writing Outcome</b> Children to create an advert for Wormwood Motors	50 – 53 Year 3.  <b>Focus</b> Cohesion within and between paragraphs	73 Modelled Text Year 4)
			<b>Poetry Model Text</b> Season Haiku by Pie Corbett  <b>Writing Outcome</b> Children to create their own Haiku poem based on the 4 seasons				<b>Poetry Model Text</b> My World by Pie Corbett  <b>Writing Outcome</b> Children to write a senses poem based on the setting description they create in their fiction module				<b>Poetry Model Text</b> The Warning by Pie Corbett  <b>Writing Outcome</b> Children to create a monologue poem based on their story in the Fiction unit	
4	<b>Class Text:</b> Stig of the Dump (Clive King) & Young, Gifted and Black (Jamia Wilson)	<b>Class Text:</b> The Lion, the Witch and the Wardrobe (C.S. Lewis)	<b>Class Text:</b> The Ancient Egyptian Sleepover & The BFG (Roald Dahl)	<b>Class Text:</b> The Night Bus Hero (Onjali Q Rauf)	<b>Class Text:</b> Empire's End: A Roman Story (Leila Rashid) & The Lion and the Unicorn (Shirley Hughes)	<b>Class Text:</b> The Explorer (Katherine Rundell)						

	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Fiction:</b>	<b>Non-Fiction</b>	<b>Fiction:</b>	<b>Non-Fiction</b>	<b>Fiction:</b>	<b>Non-Fiction</b>
	<b>Model text</b>	<b>Genre:</b> Recount	<b>Model Text</b> Elf Road by Pie Corbett	<b>Genre</b> Persuasive Writing	<b>Writing Outcome</b> Children to write their own meeting tale based on the beginning of The BFG	<b>Genre</b> Report	<b>Writing Outcome</b> Children to write their own extract from Midnight Bus Hero based on writing from another character 's point of view.	<b>Genre</b> Explanation	<b>Writing Outcome</b> Children to write a new action scene for the book.	<b>Genre:</b> Instructions	<b>Model Text</b>	<b>Model Text</b>
	<b>Writing Outcome</b> Children to write their own 'Finding Tale' based on finding another character .	<b>Model Text:</b> Teacher-selected biography from Young, Gifted and Black	<b>Writing Outcome</b> Children to write their own Portal Story based on The Lion, the Witch and the Wardrobe.	<b>Model Text</b> Feed the Poor by Pie Corbett (p.99 in Writing Models year 5)	Modelled Text Year 5 Page 24 – 27 to explore different ways of meeting a character.	<b>Writing Outcome</b> Pie Corbett Modelled text Year 5 page 84 as model.	Children to write an extract from another character 's point of view. Modelled text Pie Corbett Year 5 page 66 - 68	<b>Writing Outcome</b> Children to write an information leaflet to answer the question 'what is bullying?'	Modelled Text Pie Corbett Year 5 page 28-30	<b>Model Text</b> Children to produce an instructional leaflet.	<b>Writing Outcome</b> Children to write their own 'journey' tale based on The Explorer	<b>Writing Outcome</b> Children to write a balanced argument based on the justification of climate change protest
	<b>Focus:</b> Opening the story	<b>Writing Outcome:</b> Children to write a biographical recount on a significant individual of their choice.	<b>Focus:</b> Setting description	<b>Writing Outcome:</b> (Easier) Children write as the Wicked Witch to Edmund to try and persuade him to betray his friends  (Harder)	<b>Focus:</b> Characterisation	Children to write a non-chronological report based on an Antarctic animal or the Antarctic itself	<b>Focus</b> Dialogue to convey character 's feeling	Modelled text – Year 4 page 71 – 73 and extend to leaflet	<b>Focus</b> Creating action / pace within a narrative	Modelled text Pie Corbett Year 5 page 81 – 83.  Children's own instructions could be based on a game they know well (to be decided nearer the time).	Modelled text Pie Corbett Year 5 Page 32 – 33.  <b>Focus</b> Cohesion within and between paragraphs	Modelled text Pie Corbett Year 4 page 80-82

				Children write as Edmund to try and secure forgiveness from his friends			and to move action on					
			<p><b>Poetry Model Text</b> Left Behind by Pie Corbett</p> <p><b>Writing Outcome</b> Narrative poem based on the Lion, the Witch and the Wardrobe</p>			<p><b>Poetry Model Text</b> Autobiography by Pie Corbett (p4 in Writing Models Year 5)</p> <p><b>Writing Outcome</b> Children to write as Hector from The Night Bus Hero and to create a poem that conveys feelings, moods or reflections</p>				<p><b>Poetry Model Text</b> Section from The Lorax by Dr Seuss</p> <p><b>Writing Outcome</b> Children write their own environment-based poem in the style of Dr Seuss.</p>		
5	<p><b>Class Text:</b> Wolf Brother (Michelle Paver)</p>	<p><b>Class Text:</b> Holes (Louis Sachar)</p>	<p><b>Class Text:</b> War Horse (Michael Morpurgo)</p>	<p><b>Class Text:</b> Journey to the River Sea (Eva Ibbotson)</p>	<p><b>Class Text:</b> Wonder (RJ Palacio)</p>	<p><b>Class Text:</b> A Midsummer Night's Dream</p>						

											(William Shakespeare)	
	<b>Fiction</b>  <b>Model text</b> Little Vixen Street by Dean Thompson  <b>Writing Outcome</b>  Children to write a suspense narrative based on Wolf Brother  <b>Focus:</b> Building Suspense (show-not-tell)	<b>Non-Fiction</b>  <b>Genre</b> Recount  <b>Model Text:</b>  <b>Writng Outcome:</b> Children to write a non-chronological report on the Stone-Age	<b>Fiction</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write a 'waning tale' based on the Yelnats Family Curse (story to include a flashback scene)  <b>Focus:</b> Moving between time periods / cohesion	<b>Non-Fiction</b>  <b>Genre</b> Instructions  <b>Model Text</b>  <b>Model Text</b> How to Escape Enemy Territory (Grammarsaurus)  <b>Writing Outcome:</b> Children to write an informal 'how to escape Camp Green Lake' guide.	<b>Fiction</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write a 'meeting' tale based on War Horse  <b>Focus:</b> Cohesion within and between paragraphs	<b>Non-Fiction</b>  <b>Genre</b> Discussion  <b>Model Text:</b>  <b>Writing Outcome</b>  Children to write a balanced argument to the question 'was it fair to use horses during warfare?'	<b>Fiction:</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write their own 'journey tale' from the perspective of Finn / Clovis  <b>Focus</b> Action / dialogue	<b>Non-Fiction</b>  <b>Genre</b> Explanation  <b>Model Text</b>  <b>Writing Outcome</b>  Children to write an information text to answer the question 'Why is the Amazon River important to the world?'	<b>Fiction:</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to write their own 'overcoming the monster (bully) story based on the bullying scene at summer camp)  <b>Focus</b> Action / dialogue	<b>Non-Fiction</b>  <b>Genre:</b> Persuasive  <b>Model Text</b>  <b>Writing Outcome</b> Children to write as Auggie's parents to persuade him to start school  (harder) Children to write as Julian persuading Jack Will to betray Auggie	<b>Fiction:</b>  <b>Model Text</b>  <b>Writing Outcome</b> Children to create a modern re-telling of 'A Midsummer Night's Dream'  <b>Focus</b> Dialogue to convey character's feeling and to move action on	<b>Non-Fiction</b>  <b>Genre</b> Recount  <b>Model Text</b>  <b>Writing Outcome</b> Children to write a biography of William Shakespeare
			<b>Poetry Model Text</b>				<b>Poetry Model Text</b>				<b>Poetry Model Text</b>	



		<p>The Day's Eye by Pie Corbett (p4 in Writing Models Year 6)</p> <p><b>Writing Outcome</b> Personification poem based on Holes</p>		<p>The Brook by Ellen Carhart</p> <p><b>Writing Outcome</b> Children to write a nature poem about the River Amazon</p>		<p>A selection from Shakespeare's Sonnets.</p> <p><b>Writing Outcome</b> Children to write their own Sonnet based on a Midsummer Night's Dream</p>
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