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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EYFS |  | | Autumn 1  Fiction | Autumn 1  Non-Fiction | Autumn 2  Fiction | Autumn 2  Non-fiction | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| Fiction | Non-fiction | Fiction | Non-fiction | Fiction/ Non-fiction | | Fiction/ Non fiction | |
| FS1 | Genre | Narrative  Rhymes  Songs | Recount | Narrative:  Rhymes  Songs | Instructional texts | Narrative  Rhymes  Songs | Recount | Narrative  Rhymes  Songs | Instructionall texts | Narrative  Rhymes  Songs | Writing name writing initial letters  Information text | Narrative  Rhymes  Songs | Writing name writing initial letters  Information text |
| Texts | The colour monster  Something Else  Poetry: Twinkle twinkle, Hot cross buns, Miss Poly, One two buckle my shoe | | Somebody crunched Colin  Somebody swallowed Stanley  Poetry: Twinkle twinkle, Hot cross buns, Miss Poly, One two buckle my shoe | | Various traditional tales e.g. Little Red Riding Hood/The three little pigs  Once upon a fairy tale  The Wolf’s pancakes  I’m in charge  Poetry: Incy wincy spider, Dingla dangle scarecrow, Grand old duke | | | | Peace at Last  Poetry: Humpty Dumpty, Oats and beans and barley grow | | The day the crayons quit  Poetry: Humpty Dumpty, Oats and beans and barley grow | |
| Focus | Using actions whilst joining in | Temporal language | Joining in chorally with actions | Instructional language | Story words: Once upon a time/ Finally/Happily ever after… | Prepositional language | Story words: Once upon a time/ Finally/Happily ever after… | Instructional language | Story words: Once upon a time/ Finally/Happily ever after… | Writing first name  Initial letters  Information language | Story words: Once upon a time/ Finally/Happily ever after…  Story structure | Writing first name  Initial letters  Descriptive language |
|  | | Autumn 1  Fiction | Autumn 1  Non-fiction | Autumn 2  Fiction | Autumn 2  Non-fiction | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction |
| FS2 | Genre | Narrative  Rhymes  Songs | Letter formation Instructionall texts | Narrative  Rhymes  Songs | Explanation text  Making greeting cards | Narrative  Rhymes  Songs | Recount | Narrative  Rhymes  Songs | Discussion | Narrative  Rhymes  Songs | Information text | Narrative  Rhymes  Songs | Discussion |
| Texts | The colour monster  Something Else  Poetry: Number poems, There was a crooked man and Blue wellies yellow wellies | | Somebody crunched Colin  Somebody swallowed Stanley  Poetry: Number poems, There was a crooked man and Blue wellies yellow wellies | | Various traditional tales e.g. Little Red Riding Hood  I’m in charge  Once upon a fairy tale  The Wolf’s pancakes  Poetry: Spike Milligan Silly rhymes  Wriggle and Roar (any) | | | | Peace at Last  Poetry: Mrs Pirate by NicK Sharratt  Commotion in the Ocean or Rumble in the Jungle | | The day the crayons quit  Poetry: Mrs Pirate by NicK Sharratt  Commotion in the Ocean or Rumble in the Jungle | |
| Focus | Joining in with the sounds of a story | First name  Initial letters  Instructional language | Joining in with dialogue | Explanation with “because” Christmas cards | Time connecting language | Temporal language | Temporal connectives | Rules of holding a discussion | Adjective, verbs and alliteration | Information language  and description | Early dialogue | Persuading |
|  | |  | Autumn 1 Fiction | Autumn 1  Non fiction | Autumn 2  Fiction | Autumn 2  Non-Fiction | Spring 1  Fiction | Spring 1  Non-fiction | Spring 2  Fiction | Spring 2  Non-Fiction | Summer 1  Fiction | Summer 1  Non-Fiction | Summer 2  Fiction | Summer 2  Non-Fiction |
| Year 1 | | Genre | Narrative  Story style: Traditional tales  Shape/  calligram  Poetry | Persuasion | Narrative  Story style: fairy tales | Explanation | Narrative  Story style: familiar settings  List Poetry | Instructions for a recipe | Narrative  Story style: well-known stories | Recount in the form of a letter | Narrative  Story style: fantasy  Free verse Poetry | Information text | Playscripts | Discussion |
| Texts | The Naughty Bus  The High Street by Alice Melvin  Beware of the boys by Tony Blundell  Poetry: Spaghetti, spaghetti, Feasts, Perfectly peculiar pets, Water by Shirley Hughes | | | | The true story of the three little pigs  Poetry: There was a crooked man, Hands, A first book of the sea | | | | Coming to England  Poetry: Rickety Train Ride, In the dark dark wood, Polar bear artic hare | | | |
| Focus | Characterisation  CL and FS  Written in the third person and past tense  Use of exclamation marks and questions  Use of the conjunction “and”  Poetry:  Describes an object  Presented in the shape  Or layout | Non-fiction: Use the grammar and punctuation of year 1 NC | Atmosphere e.g scariness  CL and FS  Written in the third person and past tense  Use of exclamation marks and questions  Use of the conjunction “and” | Non-fiction: Explanation with “because” and connectives | Setting:  Personal retellings using first person and past tense  CL and FS  Use of exclamation marks and questions  Use of the conjunction “and”  Poetry: List of words, phrases or sentences on a subject  Starter word or phrase  May or may not rhyme | Non-fiction: Use the grammar and punctuation of year 1 NC | Openings and endings  CL and FS  Written in the third person and past tense  Use of exclamation marks and questions  Use of the conjunction “and” | Non-fiction: Use the grammar and punctuation of year 1 NC | Description  CL and FS  Written in the third person and past tense  Use of exclamation marks and questions  Use of the conjunction “and”  Poetry- use of couplets  Repetition | Non-fiction: Use the grammar and punctuation of year 1 NC | Layout:  Introduction: scene titles  Main body  A scene, beginning middle, end | Non-fiction: Language of discussion |
|  | |  | Autumn 1 Fiction | Autumn 1  Non fiction | Autumn 2  Fiction | Autumn 2  Non-Fiction | Spring 1  Fiction | Spring 1  Non-Fiction | Spring 2  Fiction | Spring 2  Non-Fiction | Summer 1  Fiction | Summer 1  Non-Fiction | Summer 2  Fiction | Summer 2  Non-Fiction |
| Year 2 | | Genre | Narrative  Story style: adventure stories | Persuasion | Narrative  Story style: humorous  Diamonte Poetry | Recount  Diary writing | Narrative  Story style: fables | Instructions | Narrative  Story style: dilemmas | Discussion text  Acrostic poetry | Narrative  Story style: adventure stories  Free verse Poetry | Information text | Playscripts | Explanation |
| Texts | VLAD AND THE GREAT FIRE OF LONDON – Kate Cunningham | | | | The Queen’s Handbag by Steve Antony | | | | The Journey by Aaron Beck | | | |
| Focus | Openings and endings  Written in the past progressive tense, third person  Apostrophes used for possession and contraction  Conjunctions: and, so, because, when, if, that, or, but  Exclamation and questions marks  Noun phrases  Commas in a list  Verbs chosen for effect | Non-fiction: Written in the past tense  Rhetorical questions  Effective use of noun phrases | Characterisation  Written in the past progressive tense, third person  Apostrophes used for possession and contraction  Conjunctions: and, so, because, when, if, that, or, but  Exclamation and questions marks  Noun phrases  Commas in a list  Verbs chosen for effect  Poetry:  Presented in diamond shape  Precise verbs and adjectives  Capital letter, commas between verbs and adjectives, no punctuation at end of line | Non-fiction: Use of past and present tense Progressive verbs  Conjunctions for coordination and subordination  Noun phrases | Setting  Written in the first person and past tense  Apostrophes used for possession and contraction  Conjunctions: and, so, because, when, if, that, or, but  Exclamation and questions marks  Noun phrases  Commas in a list  Verbs chosen for effect  Performance poetry/Kenning | Non-fiction: Imperative verbs and command sentences  Commas in a list | Character  Written in the past progressive tense, third person  Apostrophes used for possession and contraction  Conjunctions: and, so, because, when, if, that, or, but  Exclamation and questions marks  Noun phrases  Commas in a list  Verbs chosen for effect  Poem- Haiku | Non-fiction: Language of discussion  Poetry: First letter of each line spells out word  Capital letter at start  Comma at end of sentence | Suspense/  Atmosphere  Written in the past progressive tense, third person  Apostrophes used for possession and contraction  Conjunctions: and, so, because, when, if, that, or, but  Exclamation and questions marks  Noun phrases  Commas in a list  Verbs chosen for effect  Poetry:  Alliteration  Rhyme  Counting syllables  Repetition  Thinking and feeling details  # | Non-fiction: Use past and present tense  Question to form titles  Questions and question marks  Conjunctions  Adjectives and comparative adjectives | Layout as for year 1  Present tense, adjectives, verbs, Character’s name and colon afterwards  New speaker, new line | Non-fiction: Consistent use of present tense  Questions used to form titles  Question marks used  Use conjunctions so because |
|  | |  | Autumn 1 Fiction | Autumn 1  Non fiction | Autumn 2  Fiction | Autumn 2  Non-Fiction | Spring 1  Fiction | Spring 1  Non-Fiction | Spring 2  Fiction | Spring 2  Non-Fiction | Summer 1  Fiction | Summer 1  Non-Fiction | Summer 2  Fiction | Summer 2  Non-Fiction |
| Year 3 | | Genre | Narrative  Story style: dilemmas  Clerihew Poetry | Recount in the form of a newspaper | Narrative  Story style: familiar settings | Persuasion | Narrative  Story style: sci-fic  Limerick Poetry | Explanation | Narrative  Story style: Traditional tales | Information text | Narrative: story style  Myths  Free verse Poetry | Instructions | Playscript | Explanation |
| Texts | Pebble in my Pocket  OGOO THE STONE AGE BOY  Ug the boy genius  : | | | | The boy with the bronze axe by Kathleen Fiddler | | | | Willow Pattern Story/Traditional Chinese stories | | | |
| Focus | setting  Paragraphs: cohesion  Nouns and pronouns  Adverbs: first, then, after that, finally  Conjunctions: when, before, after, while, so, because  Prepositions: before, after, during, before, in, because of  Inverted commas for direct speech  Noun phrases  Poetry:  4 lines in length  Rhyming structure AABB  Subject a character named in one line  Mod of poem is comic | Non-fiction: Express time, place and cause using conjunctions, adverbs and prepositions  Inverted commas to punctuate direct speech | Suspense and action  Paragraphs: cohesion  Nouns and pronouns  Adverbs: first, then, after that, finally  Conjunctions: when, before, after, while, so, because  Prepositions: before, after, during, before, in, because of  Inverted commas for direct speech  Noun phrases | Non-fiction: Express time, place and cause using conjunctions, adverbs and prepositions  Use of present perfect verbs | Dialogue  Paragraphs: cohesion  Nouns and pronouns  Adverbs: first, then, after that, finally  Conjunctions: when, before, after, while, so, because  Prepositions: before, after, during, before, in, because of  Present perfect form used within dialogue  Inverted commas for direct speech  Noun phrases  Poetry:  Five-line in length  Follows AABBA structure  First line begins with “There was a ..” and ends with the name of a person | Non-fiction: Features of an explanation text | Openings and endings  Paragraphs: cohesion  Nouns and pronouns  Adverbs: first, then, after that, finally  Conjunctions: when, before, after, while, so, because  Prepositions: before, after, during, before, in, because of  Present perfect form used within dialogue  Inverted commas for direct speech  Noun phrases | Non-fiction: Express time, place and cause using conjunctions, adverbs and prepositions  Headings and subheadings | Description of people, places and objects  Paragraphs: cohesion  Nouns and pronouns  Adverbs: first, then, after that, finally  Conjunctions: when, before, after, while, so, because  Prepositions: before, after, during, before, in, because of  Present perfect form used within dialogue  Inverted commas for direct speech  Noun phrases  Poetry:  Repetition  Rhyme  Simile  Rhythm | Non-fiction: Express time, place and cause conjunctions, adverbs and prepositions  Headings and sub-headings | Layout:  Introduction: scene title and setting description  Main body: Different scenes with diff characters and stage directions  Opening, build up, Climax, resolution  Conclusion: final line which concludes the story | Non-fiction: Express time, place and causal conjunctions, adverbs and prepositions  Headings and subheadings |
|  | |  | Autumn 1 Fiction | Autumn 1  Non fiction | Autumn 2  Fiction | Autumn 2  Non-Fiction | Spring 1  Fiction | Spring 1  Non-Fiction | Spring 2  Fiction | Spring 2  Non-Fiction | Summer 1  Fiction | Summer 1  Non-Fiction | Summer 2  Fiction | Summer 2  Non-Fiction |
| Year  4 | | Genre | Narrative –Story style  Adventure | Recount in the form of a newspaper | Narrative  Story style: historical  Kenning Poetry | Persuasion | Narrative  Story style: mystery  Free verse Poetry | Explanation | Narrative  Story style: legends | Discussion text | Narrative: story style  Fantasy  Performance  Poetry | Instructions | Playscripts | Information text |
| Texts | Greek myths and legends  WHO LET THE GODS OUT? – Maz Evans | | | | Roman Myths  The thieves of Ostia  The time-travelling cat and the Roman eagle by Julia Jarman | | | | Escape from Pompeii | | | |
| Focus | Openings  Third person and past tense including past progressive and present perfect  Standard English  Fronted adverbials  Adverbials within and across paragraphs: therefore, however  Cohesion using nouns and pronouns  Paragraphs  Verbs and adverbs chosen for effect  Conjunctions: when, before, after, while, so, because  Expanded noun phrases  Apostrophes for plural possession | Non-fiction: Use of paragraphs  Expanded noun phrases  Fronted adverbials eg later that day | Suspense and action  Third person and past tense including past progressive and present perfect  Standard English  Fronted adverbials  Adverbials within and across paragraphs: therefore, however  Cohesion using nouns and pronouns  Paragraphs  Verbs and adverbs chosen for effect  Conjunctions: when, before, after, while, so, because  Expanded noun phrases  Apostrophes for plural possession  Poetry: use two-word joined with a hyphen  Two words noun and verb or noun and noun  Use a metaphor to describe an object  No set number of lines per verse | Non-fiction: Create cohesion through nouns and pronouns  Use adverbials eg therefore, however  Use paragraphs, expanded noun phases | Dialogue  Third person and past tense including past progressive and present perfect  Standard English  Fronted adverbials  Adverbials within and across paragraphs: therefore, however  Cohesion using nouns and pronouns  Paragraphs  Verbs and adverbs chosen for effect  Conjunctions: when, before, after, while, so, because  Expanded noun phrases  Apostrophes for plural possession  Full range of speech punctuation  Poetry: Structure of author focus, Simile, metaphor, mood and tone, vocabulary choice | Non-fiction: Fronted adverbials  Paragraphs  Create cohesion through the use of nouns and pronouns | Openings and endings  Third person and past tense including past progressive and present perfect  Standard English  Fronted adverbials  Adverbials within and across paragraphs: therefore, however  Cohesion using nouns and pronouns  Paragraphs  Verbs and adverbs chosen for effect  Conjunctions: when, before, after, while, so, because  Expanded noun phrases  Apostrophes for plural possession  Full range of speech punctuation | Non-fiction: Consistent use of present tense  Use of present perfect form of verbs  Effective use of noun phrases  Use of paragraphs and adverbials  Use of headings and subheadings | Description of people, places and objects  Third person and past tense including past progressive and present perfect  Standard English  Fronted adverbials  Adverbials within and across paragraphs: therefore, however  Cohesion using nouns and pronouns  Paragraphs  Verbs and adverbs chosen for effect  Conjunctions: when, before, after, while, so, because  Expanded noun phrases  Apostrophes for plural possession  Full range of speech punctuation  Poetry: clear voice, different voices, feeling and expressions, movement and gesture, speed and tone,  Additional features eg music | Non-fiction: Express time, place and cause conjunctions, adverbs and prepositions  Headings and sub-headings | Layout: as for year 3  Powerful verbs/adverbs  Stage directions (written in brackets)  Sound effects/reactions of actors (written in brackets) | Non-fiction: Create cohesion using nouns and pronouns  Use of paragraphs |
|  | |  | Autumn 1 Fiction | Autumn 1  Non-fiction | Autumn 2  Fiction | Autumn 2  Non-Fiction | Spring 1  Fiction | Spring 1  Non-Fiction | Spring 2  Fiction | Spring 2  Non-Fiction | Summer 1  Fiction | Summer 1  Non-Fiction | Summer 2  Fiction | Summer 2  Non-Fiction |
| Year 5 | | Genre | Narrative  Story style: historical | Persuasion  Narrative Poetry | Narrative  Story style: myths | Instructions | Narrative  Story style: humorous | Discussion text | Narrative  Story style:  fantasy  Performance poetry | Explanation text | Narrative: story style  Other cultures | Recount in the form of a newspaper report | Playscript  Simile and metaphor poetry | Information text |
| Texts | Beowulf by Michael Morpurgo | | | | The Chocolate Tree  The hero twins graphic novel | | | | Queen of the Falls by Chris Van Allsberg | | | |
| Focus | Setting  Third person and past tense, present perfect or past perfect  Adverbials across paragraphs  Modal verbs to show possibility  Adverbs of possibility: probably, definitely  Parenthesis: brackets, dashes and commas  Layout devices eg chapters, how it all began  Relative clauses | Non-fiction: Modal verbs to show degree of possibility  Cohesion between paragraphs  Poem: rhyme, structure, archaic language, hyperbole, symbolism, personification, pathetic fallacy, repetition | Style and vocabulary  Third person and past tense, present perfect or past perfect  Adverbials across paragraphs  Modal verbs to show possibility  Adverbs of possibility: probably, definitely  Parenthesis: brackets, dashes and commas  Layout devices eg chapters, how it all began  Relative clauses | Non-fiction: Parenthesis  Relative clauses  Modal verbs  Various layout devices | Openings and endings  Third person and past tense, present perfect or past perfect  Adverbials across paragraphs  Modal verbs to show possibility  Adverbs of possibility: probably, definitely  Parenthesis: brackets, dashes and commas  Layout devices eg chapters, how it all began  Relative clauses | Non-fiction: Create cohesion between paragraphs using adverbials  Use layout devices to provide additional info  Create cohesion between paragraphs using adverbials  Relative clauses used to add additional info  Use of parenthesis | Suspense  Third person and past tense, present perfect or past perfect  Adverbials across paragraphs  Modal verbs to show possibility  Adverbs of possibility: probably, definitely  Parenthesis: brackets, dashes and commas  Layout devices eg chapters, how it all began  Relative clauses  Poetry: Poetry: clear voice, different voices, feeling and expressions, movement and gesture, speed and tone,  Additional features eg music | Non-fiction: Indicate degrees of possibility using adverbs and modal verbs  Use layout devices  Create cohesion between paragraphs  Use relative | Character and dialogue  Third person and past tense, present perfect or past perfect  Adverbials across paragraphs  Modal verbs to show possibility  Adverbs of possibility: probably, definitely  Parenthesis: brackets, dashes and commas  Layout devices eg chapters, how it all began  Relative clauses | Non-fiction: Use of past perfect  Modal verbs  Cohesion between para | Layout:  Introduction: scene title and setting description  Main body: Different scenes with diff characters and stage directions  Characters speak in detail and have stage directions to follow the opening, build up, climax, resolution  conclusion: final line which concludes the story  Poetry: use of simile  Use of metaphor  Line length varies | Non-fiction: Create cohesion with paragraphs  Parenthesis  Various layout devices |
|  | |  | Autumn 1 Fiction | Autumn 1  Non-fiction | Autumn 2  Fiction | Autumn 2  Non-Fiction | Spring 1  Fiction | Spring 1  Non-Fiction | Spring 2  Fiction | Spring 2  Non-Fiction | Summer 1  Fiction | Summer 1  Non-Fiction | Summer 2  Fiction | Summer 2  Non-Fiction |
| Year 6 | | Genre | Narrative-  Story style Adventure  Narrative  Poetry | Recount in the form of a newspaper article | Narrative  Story style: Flashback | Discussion text | Narrative  Story style: other cultures | Information text | Narrative: story style  Mystery  Sonnet  Poetry | Persuasion | Narrative  Story style: Science fiction | Explanation text | Playscript Performance Poetry | Daily short burst writing  Basic plot patterns  Revisit all non-fiction texts |
| Texts | Stanley’s Stick or other books?  The Little Ships – Louise Borden  Portable Paradise – Roger Robinson  Wartime Recipes, Dig for Victory – Ray Anderson  Rose Blanche -Roberto Innocenti | | | | Islamic civilisation topic | | | | Crime and Punishment topic  Holes | | | |
| Focus | Adventure  Vocabulary typical to informal speech and formal speech  Passive voice  Subjunctive form to hypothesise  Past perfect progressive form used to indicate specific points in time  Cohesion across paragraphs using pronouns, nouns, adverbials  Colons semi-colons and dashes  Poem: rhyme, structure, archaic language, hyperbole, symbolism, personification, pathetic fallacy, repetition | Non-fiction: Use of past perfect progressive  Adapt degrees of formality/informality  Create cohesion across parag | Description of people, places and objects  Vocabulary typical to informal speech and formal speech  Passive voice  Subjunctive form to hypothesise  Past perfect progressive form used to indicate specific points in time  Cohesion across paragraphs using pronouns, nouns, adverbials  Colons semi-colons and dashes | Non-fiction: Create cohesion across paragraphs using wider cohesive devices  Make informal and formal language choices  and adapt accordingly  Use of passive voice  Use subjunctive form  Use semi-colons, colons and dashes | Setting: atmosphere  Vocabulary typical to informal speech and formal speech  Passive voice  Subjunctive form to hypothesise  Past perfect progressive form used to indicate specific points in time  Cohesion across paragraphs using pronouns, nouns, adverbials  Colons semi-colons and dashes | Non-fiction: Vocab typical of informal and formal speech  Use of passive voice  Cohesion across paragraphs | Character and dialogue  Vocabulary typical to informal speech and formal speech  Passive voice  Subjunctive form to hypothesise  Past perfect progressive form used to indicate specific points in time  Cohesion across paragraphs using pronouns, nouns, adverbials  Colons semi-colons and dashes    Poetry: compare two sonnets for content, language and rhyme pattern | Non-fiction: Make formal and informal vocab choices  Adapt degrees formality/informality  Use of passive voice  Use subjunctive form to hypothesis  Create cohesion across parag | Style and vocabulary  Vocabulary typical to informal speech and formal speech  Passive voice  Subjunctive form to hypothesise  Past perfect progressive form used to indicate specific points in time  Cohesion across paragraphs using pronouns, nouns, adverbials  Colons semi-colons and dashes | Non-fiction: Adapt degrees of formality/informality  Create cohesion between paragraphs using a wider range of devices  Use of passive voice | Layout as per year 5  Use bold/italic writing when something is spoken  Use ellipsis to show pauses in speech  Character/scene list  Stage directions in italics  Sound effects/reactions of actors written in brackets within sentences  Poetry: clear voice, different voices, feeling and expressions, movement and gesture, speed and tone,  Additional features eg music |  |