

	Term 1 Fiction	Term 1 Non-fiction	Term 2 Fiction	Term 2 Non-fiction	Term 3 Fiction	Term 3 Non-fiction
Genre	Poetry – Sound Collector Narrative – Story Setting	Recount	Narrative – Character Description	Persuasion	Narrative – Retelling of a story/part of a story	Non chronological report
Recommended Text	The Great Kapok Tree 	Taking Flight (animation – literacy shed) 	Barnabus Project 	The Gift (Youtube) 	Wolves in the Walls 	What a Waste One Plastic Bag 
Outcome	Give the children a lead in to ‘set the scene’ Write a story setting about the rainforest where the Kapok tree is.	Write a diary from the little boy and the journey that he goes on with his Grandad.	Children to create their own character and write a character description about them.	The gift Persuasive letter from the elf to not be put in the box by Santa.	Retell the story changing the animal that comes out of the walls.	Write a non-chron about recycling and eco-friendly materials.
Writing Purpose	Writing to Entertain	Writing to inform	Writing to Entertain	Writing to persuade	Writing to entertain	Inform
Text Structure						
Grammatical structures	(NC: Using fronted adverbials/Using commas after fronted adverbials) Fronted Adverbials for place–punctuated with a comma.	(NC: Use a wider range of conjunctions) Use subordinating conjunctions ‘if’ and ‘when’ in the middle of the sentence.		Review persuasive devices and letter structure (during the immersion phase) (NC: Use a wider range of conjunctions) Use subordinating conjunctions before after until as while. Include ‘if’ and ‘when’ from term 1.	(NC: Using and punctuating direct speech) Ensure that inverted commas are used correctly to demarcate speech followed by a reporting clause. (NC: Using fronted adverbials/Using commas after fronted adverbials) Use fronted adverbials for manner including a comma.	(NC: Use a wider range of conjunctions) Focus on subordinating conjunctions for cause. (because, as, since – link in ‘so’) (NC: Using fronted adverbials/Using commas after fronted adverbials) Use a comma to demarcate a fronted adverbial (time and place) from the main clause.
Descriptive language	(NC: In narratives, create settings character and plot) Setting: place and weather. (Use conjunctions, adverbs and prepositions to express time and cause) Use Expanded Noun Phrases with adjectives, punctuated correctly. (Y3)	Use adverbs to modify expanded noun phrases. (Y3)	(NC: In narratives, create settings character and plot) Character actions and mannerisms – begin to explore how your character will behave. (Use conjunctions, adverbs and prepositions to express time and cause) Use Expanded Noun Phrases expanded by prepositional phrases.		(Use conjunctions, adverbs and prepositions to express time and cause) Use Expanded Noun Phrases expanded by prepositional phrases. (NC: In narratives, create settings character and plot) Setting: place and weather.	
Tense/ verb forms		(NC: Use present and past tense correctly and consistently throughout a piece of writing)	(NC: Use present and past tense correctly and consistently throughout a piece of writing)	(NC: Use present and past tense correctly and consistently throughout a piece of writing) Use present progressive forms of the verb.	(NC: Use present and past tense correctly and consistently throughout a piece of writing) Use simple past tense – -ed suffix and irregular verbs spelled correctly.	(NC: Use present and past tense correctly and consistently throughout a piece of writing)

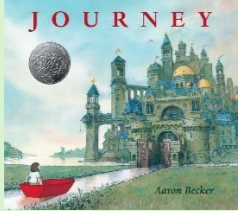

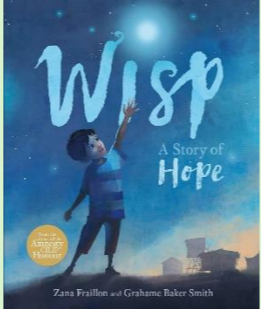
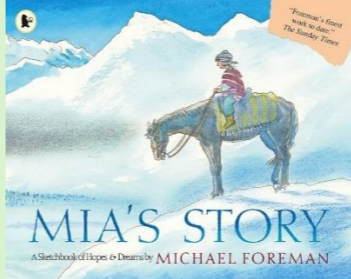
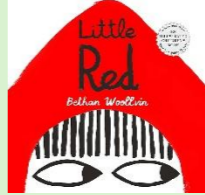
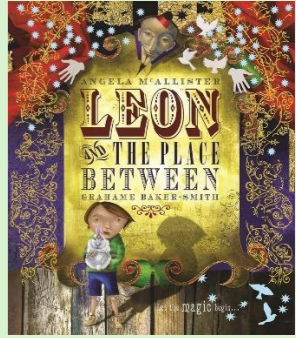


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		Use simple past tense – -ed suffix and irregular verbs spelled correctly.	Use simple past tense – -ed suffix and irregular verbs spelled correctly.			Consistently use simple present tense and recap present progressive forms of the verb.
Paragraphing/ cohesion	(NC: Use a wider range of conjunctions) Co-ordinating conjunctions used to expand sentences. (Y3)	Use paragraphs to group ideas. (Y3)	Identify main character and identify pronouns. (NC: Use a wider range of conjunctions) Consolidate Co-ordinating conjunctions used to expand sentences. (Y3)	Use paragraphs to group ideas. (Y3) Ensure writing is semi-formal.	Use paragraphs to group ideas (Y3)	Use paragraphing and sub-headings appropriately in non-fiction writing.
Punctuation	Review use of commas in expanded noun phrases. (Y4)	Use apostrophes for contractions and singular possession. (Y3)		Use question marks to show rhetorical questions.	Use inverted commas.	
Handwriting						
Spelling						

Explicitly taught skills within Phase 2 (skill development)

	Term 4 Fiction	Term 4 Non-Fiction	Term 5 Fiction	Term 5 Non-fiction	Term 6 Fiction	Term 6 Non-Fiction
Genre	Short Story Writing	Information/report writing	Narrative – Story setting/description	Instructions	Story Writing Poetry – Slithermonchowchuck by Aoife Mannix https://clpe.org.uk/videos/video/aoife-mannix-slithermonchowchuck	Recount
Outcome and Text	Journey  Retell the story with words.	After the Fall  Eyewitness testimony from someone that saw Humpty Dumpty fall.	Wisp  Write a setting description for an additional memory that the boy visits.	Mia's Story  Write a set of instructions about how to turn 'scrap' into something.	Lost Happy Endings The Wolf's Story Little Red Little Red Riding Hood Chaperon Rouge (Literacy Shed)  Write their own version of Little Red Riding Hood – Fractured Fairy Tales.	Leon and the Place Between  Recount of a day at the circus.
Text Structure	Entertain	Inform	Entertain	Inform/ Explain	Entertain	Inform
Grammatical structures	(NC: Using and punctuating direct speech) Ensure that inverted commas are used correctly to demarcate speech followed by a reporting clause – correct punctuation for reporting clause (not capital letter).	(NC: Use a wider range of conjunctions) Positioning the subordinate clause at the start (model with a , but GDS expectation).	(NC: Use a wider range of conjunctions) the position of subordinate clause within a piece of writing. (NC: Using fronted adverbials/Using commas after fronted adverbials) Fronted adverbials for time, place and weather.	(NC: Using fronted adverbials/Using commas after fronted adverbials) Use fronted adverbials for time including a comma.	(NC: Use a wider range of conjunctions) Vary the position of subordinate clause within a piece of writing and vary conjunctions for time and cause. (NC: Using and punctuating direct speech) Accurately punctuate speech, including punctuating the reporting clause after the speech.	(NC: Use a wider range of conjunctions) Vary the position of subordinate clause within a piece of writing and vary conjunctions for time and cause.
Descriptive language	(NC: In narratives, create settings character and plot) Develop settings and characters – time, place and weather.	Formal language	(NC: In narratives, create settings character and plot) Describe the relation between setting and character (e.g. the sailor on the sea in the text)	(Use conjunctions, adverbs and prepositions to express time and cause) Use noun phrases with prepositional phrases.	Reflect characters through what they say and how they say it.	(Use conjunctions, adverbs and prepositions to express time and cause) Use noun phrases expanded by prepositional phrases.



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			Expanded noun phrases with prepositions.			
Tense/ verb forms	(NC: Use present and past tense correctly and consistently throughout a piece of writing) Ensure evidence of past progressive tense (was/were chasing)	(NC: Use present and past tense correctly and consistently throughout a piece of writing) Accurately manage tense changes where needed. (NC: Use present and past tense correctly and consistently throughout a piece of writing) Past progressive and simple past tense.	(NC: Use present and past tense correctly and consistently throughout a piece of writing) Accurately manage tense, consistently.			(NC: Use present and past tense correctly and consistently throughout a piece of writing) Use simple and progressive past tense.
Paragraphing/ cohesion	(NC: Change grammar to improve consistency including pronouns) Begin to use alternative nouns. E.g. the dragon, the monster.	Organise content in relevant paragraphs.	(NC: Change grammar to improve consistency including pronouns) Begin to edit and identify unnecessary repetition.	Use paragraphing and sub-headings appropriately in non-fiction writing.	Synonyms for said Change paragraph when there is a new character or setting.	Change paragraph to group points/ideas.
Punctuation	Use a comma to demarcate the fronted adverbial from the main clause. Use apostrophes for contractions and singular possession. (Y3)	Exclamation Marks.	Correctly use commas with subordination and fronted adverbials.	Use commas in a list (Y3).	Exclamation Marks.	
Handwriting						
Spelling						

Explicitly taught skills within Phase 2 (skill development)