

# Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Recount</b> Focused on visit to local church and the area</p> <p><b>Explanation Text</b> Children write an explanation of the process of the Water Cycle</p> <p><b>Instructional Text</b> Children write a set of instructions based on mummification process</p>	<p><b>Play Script</b> Children write a section of a play script using an extract from the <i>Epic of Gilgamesh</i></p> <p><b>Non-Chronological Report</b> Children write a non-chronological report based the Andes</p>	<p><b>Narrative</b> Children write a short narrative set in the Indus Valley</p> <p><b>Persuasive Writing</b> Children create a leaflet persuading people to visit London &amp; the River Thames</p>	<p><b>Descriptive Writing</b> Children write a short description of a Greek God or Goddess</p> <p><b>Poetry</b> Children write a poem set in the playground (based on City Jungle)</p> <p><b>Letter Writing</b> Children write a letter from the perspective of a character from the story of Iliad</p>	<p><b>Non-Chronological Report</b> Children write a non-chronological report based on the biomes studied</p> <p><b>Narrative (Myth)</b> Children write a Greek myth with a hero, monster and battle</p>	<p><b>Novel Study-Journey: Me and Mr P</b></p> <p><b>Diary</b> Children write a diary entry based on the events of the character in the novel</p> <p><b>Email (Purple Mash)</b> Children write an email to the character's friend now that he has moved countries.</p>
<p>Identifying all the word classes of a simple sentence</p> <p>Sentence structures (what is the subject of a sentence) – Simple and compound</p> <p>Introduce the present perfect form of verbs.</p> <p>Using 'a' and 'an' correctly</p> <p>Introduction to paragraphs to group related material.</p> <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> <p>Specific/Technical vocabulary to add</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> <p>Specific/Technical vocabulary to add</p> <p>Prepositions Expressing time, place</p> <p>Word class – Nouns, verbs, adjectives, adverbs and prepositions</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> <p>Prepositions</p> <p>Prepositions Expressing time, place</p> <p>Noun phrase – the difference between a phrase and a clause</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p>	<p>Identifying all the word classes of a simple sentence</p> <p>Sentence structures (what is the subject of a sentence) – Simple and compound</p> <p>Introduce the present perfect form of verbs.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> <p>Specific/Technical vocabulary to add</p>	<p>Pronouns – possessive: his, hers, theirs</p> <p>Possessive apostrophes</p> <p>Word class – Nouns, verbs, adjectives, adverbs and prepositions</p> <p>Review and consolidate</p>

# Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Recount</b> Children retell the legend of Romulus and Remus</p> <p><b>Narrative (Fairy Tale)</b> Children write a narrative based on the stories from The Brother's Grim</p>	<p><b>Diary</b> Children write a diary based on the eruption of Mount Vesuvius in Pompeii</p> <p><b>Newspaper Report</b> Children write a newspaper report based on the eruption of Pompeii</p>	<p><b>Narrative</b> Children write a narrative Children write a narrative based on a character in an earthquake</p> <p><b>Biography</b> Children write a biography based on the life of Boudicca</p>	<p><b>Poetry</b> Children write three types of poetry based on "Summer in the Sun" from the tourism topic</p> <p><b>Persuasive Writing</b> Children hold a debate about pros and cons of tourism resulting in one sided argument for sustainable tourism</p>	<p><b>Poetry</b> Children examine a range of traditional poems and eventually write their own in the style of a well-known poet</p> <p><b>Non-Chronological Report</b> Children write a non-chronological report based on the plants and animals that live in the dessert.</p>	<p><b>Novel Study: Boy at the Back of the Class</b></p> <p><b>Character Analysis and Setting Description</b> Children write a detailed character analysis and setting description using descriptive language</p> <p><b>Book Review</b> Children write a book review based on Boy at the Back of the Class</p>

# Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Persuasive Writing</b> Children write a persuasive tourist guide based on San Francisco</p> <p><b>Narrative (Adventure Story)</b> Children write an adventure story based on Ali Baba and the Forty Thieves</p>	<p><b>Narrative (Fable)</b> Children write a narrative based on the Vikings or a Viking saga</p> <p><b>Non-Chronological Report</b> Children write a non-chronological report based on the impact humans have had on the ocean.</p>	<p><b>Journalistic Writing</b> Children write a newspaper article based on the Anglo-Saxons</p> <p><b>Biography</b> Children write a biography of a famous refugee.</p>	<p><b>Comparative Poetry</b> Children explore different styles of poetry and write one poem based on North America and one based on South America</p> <p><b>Narrative (Legend)</b> Children write a narrative based on the story of Beowulf</p>	<p><b>Formal Writing:</b> To a local MP to discuss deforestation (linked to the book <i>There's a Rang Tang in My Bedroom</i>)</p> <p><b>Non-Chronological Report</b> Children write a non-chronological report based on the Amazon Rainforest</p>	<p><b>Novel Study: Wonder</b></p> <p><b>Character Analysis</b> To contrast and compare characters and find evidence to support. Use this to write from a character's point of view</p> <p><b>Diary</b> To write a diary from a character's point of view</p> <p><b>Dialogue</b> To write a dialogue between two characters</p>

# Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Biography:</b> Children write a biography based on the life of one of their parents or a staff member (Mrs Butcher).</p> <p><b>Narrative:</b> Children write a narrative based on the Tunnel by Antony Brown</p>	<p><b>Persuasive Writing:</b> Children write a tourist guide based on the theme of Visit London!</p> <p><b>Non- Chronological</b> Children write a non-chronological report based on Tudor London</p>	<p><b>Narrative</b> Children write a narrative based on the book, <i>Oliver Twist</i></p> <p><b>Narrative:</b> Children write a narrative based on the book, <i>The Island</i> by Armin Greder</p>	<p><b>Non-Chronological Report</b> Children write a non-chronological report about Charles Darwin (link with science week)</p> <p><b>Narrative:</b> Children write a narrative based on a suspense story</p>	<p><b>Poetry:</b> Children continue their learning about the war by studying and writing poems in the style of Wilfred Owen</p> <p><b>Narrative</b> Children write a short narrative based on the book <i>Rose Blanche</i></p> <p><b>Diary:</b> Life in the trenches? Life as an evacuee? Could focus on Walter Tull or Sergeant Arthur Walrond</p>	<p><b>Novel Study: Highrise Mystery</b></p> <p><b>Journalistic Writing</b> Children write a newspaper report about the murder that takes place</p> <p><b>Diary</b> Children write a diary entry from the perspective of one of the sisters</p>

