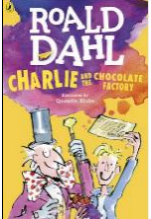


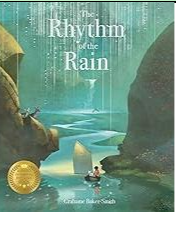

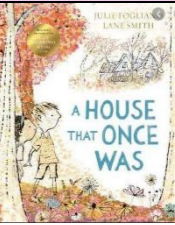




Writing to entertain		Writing to inform		Writing to persuade		Writing to discuss (UKS2)	
<ul style="list-style-type: none"> <li>Narrative</li> <li>Descriptions</li> <li>Diary</li> <li>Playscript</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Character/Settings</li> <li>Journal</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> <li>Recount</li> <li>Explanation</li> <li>Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Letter</li> <li>Interview</li> <li>Fact file</li> </ul>	<ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Poster</li> </ul>	<ul style="list-style-type: none"> <li>Speech</li> <li>Campaign</li> <li>Leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument</li> <li>Newspaper article</li> <li>Review</li> </ul>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Writing to entertain – character/settings	Writing to persuade – leaflet	Writing to entertain – character/settings	Writing to entertain – diary	Writing to entertain – narrative	Writing to entertain – diary
<p><b>Writing to inform – News report</b></p> <p>Currently in development</p>	<p><b>Melt</b> by Ele Fountain <b>4 weeks</b></p>  <p><b>Outcome:</b> <b>Audience:</b> <b>Choice:</b></p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Writing to inform – Report</b></p> <p>Currently in development</p>	<p><b>Escape From Pompeii</b> by Christina Balt <b>3 weeks</b></p>  <p><b>Outcome:</b> Write a diary account of the eruption. <b>Audience:</b> Historians <b>Choice:</b> Choose the character writing the diary.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Nouns and pronouns</li> <li>Speech punctuation</li> <li>Subordinating and coordinating conjunctions</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Historical/Factual</li> </ul>	<p><b>The Highland Falcon</b> By M. Leonard &amp; Sam Sedgman <b>5 weeks</b></p>  <p><b>Outcome:</b> Write a mystery story. <b>Audience:</b> 8–9-year-olds <b>Choice:</b> Choose the vehicle – locomotive/aeroplane/boat/tram.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Prepositional phrases</li> <li>Adverbials time and cause</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Mystery</li> <li>Recurring author (Guided Reading Twitch)</li> </ul>	<p><b>Writing to persuade – speech</b></p> <p>Currently in development</p>
<p><b>Charlie and the Chocolate Factory</b> by Roald Dahl <b>4 weeks</b></p>  <p><b>Outcome 1:</b> Write a setting description <b>Audience:</b> Children aged 8-9 <b>Choice:</b> No choice – main chocolate room.</p> <p><b>Outcome 2:</b> Write a news article detailing the events of the story. <b>Audience:</b> Newsround website readers. <b>Choice:</b> Choose the events and layout.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Adjectives</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Recurring KS2 author</li> <li>Male protagonist</li> </ul>		<p><b>How to Train Your Dragon</b> by Cressida Cowell <b>4 weeks</b></p>  <p><b>Outcome 1:</b> Write character description <b>Audience:</b> Dragon trainers <b>Choice:</b> Choice of characters to describe.</p> <p><b>Outcome 2:</b> Non-chronological report about the dragon <b>Audience:</b> Dragon trainers <b>Choice:</b> Choose your dragon.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Similes</li> <li>Metaphors</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Fantasy</li> <li>Male protagonist</li> </ul>		<p><b>The Lion, The Witch and The Wardrobe</b> by CS Lewis <b>5 weeks</b></p>  <p><b>Outcome 1:</b> A series of diary entries about the events in the book. <b>Audience:</b> Book characters <b>Choice:</b> Choose the character and the events.</p> <p><b>Outcome 2:</b> Persuasive letter to the Queen. <b>Audience:</b> The Queen of Narnia <b>Choice:</b> Choose method of persuasion.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Possessive apostrophes</li> <li>Subordinating and coordinating conjunctions</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Classic fantasy</li> <li>Female/male protagonists</li> </ul>	

Writing to entertain - narrative	Writing to inform – biography	Writing to inform - explanation	Writing to persuade – letter		Writing to entertain - poetry
 <p><b>Arthur and the Golden Rope</b> by Joe Todd-Stanton <b>3 weeks</b></p> <p><b>Outcome:</b> An Arthur adventure story. <b>Audience:</b> Young adventurers <b>Choice:</b> Use the map to choose the location of the adventure.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials with a comma</li> <li>• Complex sentences</li> <li>• Subordinating conjunctions</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Mythical</li> <li>• Male protagonist</li> </ul>	 <p><b>Shakleton's Journey</b> by William Grill <b>3 weeks</b></p> <p><b>Outcome:</b> A biography on Shackleton <b>Audience:</b> Adventures <b>Choice:</b> Choose the layout</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>• Singular/plural apostrophes</li> <li>• Subordinating and coordinating conjunctions</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Historical</li> <li>• Non-fiction</li> </ul>	 <p><b>Rhythm of the Rain</b> by Graheme Baker-Smith <b>2 weeks</b></p> <p><b>Outcome:</b> Write a detailed explanation of the water cycle based upon the journey of the water droplet. <b>Audience:</b> Issac <b>Choice:</b> The layout.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>• Personification</li> <li>• Similes/metaphors</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Recurring KS1/2 author</li> <li>• Poetry</li> </ul>	 <p><b>Dream Giver</b> by The Literacy Shed <b>2 weeks</b></p> <p><b>Outcome:</b> A letter to the Dream Giver. <b>Audience:</b> The Dream Giver <b>Choice:</b> Choose which recommendations to make.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Formal language</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Short film</li> </ul>		 <p><b>A House That Once Was</b> by Julie Fogliano <b>2 weeks</b></p> <p><b>Outcome:</b> Write a poem about an abandoned house. <b>Audience:</b> Poetry readers <b>Choice:</b> Choose the property.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>• ?</li> <li>• ?</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> </ul>