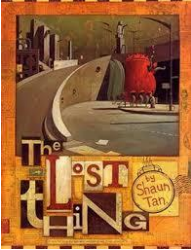
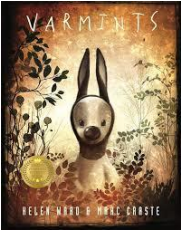



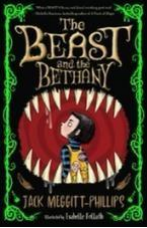

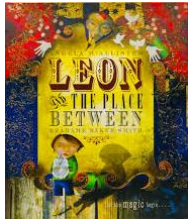


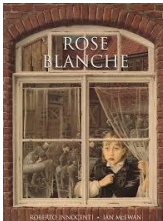
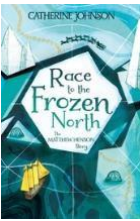
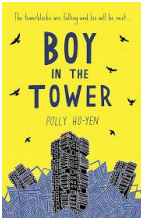


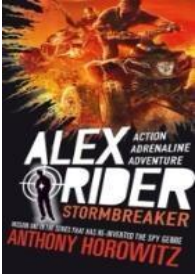
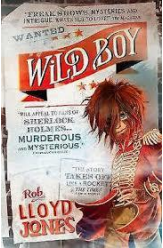
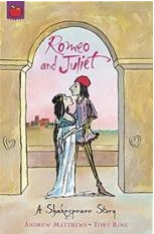
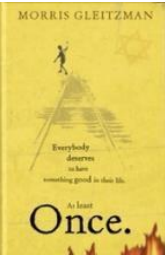
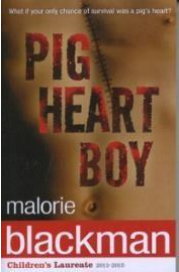
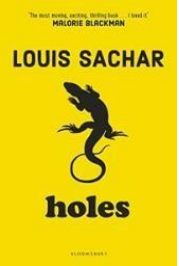
	Autumn 1				Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
<b>Year 1</b>					 												 		
	<b>The Three Little Pigs</b> <i>Axel Scheffler</i>				<b>The Tiger Who Came To Tea</b> <i>Judith Kerr</i> <b>Bog Baby</b> <i>Jeanne Willis</i>			<b>Meerkat Mail</b> <i>Emily Garrett</i>			<b>How to Wash a Woolly Mammoth</b> <i>Emily Garrett</i>			<b>Rapunzel</b> <i>Bethan Woollvin</i>			<b>Katie in London</b> <i>James Mayhew</i> <b>Coming to England</b> <i>Floella Benjamin</i>		
	Phonics linked writing linked to picture in the book (2)	Picture description (1)	Retell (2)	Poetry (alliterative class poem) (1)	Tiger Who Came to Tea Simple retell (2)	Bog Baby Narrative Setting description (2)	Bog Baby Narrative character description (2)	Setting description (2)	Postcard (2)	Character Description (2)	Instructions (3)	Setting description (1)	Thinking, Feeling, Saying (2)	Narrative setting description (2)	H: Narrative – Retell (2)	Narrative – Innovate (2)	Letter (1 ½ )	Non-Chronological Report (3)	Setting Description (1 ½)
	<u>Key Skills</u>  finger spaces  capital letters  punctuation (.)	<u>Key Skills</u>  adjectives  conjunctions (and because)  	<u>Key Skills</u>  conjunctions (and because)  prepositions	<u>Key Skills</u>  <b>look at crib sheet</b>	<u>Key Skills</u>  conjunctions (and because)  capital letters (names, places, days)	<u>Key Skills</u>  simple prepositions  plurals (s)	<u>Key Skills</u>  adjectives beyond colours (e.g. furry spotty)  conjunction (and because)	<u>Key Skills</u>  simple alliteration  adjectives	<u>Key Skills</u>  determiners  question marks	<u>Key Skills</u>  adjectives beyond visual (e.g. angry, clever)  conjunctions (and because)	<u>Key Skills</u>  numbers  simple time adverbials (e.g first, next, then, finally))	<u>Key Skills</u>  adjectives  plural s (es)	<u>Key Skills</u>  introduce to speech writing  question marks  exclamation marks	<u>Key Skills</u>  start a simple narrative around the setting  alliteration  propositions	<u>Key Skills</u>  start narrative about the time of day or weather  conjunctions (and because)  prefixes	<u>Key Skills</u>  write simple narrative with beginning, middle and end  conjunctions and because but so  prefixes	<u>Key Skills</u>  suffixes  conjunctions (and because but so)	<u>Key Skills</u>  headings  capital letters (names, places, days)	<u>Key Skills</u>  similes using ‘like e.g. tall like a tree’
	<u>Spellings (CEWs)</u> I see and has she he ‘I can see...’ ‘He has a...’	<u>Spellings (CEWs)</u> There Has the are of see	<u>Spellings (CEWs)</u> they and said out house again whole		<u>Spellings (CEWs)</u> they want was are some like	<u>Spellings (CEWs)</u> has some are have there looked	<u>Spellings (CEWs)</u> has some are have there looked	<u>Spellings (CEWs)</u> there was have were could many	<u>Spellings (CEWs)</u> my you here there house friend	<u>Spellings (CEWs)</u> has/have his/her little they two many	<u>Spellings (CEWs)</u> some the and one after water	<u>Spellings (CEWs)</u> are little was/were water there many	<u>Spellings (CEWs)</u> when what laugh why any busy	<u>Spellings (CEWs)</u> some was/were old there pretty looked	<u>Spellings (CEWs)</u> love said was/were your because there	<u>Spellings (CEWs)</u> love said was/were your because there	<u>Spellings (CEWs)</u> my you people friend busy today	<u>Spellings (CEWs)</u> are some people called many there	<u>Spellings (CEWs)</u> has some was/were looked there many
	<b>Year 2/3</b>	 				 													
<b>The Tunnel</b> (a.) <i>Anthony Browne</i> <b>‘Where the Wild Things Are’</b> (b.) <i>Maurice Sendak</i>				<b>Diary of a Big Bad Wolf</b> (a.) <i>Ben Miller</i> <b>Journey</b> (b.) <i>Aaron Becker</i>			<b>Indigo and Wilde</b> <i>Pippa Curnick</i>			<b>The Twits</b> <i>Roald Dahl</i>			<b>How to Live Forever</b> <i>Colin Thompson</i>			<b>Planet Omar: Accidental Trouble Magnet</b> <i>Zanib Mian</i>			

Lower Key Stage Two

Year 4	 															
	<b>The Lost Thing</b> Shaun Tan <b>Varmints</b> Helen Ward			<b>The Miraculous Journey of Edward Tulane</b> Kate DiCamillo			<b>Zombierella</b> Joseph Coelho		<b>Jaz Santos vs The World</b> Priscilla Mante			<b>The Beast &amp; The Bethany</b> Jack Meggitt-Phillips			<b>The Explorer</b> Kathryn Rundell	
	The lost thing Explanation (2 ½ weeks)	Varmints Narrative - action scene (2 ½ weeks)	Poetry – Prepositiona l poetry (1 week)	Narrative - setting description (2)	Narrative - Dialogue (2)	Informal letter (2)	Narrative - action scene with dialogue (3)	Recount - diary (3)	Biography (3)	Narrative - action scene with dialogue (1 ½ )	Persuasive letter (1 ½ )	Narrative - character description (1 ½)	Recount – diary (1 ½)	Narrative - innovate (3)	Non- Chronological report (3)	Recount - Newspaper report (3)
	<u>Key Skills</u>  adverbs of time and manner  present tense verbs  cause and effect language (e.g. because, since, as,therefore, so that, as a result)	<u>Key Skills</u>  similes to compare one thing to another  coordinating and subordinating conjunctions (because, as, so, even though, although, despite, meanwhile)	<u>Key Skills</u>  look at crib sheet	<u>Key Skills</u>  prepositional phrases  figurative language (e.g. similes metaphors, personificatio n)  expanded noun phrases	<u>Key Skills</u>  adverb + verb for reporting clause (e.g. Anisha whispered shyly)  extending lines of speech using as/while  full speech punctuation	<u>Key Skills</u>  fronted adverbials  possessive pronouns  coordinating/ subordinating conjunctions	<u>Key Skills</u>  'ed' and 'ing' clauses as sentence starters  extending lines of speech using as/while  full speech punctuation	<u>Key Skills</u>  present perfect form of verbs  conjunctions (because, as, so, even though, although, despite, meanwhile)  fronted adverbials (with comma)	<u>Key Skills</u>  paragraphs organised around theme  apostrophes for singular and plural possession  proper nouns	<u>Key Skills</u>  fronted adverbials (with comma)  begin to intersperse lines of narrative (e.g. action or description between lines of dialogue)  expanded noun phrases	<u>Key Skills</u>  prefixes  modal verbs (should, must can)  conjunctions (because, as, so, even though, although, despite, meanwhile)	<u>Key Skills</u>  use pronouns and nouns to avoid repetition  expanded noun phrases  figurative language (e.g. alliteration, similes metaphors, personificati on)	<u>Key Skills</u>  possessive pronouns  apostrophes for contraction  conjunctions (because, as, so, even though, although, despite, meanwhile)	<u>Key Skills</u>  plan openings around characters, setting  paragraphs indicate a change in place or time  drop in 'ing' clauses (e.g. Sarah, laughing at the teacher, fell off her chair.)	<u>Key Skills</u>  paragraphs organised around theme  proper nouns  colons to introduce a list	<u>Key Skills</u>  formal tone (for speech)  fronted adverbials (with a comma)  begin to know difference between direct speech and reported speech
	<u>Spellings (CEWs)</u>  remember minute quarter continue therefore separate centre pressure	<u>Spellings (CEWs)</u>  earth heard appear strange peculiar certain ordinary notice		<u>Spellings (CEWs)</u>  beautiful important special position through bicycle exercise favourite	<u>Spellings (CEWs)</u>  breath difficult promise certain enough possession surprise mention	<u>Spellings (CEWs)</u>  different experience various occasionally although remember perhaps heart	<u>Spellings (CEWs)</u>  everybody thought question answer straight arrive early actually	<u>Spellings (CEWs)</u>  mother father breathe describe complete although therefore occasionally	<u>Spellings (CEWs)</u>  great woman women believe position increase regular purpose	<u>Spellings (CEWs)</u>  should naughty guard forward particular centre pressure possession	<u>Spellings (CEWs)</u>  because remember important enough imagine though decide exercise	<u>Spellings (CEWs)</u>  wild strange appear strength peculiar opposite ordinary various	<u>Spellings (CEWs)</u>  only remember suppose possible popular although century library	<u>Spellings (CEWs)</u>  even woman caught February decide medicine calendar notice	<u>Spellings (CEWs)</u>  natural imagine length weight height decide although actual	<u>Spellings (CEWs)</u>  hour history famous eight possess island guide accident/accident ally

Upper Key Stage Two

Year 5	 <b>Leon and the Place Between</b> <i>Grahame Baker-Smith</i> <b>The Land of Neverbelieve</b> <i>Norman Messenger</i>			 <b>Cosmic</b> <i>Frank Cottrell-Boyce</i>		 <b>Titanic Detective Agency</b> <i>Lindsay Littleton</i>		 <b>Rose Blanche</b> <i>Roberto Innocenti &amp; Ian McEwan</i>		 <b>Race to the Frozen North</b> <i>Catherine Johnson</i>		 <b>The Boy in the Tower</b> <i>Polly Yo Hen</i>		
	Leon and the Place Between Character description (2)	The Land of Neverbelieve Non-chronological report (3)	The Land of Neverbelieve poetry – descriptive poetry (1)	Discussion (4)	Recount - diary (2)	Narrative - action scene with dialogue (3)	Recount – Newspaper report (3)	Biography (Anne Frank) (3)	Narrative - flashback (3)	Persuasive letter (3)	Narrative - action scene (3)	Diary entry (2)	Narrative - setting description (2)	Recount - Newspaper report (2)
	<u>Key Skills</u>  figurative language  apostrophes for possession (singular and plural)  careful selection of specific nouns	<u>Key Skills</u>  correct tense (present tense verbs)  coordinating and subordinating conjunctions (although, so, despite, while/whilst, even though, because, as etc.)  homophones (to/too, they're/their/there, which/witch, past/passed etc)	<u>Key Skills</u>  look at crib sheet	<u>Key Skills</u>  modal verbs  build cohesion within a paragraph (e.g. then, after that, this firstly)  coordinating and subordinating conjunctions (although, so, despite, while/whilst, even though, because, as etc.)  brackets for parenthesis	<u>Key Skills</u>  start sentences in different ways (e.g. fronted adverbials, 'ed' clauses -with commas)  relative clauses (with commas)  apostrophes for possession (singular and plural) and contraction	<u>Key Skills</u>  extend sentences when writing dialogue  intersperse narrative between lines of dialogue (using action and/or thought)  full speech punctuation	<u>Key Skills</u>  formal tone  direct/reported speech  coordinating and subordinating conjunctions (although, so, despite, while/whilst, even though, because, as etc.)	<u>Key Skills</u>  relative clauses  apostrophes for possession (singular and plural)  colons and bullet points in a list	<u>Key Skills</u>  describe settings and characters to reveal mood/atmosphere  start sentences in range of ways (including subordinate clauses)  Vary sentence length for effect (short sentences for suspense)  hyphenated words	<u>Key Skills</u>  modal verbs  coordinating and subordinating conjunctions (although, so, despite, while/whilst, even though, because, as etc.)  parenthesis (e.g. commas, brackets, dashes)	<u>Key Skills</u>  start sentences in different ways (e.g. fronted adverbials, 'ed' clauses)  present progressive and past progressive form of verbs  subject verb agreement	<u>Key Skills</u>  regular/irregular past tense verbs  semi colons  apostrophes for possession/contraction	<u>Key Skills</u>  sentence openers using ing/ly words  figurative language (similes metaphors personification)  prepositional phrases	<u>Key Skills</u>  relative clauses  link ideas across paragraphs using adverbials of time  coordinating and subordinating conjunctions (although, so, despite, while/whilst, even though, because, as etc.)
	<u>Spellings (CEWs)</u>  imagine strange material ancient marvellous awkward peculiar possess	<u>Spellings (CEWs)</u>  earth length height special strange peculiar purpose particular		<u>Spellings (CEWs)</u>  pressure experience communicate especially government necessary variety programme	<u>Spellings (CEWs)</u>  experiment actually calendar occur opportunity competition accompany excellent	<u>Spellings (CEWs)</u>  breath/breathe forward strength pressure straight immediately desperate disastrous	<u>Spellings (CEWs)</u>  experience especially communicate disastrous immediately desperate equipment accompany	<u>Spellings (CEWs)</u>  learn difficult experience knowledge various especially thorough achieve	<u>Spellings (CEWs)</u>  build reign aggressive community familiar immediately soldier determined	<u>Spellings (CEWs)</u>  important believe possible experience therefore recognise especially necessary	<u>Spellings (CEWs)</u>  ordinary equipment physical temperature muscle desperate disastrous achieve	<u>Spellings (CEWs)</u>  surprise remember recent/ly although community desperate frequently necessary	<u>Spellings (CEWs)</u>  throughs extreme occasional peculiar opposite various desperate	<u>Spellings (CEWs)</u>  possible uncertain extreme disappear communicate government desperate disastrous

Year 6	 <p><b>Alex Ryder: Stormbreaker</b> Anthony Horowitz</p>			 <p><b>Wild Boy</b> Rob Lloyd Jones</p>			 <p><b>Romeo &amp; Juliet</b> Andrew Matthews</p>			 <p><b>Once</b> Morris Glitzman</p>			 <p><b>Pig Heart Boy</b> Malorie Blackman</p>			 <p><b>Holes</b> Louis Sachar</p>		
	Narrative - action scene (2 ½ )	Explanation (2 ½ )	Poetry – Ottava Rima (1)	Narrative – character description (1 ½ )	Narrative – action scene (1 ½ )	Recount - Newspaper report (3)	Setting Description (1 ½ )	Informal letter (1 ½ )	Narrative (3)	Recount – diary (1 ½ )	Biography (2 ½ )	Narrative action/setting description with dialogue (2)	Setting description (2)	Balanced Argument (2)	Recount - Newspaper report (2)	Narrative – action scene with dialogue (2)	Formal letter (2)	Non-Chronological Report (2)
	<u>Key Skills</u> use semi colons, colons or dashes  verb adverb pairings	<u>Key Skills</u> range of simple, compound and complex sentences  link ideas across paragraphs  full range of subordinating and coordinating conjunctions  cause and effect language (e.g. because, since, as, for this reason, therefore, so that, as a result, consequently)	<u>Key Skills</u> look at crib sheet	<u>Key Skills</u> relative clauses with different punctuation for parenthesis (commas, dashes or brackets)  prepositional phrases  full range of subordinating and coordinating conjunctions	<u>Key Skills</u> verb adverb pairings  varying sentence openers (ing, ly)  prepositional phrases  dialogue to advance action	<u>Key Skills</u> formality in speech indirect and direct speech  active and passive voice  relative clauses with different punctuation for parenthesis (commas, dashes or brackets)	<u>Key Skills</u> full range of literary/figurative language (e.g. rhyme, alliteration, metaphor, simile, hyperbole, onomatopoeia, personification)  hyphens to avoid ambiguity	<u>Key Skills</u> full range of subordinating and coordinating conjunction  modal verbs	<u>Key Skills</u> description of settings and characters to reveal mood/atmosphere  dialogue to convey character and advance action  active and passive voice	<u>Key Skills</u> apostrophes for possession (singular and plural)  semi-colons  relative clauses with different punctuation for parenthesis (commas, dashes or brackets)	<u>Key Skills</u> relative clauses with different punctuation for parenthesis (commas, dashes or brackets) and either with a relative pronoun or an omitted relative pronoun	<u>Key Skills</u> intersperse narrative between lines of dialogue  extend lines of dialogue	<u>Key Skills</u> create mood and atmosphere using all 5 of the senses  use hyphens to avoid ambiguity	<u>Key Skills</u> modal verbs  superlatives  conjunctions (despite, even though, furthermore, because, moreover)  know difference between vocabulary for informal and formal speech/writing	<u>Key Skills</u> know difference between informal and informal speech (in direct speech)	<u>Key Skills</u> active and passive voice	<u>Key Skills</u> know difference between informal and informal speech	<u>Key Skills</u> use of colon to introduce a list and use semi colons within lists.
	<u>Spellings (CEWs)</u>  government vehicle stomach equip amateur apparent conscious curiosity	<u>Spellings (CEWs)</u>  computer various symbol equipped correspond profession sacrifice foreign		<u>Spellings (CEWs)</u>  clothes strange peculiar muscle shoulder awkward bruise mischievous	<u>Spellings (CEWs)</u>  enough surprise opposite disappeared immediately desperate determined nuisance	<u>Spellings (CEWs)</u>  possible although particular certain occurred immediate according individual	<u>Spellings (CEWs)</u>  century occupy marvellous variety environment rhythm exaggerate convenience	<u>Spellings (CEWs)</u>  possess therefore sincere sincerely privilege hindrance conscience sacrifice	<u>Spellings (CEWs)</u>  accident prejudice disastrous suggest determined explanation sufficient definite	<u>Spellings (CEWs)</u>  caught surprise excellent thorough according appreciate conscience definite	<u>Spellings (CEWs)</u>  business possession necessary persuade recognise guarantee hindrance relevant	<u>Spellings (CEWs)</u>  sentence soldier immediate community suggest forty interfere privilege	<u>Spellings (CEWs)</u>  strange surprise heart natural stomach environment rhythm individual	<u>Spellings (CEWs)</u>  pressure possess available government desperate opportunity system guarantee	<u>Spellings (CEWs)</u>  ordinary experience occasion persuaded community desperate criticised guarantee	<u>Spellings (CEWs)</u>  attached especially immediate/ly leisure neighbour nuisance harass controversy interfere	<u>Spellings (CEWs)</u>  physical vehicle system available nuisance harass accommodate programme	<u>Spellings (CEWs)</u>  develop identify category average existence relevant explanation according

## Purposes for Writing across KS1 & KS2

	Poetry	Entertain	Inform	Persuade	Explain	TOTAL
Year 1	1	7	3			11
Year 2	2	5	6			13
Year 3	2	6	5			13
Year 4	2	5	5	1		13
Year 5	2	6	4	1	1	14
Year 6	2	5	3	2	2	14

