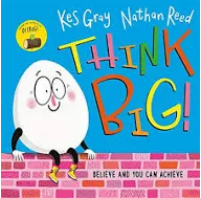
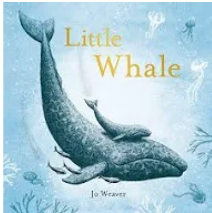
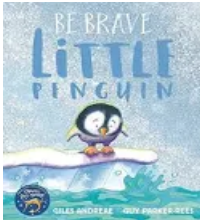
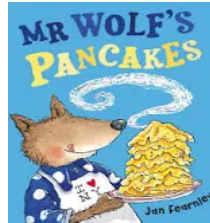

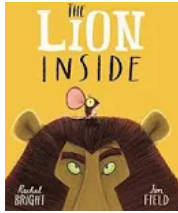
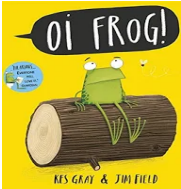

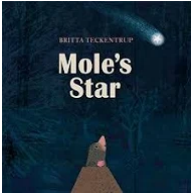

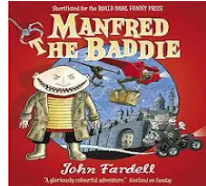

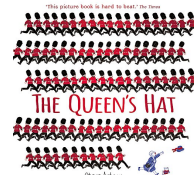

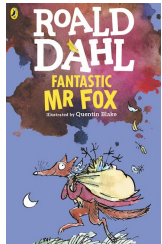
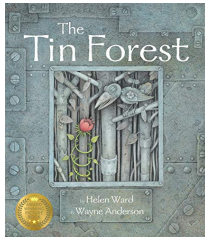

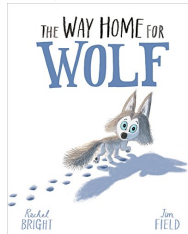
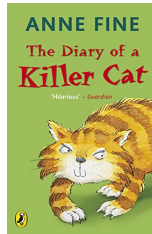
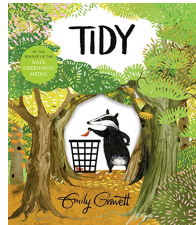


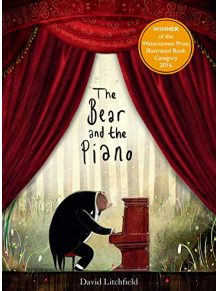
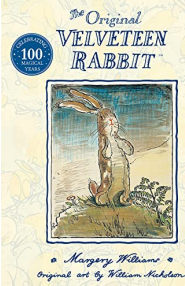
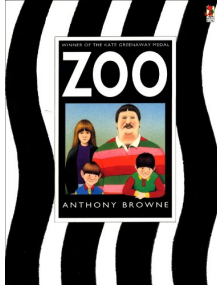
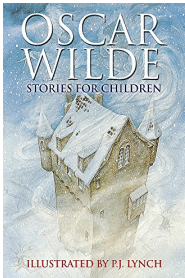
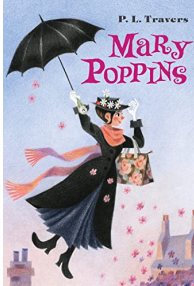


Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EFYS	<p>Think Big!</p>  <ul style="list-style-type: none"> Accident report Labels Captions and simple sentences Questions Nursery rhyme innovation Writing in role as nursery rhyme character Story endings Get-well letter 	<p>Little Whale</p>  <ul style="list-style-type: none"> Daily whole class shared and modelled writing Writing captions and labels for pictures and models made Story mapping and sequencing Generating adjective word banks Story writing themed on whales Labelling and captioning whale illustrations Poster making 	<p>Be Brave Little Penguin</p>  <ul style="list-style-type: none"> Modelled and shared writing opportunities Writing captions Thought bubbles Writing linked to personal experiences Story mapping and sequencing Story writing 	<p>Mr Wolf's Pancakes</p>  <ul style="list-style-type: none"> Instructions Predictions Speech bubbles A new ending for the story Sentence and story editing A simple debate, with arguments for and against 	<p>Bee and Me</p>  <ul style="list-style-type: none"> Non-narrative facts about bees Predictions Story captions A recount of an imaginary journey Questions A story sequel A poster Sentence editing 	<p>The Lion Inside</p>  <ul style="list-style-type: none"> Story mapping and sequencing Story writing
Year 1	<p>Oi Frog!</p>  <ul style="list-style-type: none"> An information page about frogs (session 2) – to inform 	<p>The Night Box</p> 	<p>Mole's Star</p>  <ul style="list-style-type: none"> Sentence work based on reading comprehension tasks (Sessions 1 and 3) 	<p>Where the Wild things are</p>  <ul style="list-style-type: none"> Annotated story maps (session 2) – familiarising, sequencing and 	<p>Manfred the Baddie</p>  <ul style="list-style-type: none"> A 'Get Well' card/message (session 6) – to empathise 	<p>The Queen's Hat / The Queen's Handbag</p>

	<ul style="list-style-type: none"> • Character thought bubbles (session 3) – to empathise • A letter from one character to another (session 4) – to instruct • A letter of complaint (session 8) – to inform • A rhyming story in the style of the Oi! books (sessions 11–14) – to entertain 	<p>Orion and the Dark</p>  <ul style="list-style-type: none"> • A list poem to describe the contents of a night box • Writing in the style of Louise Greig to describe night • Writing in the role as a character • Making predictions based upon what happens at the beginning and end of a story • Describing Orion • Personal narrative about being afraid • Writing a list of places where dark can be found • Questions to hot seat a character • Planning and inventing a new story about overcoming a fear 	<ul style="list-style-type: none"> • Sentence work based on 'un-' words (Session 4) • Personal narrative about making wishes (Session 5) • Letter of apology (Sessions 7 and 8) • Designing and making a poster (Session 11) • A non-chronological report about moles 	<p>planning Character description (session 6) – describing and then comparing their own wild things (to entertain), vocabulary generation and use of comparative language (-er, -est suffixes)</p> <ul style="list-style-type: none"> • Missing poster (session 8) – vocabulary generation and application of comparative language learned (to inform/explain) • A letter to the Wild Things (session 9) – persuasive writing • Retelling the story with innovation (session 12) – narrative writing (to entertain), an original version of the story, and creation of a class anthology of original work 	<ul style="list-style-type: none"> • Instructions for making a sandwich (session 8) – to inform • A character description in the form of a Wanted poster (session 3) – to inform • A comic strip story in the style of Manfred the Baddie (sessions 12-15) – to entertain 	  <ul style="list-style-type: none"> • A prediction (session 1) – Who is the 'someone special' that the Queen is going to see? • A sequence (sessions 3) – Sequencing the events in the story • Speech bubbles (sessions 4 and 5) – Writing in role as the wind • A diary entry (sessions 7 and 8) – Retelling the story as a chosen character • Own versions of the story (sessions 9 and 18-20) – A shorter piece based in the school community, and a longer piece based on a location of choice Sentence work (session 12) – Can we
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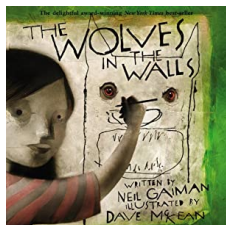
						<p>improve Steve Antony's sentences?</p> <ul style="list-style-type: none"> • Lists (sessions 13 and 17) – Alliterative animals, and what does the Queen have in her handbag? • Why I stole the Queen's handbag (session 14) – Writing in role as the sneaky swan
Year 2	<p>Fantastic Mr Fox</p>  <ul style="list-style-type: none"> • Fact file (session 3) – to write and present a fact file about a fox • Newspaper report (session 10) – to write a newspaper report of the hunt from the viewpoint of the villagers • Non-fiction (session 18) – to write a non-fiction report about one of the other animals in the story • Poem (sessions 23 and 24) – To learn a 	<p>The Tin Forest</p>  <ul style="list-style-type: none"> • Lists – to write lists of mini-beasts • A description – to write a detailed description of a forest setting • Instructions – to write instructions on how to plant a seed • Leaflet/poster – to write an information text • Fiction – to write a story exploring the theme of recycling and litter with a focus on setting 	<p>The Tale of Jemima Puddle-Duck</p>  <ul style="list-style-type: none"> • Non-fiction writing (session 3) – to make observations about a chick's development • Instructions (session 5) – to write instructions about how to look after a chick • Fact file (session 7) – to write and present a fact file on different aspects of Beatrix Potter's life • Advert (session 13) – to write an advert for a safe place for Jemima to lay her eggs 	<p>The Way Home for Wolf</p>  <ul style="list-style-type: none"> • Writing Outcome 1 (session 3) – to write a PowerPoint presenting an aspect of a wolf's life. • Writing Outcome 2 (session 8) – to write a winter poem • Writing Outcome 3 (session 13) – to write a chronological account of an ice investigation • Writing Outcome 4 (session 19) – to write simple instructions on teamwork for the leader of the wolf pack 	<p>The Diary of a Killer Cat</p>  <ul style="list-style-type: none"> • Writing outcome 1 (session 2) – to write a diary entry for Dad on Thursday evening • Writing outcome 2 (session 5) – to write a theory for why Tuffy brought Thumper through the cat flap and into the house • Writing outcome 3 (session 7) – to write instructions for cleaning up the rabbit • Writing outcome 4 (session 14) – to write the blurb to the 	<p>Tidy</p>  <p>Greta and the Giant</p>  <ul style="list-style-type: none"> • Thought, speech and question bubbles (Sessions 2, 8, 11, 21 and 23) Writing in role to retell the story (Session 5) • A persuasive letter to Pete (Sessions 9 and 10) • A discussion and debate – Has Pete

	<p>poem by heart and to write their own poem about a fox</p> <ul style="list-style-type: none"> Letter (session 27) – To write a letter for one of the Small Foxes to their Grandmother Dictated sentence (sessions 28) – To write sentences that have been read aloud ensuring that they use correct grammar and vocabulary Final piece (session 29) – To write a narrative from Mr Fox's perspective to show what life would be like for the a 		<ul style="list-style-type: none"> Diary entry (session 19) – to write a simple chronological diary about how chicks develop Script (session 23) – to write a short script based on the story, changing one aspect Description (session 27) – to describe the Foxy gentleman Final piece: Story about an animal character from their experience or imagination – (session 29) – to entertain 	<ul style="list-style-type: none"> Writing Outcome 5 (session 22) – to write and present a fact sheet on why there aren't wolves in Britain anymore. Writing Outcome 6 (session 26) – to write an alternative ending to Wilf's adventure Writing Outcome 9 Final piece (session 30) – to write a diary entry for Wilf for the end of the story, completing the sentence 'I knew I was home because...' 	<p>sequel of The Diary of a Killer Cat</p> <ul style="list-style-type: none"> Writing outcome 5 (session 19) – to write a letter from the vet to Ellie's family Writing outcome 6 (sessions 23) – to write a pamphlet for a new cat owner on how to look after their pet Writing outcome 9 (session 29) – to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of 	<p>changed? (Sessions 12 and 13)</p> <ul style="list-style-type: none"> A personal reflection (Session 14) An explanation (Session 18) A book review (Session 20) A list of suggestions using bullet points (Session 24) A news recount (Sessions 27 and 28) A poem (Session 30)
Year 3	<p>The Iron Man</p> <p>Ted Hughes the Iron Man</p>  <ul style="list-style-type: none"> Internal monologue (sessions 4–5) – write from a seagull's perspective Free writing (session 9) – the Iron Man reflecting on his day 	<p>The Bear and the Piano</p>  <ul style="list-style-type: none"> Fact file (session 5) – to present facts and inform others about the seasons Free writing (session 6) – to reflect on a 	<p>The Velveteen Rabbit</p>  <ul style="list-style-type: none"> Presentation on toys of the 1920s – to inform adults Rabbit's internal monologue – to explore characters for themselves as Rabbit 	<p>Zoo</p>  <ul style="list-style-type: none"> Short diary entries from the perspective of both Mum and Dad regarding their recount of specific parts of their day 	<p>The Selfish Giant / The Happy Prince</p>  <ul style="list-style-type: none"> A character description of the Giant – to describe A letter – to persuade The next part of the story in the style of 	<p>Mary Poppins</p>  <ul style="list-style-type: none"> A series of diary entries (sessions 6, 9–10) from the perspective of Jane, Michael and other characters they meet along the way

	<ul style="list-style-type: none"> Hogarth's diary (session 10–11) – explore feelings Formal speech (session 13) – persuade adults Poem (session 15) – entertain other children Free write (session 21) – an informal letter to a friend Final piece: a newspaper report (sessions 25–30) – inform a wide audience, including adults 	<p>personal experience of perseverance</p> <ul style="list-style-type: none"> Diary (sessions 11–12) – to write in character as the bear; his viewpoint as he leaves for the city Postcard (session 14) – for the bear to inform and keep in touch with his friends Free writing (session 16) – to write about a celebrity of choice Poster (session 17) – to persuade people to attend a concert Informal letter (sessions 18–19) – for the bear to explain his thoughts to his friend, grey bear Internal monologue (sessions 21–22) – to reflect on the bear's dilemma Final piece: an adventure story (sessions 27–30) – to inform a wide audience, including adults 	<ul style="list-style-type: none"> Write the next part of the story – to entertain other children Class poem about love – to create emotion for other children Advice sheet about scarlet fever – to advise adults Free writing the next part of the story – to entertain other children 	<ul style="list-style-type: none"> A letter of complaint from Dad to the zoo to complain about his disastrous visit with his family A fact file based on one of the animals from Zoo An extended narrative – pupils will plan, draft and publish a story based on the orang-utan's dreams of a life of freedom A piece based on the text My Dad – pupils will select the father from either Zoo or Gorilla as the focus of a piece based on My Dad 	<p>the author – to entertain/to predict</p> <ul style="list-style-type: none"> An alternative ending to 'The Selfish Giant' – to entertain An internal monologue in the role of the Swallow – to empathise Diary entries in the role of the Seamstress, Theatre Director and Match Girl – to empathise An alternative ending to 'The Happy Prince' – to entertain A short traditional tale – to entertain/to teach a moral lesson 	<ul style="list-style-type: none"> Poetry (session 16) – shape poems based on Mary Poppins An extended narrative (sessions 20–23) – 'the missing chapter' based on the film version A persuasive letter (sessions 28–30) from Jane and Michael Banks to Mary Poppins asking for her to return
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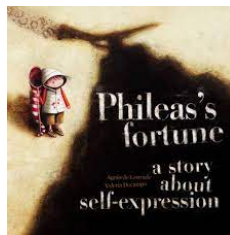
Year 4

The Wolves in the Walls



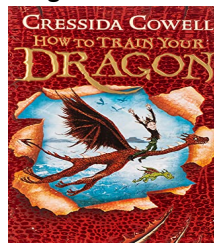
- Internal monologues (Sessions 4–5) – to recount and reflect
- Poems (Sessions 7–8) – to entertain
- Non-fiction fact cards (Sessions 9–10) – to describe and inform
- Free writing (Session 16) – to reflect
- Narratives (Sessions 19–20) – to entertain
- Internal monologues (Sessions 22–23) – to explain and reflect
- A multi-modal 'spooky' story – to entertain.

Phileas's Fortune



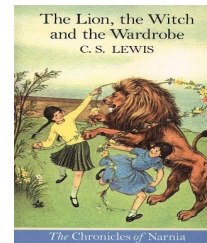
- A narrative setting description – to describe and entertain
- An internal monologue with choice of character – to entertain and explain
- A prediction – to explain and describe
- An internal monologue as main character – to explain and entertain
- A formal letter – to inform and persuade

How to Train your Dragon



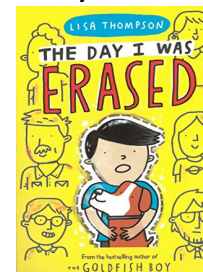
- Fact file (session 5) – to inform
- Written dialogue (session 7) – to entertain
- Hiccup's monologue (session 10) – to explore the character's thoughts and feelings
- Formal persuasive letter (session 13-14) – to persuade
- Hiccup's diary entry (session 17-18) – to explore change in the character's thoughts and feelings
- Description of a sea dragon (session 19) – to imagine
- Final piece: first person narrative from Hiccup's POV or continuing the story (sessions 26-30) – to entertain

The Lion the Witch and the Wardrobe



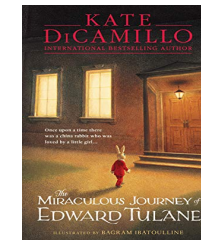
- Character spider diagram (session 3) – to inform Thought bubble from the perspective of Lucy (session 4) – to recount
- Diary Entry as Lucy of her meeting with Mr Tumnus (session 7) – to recount
- Letter Home as Lucy (sessions 12 and 13) – to reflect and recount
- Writing in the style of the story about what happened to Mr Tumnus (sessions 14 and 15) – to recount
- Mind map of the Key Events of Chapters 7 and 8 (session 16) – to summarise and recount
- Monologue from Edmund's perspective (session 19–21) – to reflect and recount
- Spider diagram about changes in Peter's

The Day I was Erased





- A diary entry character study – to recount
- A missing chapter in the style of the author – to entertain
- A comparative description – to explain
- A report in the form of an interview – to entertain and inform
- A speech to other Year 4 children – to explain and inform
- A letter to Charlie – to persuade and explain
- 'Maxwell's top five' – to explain and describe A written analysis – to describe and explain
- A character discussion – to inform and persuade

The Miraculous Journey of Edward Tulane



- Free write 'Something precious to me' (Session 2) – biographical, to reflect and recount
- Diary entry of household events (Sessions 4–5) – to write in character as Edward
- Non-fiction fact sheet or poster on the RMS Queen Mary (Session 7) – to inform
- Free write Edward's reflections (Sessions 10 and 19)
- Internal monologue on Edward's time at the dump (Sessions 13–14) – to explain and reflect Poem 'A Travelling Life' (Sessions 17–18) – to inform and entertain Free write diary or internal monologue (Sessions 22–23) – to inform us about

				<p>character (session 22) – to reflect</p> <ul style="list-style-type: none"> Paragraph from the point of view of Aslan or the White Witch regarding the fate of Edmund (session 24) – to persuade Haiku (session 25) – to recount Travel guide to Narnia (sessions 28–30) – to inform 		<p>Edward from another character's POV</p> <ul style="list-style-type: none"> Final piece: a new chapter
Year 5	<p>The Boy at the back of the Class</p>  <ul style="list-style-type: none"> A piece of persuasive writing (sessions 5 and 6) – to persuade adults Free writing as Ahmet (session 7) – to explore the character's thoughts and feelings A letter to the Prime Minister (session 14) – to persuade Free writing as the narrator (session 17) – to explore the 	<p>The Wizard of Once</p>  <ul style="list-style-type: none"> Descriptive paragraph of Xar or Wish (session 5) – to describe Internal monologue (session 7) – to explore a character's thoughts and feelings Brief monologue (session 9) – to explore a character's thoughts and feelings Writing the next part of the story in the style of the author 	<p>Nevermoor: The trials of Morrigan Crow</p>  <ul style="list-style-type: none"> An apology letter – to apologise Diary entries – to recount An internal monologue – to recount An advertisement – to persuade A newspaper report – to inform A continuation of the story – to entertain 	<p>The Jungle Book</p>  <ul style="list-style-type: none"> Personal narrative (session 1) – to link with the themes of the book (family, identity, community, society) Scene description of Rousseau's painting (session 7) – to write with authenticity in the style of the author Mowgli's diary (sessions 11 and 12) – to explore Mowgli's feelings 	<p>The Call of the Wild</p>  <ul style="list-style-type: none"> Give reasons for a point of view including evidence – to develop comprehension skills The next part of a fight scene – to explore and consolidate writing in this style Free writing as Buck – to explore the character's thoughts and feelings 	<p>The Rocket / All Summer in a Day</p>  <ul style="list-style-type: none"> Internal monologue as Bodoni (Sessions 3 and 8) – to understand character Write in the style of the text (Sessions 5, 10, 11, 18 and 21) – to entertain, create character Free-write narrative using language from the text (Session 7) – to develop writing Free-write as characters (Sessions

	<p>character's thoughts and feelings</p> <ul style="list-style-type: none"> The next part of the story (session 20) – to entertain A news broadcast (session 21) – to inform A speech (session 23) – to persuade A news feature (sessions 26–29) – to inform but with bias 	<p>(sessions 13 and 14) – to entertain</p> <ul style="list-style-type: none"> Conversation in the style of the main characters and using reported speech (sessions 16 and 17) – to entertain Note to Queen Sychorax to request that Rule 13 be amended (session 20) – to persuade Detailed monologue from the point of view of Xar reflecting on the story (sessions 24 and 25) – to empathise with the character, considering how events have affected them Labelled diagram of a magical creature (session 29) – to inform 	<ul style="list-style-type: none"> A trial account – to inform A magical adventure story – to entertain 	<ul style="list-style-type: none"> Formal instructions (session 19) – to write formally to instruct an unknown person (Mowgli) Internal monologue (sessions 21–23) – to explore the feelings of Messua, Mother Wolf or Mowgli, to empathise A story (sessions 27–30) – to entertain 	<ul style="list-style-type: none"> Non-fiction writing on dog sled teams – to inform A presentation on research into dog sled teams Writing a narrative of a dog fight – to entertain and consolidate writing in this style Writing dialect – to explore and consolidate the writing of dialogue A narrative poem – to entertain Writing a character monologue – to explore the portrayal of character A story – to entertain 	<p>14 and 20) – to explore figurative language, evaluate themes</p> <ul style="list-style-type: none"> Write a soliloquy as a character (Session 16) – to investigate character Evaluate and redraft a piece of writing (Session 22) – to improve writing Write a story in the style of Bradbury (Sessions 26–30) – to entertain
Year 6	<p>The Arrival</p>  <ul style="list-style-type: none"> A farewell letter (session 5) – from the father to his daughter 	<p>Skellig</p>  <ul style="list-style-type: none"> Internal monologue – to explore Michael's feelings (he is problem solving and therefore 	<ul style="list-style-type: none"> The Lost Magician (WW2)  <ul style="list-style-type: none"> Writing Outcome 1 (session 1) – 	<p>Macbeth</p>  <ul style="list-style-type: none"> The opening of a story (Session 2) – to entertain/engage 	<p>Tom's Midnight Garden</p>  <ul style="list-style-type: none"> Internal monologue as Tom (Session 5) – to reflect and evaluate 	<p>Wonder</p>  <ul style="list-style-type: none"> Personal narrative about a big move

	<p>– to inform and reassure</p> <ul style="list-style-type: none"> Journal entries (sessions 7, 11 and 14) – A series of journal entries documenting a journey to a new place, and exploring a character's feelings A narrative (sessions 21–24) – An extended narrative based on a character in the book – to entertain A letter from the father to his family (sessions 27–29) – A letter of guidance/instruction from the father to his family – to inform and advise 	<p>the purpose for the reader is to empathise at this point – same with the other monologues and diaries)</p> <ul style="list-style-type: none"> Personal narrative – to describe and entertain Internal monologue – to explore Skellig's feelings An extra excerpt for the story – to entertain Mina's diary – to explore Mina's feelings Michael's diary – to explore the change in Michael's feelings Final piece – Story – to entertain Formal piece of non-fiction writing – a one-sided or balanced argument on the topic of home school vs state school. 	<p>Informational text, to inform</p> <ul style="list-style-type: none"> Writing Outcome 2 (session 2) – Letter or advice sheet to refugee/ evacuee, to inform Writing Outcome 3 (session 7) – Persuasive text to convince a non-reader to read, to persuade Writing Outcome 4 (session 9) – Story in style of Torday (story continuation), to entertain Writing Outcome 5 (session 10) – Internal monologue/diary from character's POV, to recount Writing Outcome 6 (sessions 16–17) – Balanced argument (Reads vs Unreads), to discuss Writing Outcome 7 (sessions 19–20) – Story in style of Torday (story continuation), to entertain Writing Outcome 8 (session 22) – Story in style of Torday (story continuation – how do they think Rodrick's 	<ul style="list-style-type: none"> Macbeth's internal monologue (Sessions 5, 12 and 23) – to recount and reflect A description of the heath (Sessions 8–11) – to entertain/engage Lady Macbeth's soliloquy (Sessions 13–14) – to develop understanding of character Macbeth's speech to Lady Macbeth (Sessions 18–20) – to persuade Defence or prosecution statements (Sessions 24–26) – to persuade A closing statement for the defence (Sessions 27–30) – to persuade 	<ul style="list-style-type: none"> Free written letter from Tom to Peter (Sessions 8–9) – to inform, explain and entertain The next part of the story in the style of the writer (Session 10) – to entertain A description (Session 12) – to entertain and create a visual Write as Hatty (Sessions 16–17, 28, 31) – to explore feelings and develop character understanding Write in the style of the story (Sessions 21–22) – to entertain A leaflet, advice sheet or instructions (Sessions 24–25) – to inform, advise or persuade young late Victorian women The next part of the story (Sessions 34–55) – to entertain 	<p>(session 3) – To entertain</p> <ul style="list-style-type: none"> Diary entries (sessions 4 and 6) – To reflect Continuations of the story (sessions 10, 15, 16) – To entertain Non-fiction piece on friend qualities (session 12) – To explain Internal monologues (sessions 14, 19, 23, 24) – To reflect Apology letter (session 20) – To explain Email/text string (session 21) – To reflect/to inform/to entertain (depending on the topic of the messages) A story from Julian's POV (sessions 26–30) – To entertain
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			<p>story ends?, to entertain</p> <ul style="list-style-type: none">• Writing Outcome 9 (session 23) – Story in style of Torday (story continuation – what will happen next with Larry? Simon?), to entertain• Final piece (sessions 26–30) – Write a story from Nicholas Crowne’s POV or write their own story paying homage to their favourite book (like Torday), to entertain			
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