

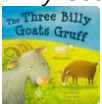




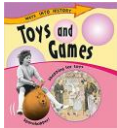

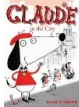


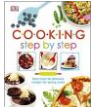

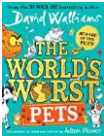











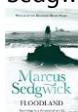



Year 1		AUTUMN TERM 2022	
		Theme topic: In the Toy Box	
Strand	Unit / Text	Writing outcomes	
Narrative	<b>Classic Stories</b> <i>Dogger</i> Shirley Hughes 	<b>Writing outcome: Character Profile</b> Year One children will be introduced to this story at the beginning of the Autumn term. They will read it as a class and then unpick the main events of the story. When 'Dogger' goes missing, the Year One children are given the exciting task of creating a 'lost' poster for him. They are asked to form basic sentences including adjectives to describe Dogger e.g. He has soft fur. This is when children are introduced to basic sentence structure e.g. Capital letters, finger spaces and full stops.	
	<b>Contemporary Fiction</b> <i>Stickman</i> Julia Donaldson 	<b>Writing outcome: Setting Description</b> Children in Year One will read this story during the second half of the Autumn term in the build up to Christmas! They will be focusing on the different settings that Stick Man travels to and using descriptive vocabulary and adjectives to write about the setting. Children will get to act out and role play the different adventures that Stick Man goes on and may even get to design a new place for him to travel to.	
	<b>Traditional Tales</b> <i>The Three Billy Goats Gruff</i> 	<b>Writing outcome: Character Profile</b> During this unit, children be introduced to the traditional tale of 'The Three Billy Goats Gruff'. They will explore one of the main characters- the Troll and write some sentences to describe him. Children will write their sentences onto a 'Wanted' poster.  <b>Writing outcome: Traditional Tale</b> After focusing on the main characters, children will be asked to write the main events of the story using simple sentences. Particular focus will be put on the beginning, middle and end of the story and children using capital letters, finger spaces and full stops.	
Non-Narrative	<b>Non-Fiction</b> <i>Toys (Info buzz)</i> Izzi Howell 	<b>Writing outcome: Information Text</b> As a class, children will read the 'Toys' information book and pick out key information that they have found out from it. They will also discuss what an information text is and how it is different to a non-narrative story. Children will be given the opportunity to share their prior knowledge on 'Toys' as it clearly links to the 'In the Toy Box' Theme learning which the children start at the beginning of the term.	
Poetry inc. performance poetry	<b>Contemporary Poetry</b> <i>Zim Zam</i> <i>Zoom</i> James Carter 	<b>Writing outcome: Poem in style of poet</b> Children will read this poem as a class and have lots of fun performing it to each other using actions and expression. They will then get the opportunity to write their own version of the poem focusing on the rhythm and rhyme element of the poem.	

Year 2		AUTUMN TERM 2022	
		Theme topic: In the Toy Box	
Strand	Unit / Text	Writing outcomes	
Narrative	<b>Traditional Tales</b> <i>Little Red Riding Hood</i> and other versions 	<b>Writing outcome: Character Description</b> Children in Year Two will read the traditional tale 'Little Red Riding Hood' and will discuss the qualities of the main characters. They will use adjectives and expanded noun phrases to write about these characters with a particular focus on their appearance e.g. The wolf has grey, scruffy fur and the way they behave e.g. The wolf is a sly character who tricks Little Red Riding Hood. <b>Writing outcome: Writing in Role</b> As part the focus on the Little Red Riding Hood story, children will be encouraged to re-write the story from the perspective of the Wolf. They will discuss his thoughts and feelings and get into role as the character. This will be done through drama and oral rehearsing of the story.	
	<b>Contemporary Fiction</b> <i>Traction Man is Here!</i> Mini Grey 	<b>Writing Outcome: Adventure Story</b> At the beginning of the term, children will read the Traction Man story and will have lots of fun acting out the different scenes and designing a new outfit for him to wear on his adventures. They will then write a new version of the story, linked to him visiting our school and stealing one of the classroom cuddly toys!	
Non-Narrative	<b>Non-Fiction</b> <i>Toys and Games</i> (Ways into History) Sally Hewitt 	<b>Writing outcome: Information Text</b> Children will read the information book as a class and will pick out certain features of the text. They will begin to recognise common features such as main titles, subheadings and paragraphs and will discuss what makes it different from a narrative style text e.g. a story. They will write their own information text about toys, using knowledge they have gained from Theme sessions to enhance their writing.	
		<b>Writing outcome: Persuasion</b> Children will be introduced to persuasion and will be shown some examples which they may have seen on the TV and in the media. They will then design their own persuasive advert for a toy of their choice, using adjectives and conjunctions to extend their sentences.	
Poetry inc. performance poetry	<b>Classic Poem</b> <i>Please Mrs Butler</i> Alan Ahlberg 	<b>Writing outcome: Letter</b> As a class, children will read 'Please Mrs Butler' and will have fun performing it in groups to the rest of the class. They will then write a letter to the poet capturing responses and sharing which poems were their favourite from the book.	

Year 3		AUTUMN TERM 2022	
		Theme topic: On the Move	
Strand	Unit / Text	Writing outcomes	
Narrative	<b>Contemporary Fiction</b> <i>Claude in the City</i> Alex T Smith 	<b>Writing outcome: Character Description</b> During the first half term in year Three, children are introduced to Claude the dog and will be encouraged to focus on his characteristics. They will use evidence from the story to inform them of his character, in particular his appearance and how he behaves. Children will write a short description of him using the text to support them with their ideas.  <b>Writing outcome: Adventure Story</b> Using the main characters from the story, Claude and Sir Bobblysock, children will write their own adventure story for Claude which links to the theme topic of 'On the Move' and transport. They will focus on writing an effective story introduction and ensuring that it has a clear build-up, problem and resolution. They will plan their stories in fun ways and will get the opportunity to act out the main events in a group.	
	<b>Classic Stories</b> <i>The Worst Witch</i> Jill Murphy 	<b>Writing outcome: Writing in Role</b> During this English unit, children will be introduced to 'Mildred Hubble', the main character in the Worst Witch series. They will read the book together, focusing on key chapters and significant events in the story. They will then use this information to write a diary entry from the perspective of Mildred which links to one of the key events in the text e.g. finding out she has got into witch school.	
Non-Narrative	<b>Website</b> Website for Coventry Transport Museum 	<b>Writing outcome: Recount – 3<sup>rd</sup> person</b> During this term, your child will get the opportunity to visit the Transport museum in Coventry. After the trip, the children will be writing a recount in the third person to describe the events of the day. They will recall key knowledge that they gained on the trip and will get to share their opinions on different aspects of the day.	
	<b>Non-Fiction</b> <i>Cooking Step-by-Step</i> DK 	<b>Writing outcome: Instructions</b> In this non-narrative unit, children will be given the opportunity to write their own set of instructions which links to an activity they have completed as part of their theme learning. This includes writing instructions for a 'at the service station' healthy snack and some road safety instructions. Children will have to think carefully about ensuring their instructions are in order and clear to the reader. They will use key grammatical features such as adverbs of time and conjunctions to extend their sentences.	
Poetry inc. performanc e poetry	<b>Forms of Poetry</b> List Poems 	<b>List Poem</b> Children will be given the opportunity to read and perform a range of list poems. From the ones they have read, they will then create their own which is linked to a key event e.g. Autumn, Diwali and Christmas. They will perform these to each other and use peer assessment to give each other feedback.	

Year 4		AUTUMN TERM 2022	
Theme topic: On the Move			
Strand	Unit / Text	Writing outcomes	
Narrative	<b>Contemporary Fiction</b> <i>The World's Worst Pets</i> David Walliams 	<b>Writing outcome: Character Description</b> At the start of the year, children will read 'The World's Worst Pets' and will be introduced to new, exciting characters in their English lessons. They will choose one of the characters that has entertained them the most and will describe the characters, picking out descriptions from the text to help them.  <b>Writing outcome: Adventure Story</b> After describing one of David Walliams' characters, they will get the chance to design their own 'World's Worst Pet' and will write a short adventure story in a similar style. They will be encouraged to use a range of year 4 grammatical features such as fronted adverbials, effective vocabulary and a range of punctuation.	
	<b>Classic Stories</b> <i>Charlie &amp; the Chocolate Factory</i> Roald Dahl 	<b>Writing outcome: Writing in Role</b> Later in the term, children in Year Four will read 'Charlie and the Chocolate factory' and they will focus on each of the main characters. They will write from the perspective of their chosen character and reflect on some of the exciting events in the story. They will be given opportunities to immerse themselves in the text and act out key events as if they are in the role of the characters.	
Non-Narrative	<b>Non-Fiction</b> Advert for healthy foods e.g. Graze or similar 	<b>Writing outcome: Persuasion</b> Children in Year Four will get the opportunity to design their own advert to promote a healthy snack to sell at a service station which links to their theme learning. After designing their advert, they will publish it thinking carefully about how to make it bright, colourful and inviting.	
	<b>Non-Fiction</b> <i>Until I met Dudley</i> Roger McGough 	<b>Writing outcome: Explanation text</b> During this unit, children will learn more about what an explanation text includes and will use a similar format to write their own explanation text about how bikes work. Children will complete their own research into bikes, linking to their theme work 'On the Move'	
Poetry inc. performance poetry	<b>Contemporary Poetry</b> <i>Jelly Boots,</i> Michael  <i>Smelly Boots</i> Rosen	<b>Poem in style of poet</b> Children will read a selection of the poems from 'Jelly Boots' and perform them to each other. Working in groups, they will have the opportunity to perform the poems using expressive language and actions. They will also watch videos of Michael Rosen performing his own poems and will take tips from his acting skills. As they will have become familiar to the poems in the book, children will then be asked to write their own poem in the style of Michael Rosen.	

Year 5		AUTUMN TERM 2022	
Theme topic: Disaster!			
Strand	Unit / Text	Writing outcomes	
Narrative	<b>Film Literacy</b> <i>The Lighthouse</i> Literacy Shed 	<b>Writing outcome: Film Narrative</b> During this first English unit, children will focus on the short video 'The Lighthouse' and will discuss the main events in detail. Focus will be put on the Lighthouse keeper and his attributes. As the video has no dialogue, children will be asked to write a narrative to accompany it. They will describe the setting using noun phrases, ambitious language and they will try to vary their sentence structure by using subordinating clauses.	
	<b>Contemporary Fiction</b> <i>The Boy at the back of the class</i> Onjali Rauf 	<b>Writing outcome: Setting Description</b> After reading the first few chapters of the story and acting out some of the scenes using freeze frames, children will write a setting description from one of the events in the story. Children will be encouraged to use some of the vocabulary from the text and to generate their own ambitious language to make an interesting setting description.  <b>Writing outcome: Writing in Role</b> Focus will be put on the main character in the story, Ahmet, and his experience of joining a new school as a refugee. Children will get into the role of his character and think carefully about his thoughts and emotions. They will use their knowledge of the character to write a letter home to discuss his feelings about his new school and experiences with new friends.	
Non-Narrative	<b>Non-Fiction</b> <i>Everything Volcanoes &amp; Earthquakes</i> National Geographic 	<b>Writing outcome: Explanation</b> Children will be given time to explore this engaging text by reading it as a class and in partners. They will then focus on the 'Volcanoes' section and will write an explanation text about how volcanoes erupt. They will use their own research skills as part of this and will also add in their own ideas and make publishing decisions.	
		<b>Writing outcome: Recount – 1<sup>st</sup> person</b> Using information that they have learnt from the text, children will write an eyewitness account of one of the major disasters that they have read about in the text.	
Poetry inc. performance poetry	<b>Classic Poem</b> <i>Jabberwocky</i> Lewis Carroll 	<b>Adventure Story</b> Children will explore the 'Jabberwocky' poem and will be given opportunities to perform it. They will then come up with their own adventure story to go with the poem. Children will be encouraged to use ambitious language and detailed description to match the creativity of the poem.	

Year 6		AUTUMN TERM 2022	
		Theme topic: Disaster!	
Strand	Unit / Text	Writing outcomes	
Narrative	<b>Film Literacy</b> <i>The Piano</i> Literacy Shed 	<b>Writing outcome: Film Narrative</b> During the Autumn term, children will watch the Literacy Shed video 'The Piano' and will write a narrative to accompany it as the video has no speech. They will explore the main character and use their inference skills to work out the plot of the story. By focusing on the setting, children will use rich and ambitious language in their narrative to portray the feelings of the main characters.	
	<b>Contemporary Fiction</b> <i>Floodland</i> Marcus Sedgwick 	<b>Writing outcome: Setting Description</b> Children will read the first few chapters of the 'Floodland' story and will focus on the description of the setting. Using their own ideas and creativity, they will write their own setting description of Eels Island. This will be done from the perspective of the main character, Zoe.  <b>Writing outcome: Writing in Role</b> After exploring more of the chapters in the book, children will write a letter in role as the main character Zoe. They will imagine that they are writing home to update their parents on the main events of the story so far.	
Non-Narrative	<b>Non-Fiction</b> <i>DK Find Out: Volcanoes</i> 	<b>Writing outcome: Explanation</b> Using this engaging text, children will write an explanation text detailing how volcanoes are formed and what happens when they erupt. An <b>explanation text</b> is a piece of non-fiction writing explaining an action process or event in a detailed but simple way. It features numbered points, time adverbials, pictures, diagrams, labels and captions to help the reader understand the process of what's being delivered. Children will choose their own parts of the book to read and will find out more about what an explanation text includes.	
	<b>Non-Fiction</b> Newspaper articles e.g. First News 	<b>Writing outcome: Recount – journalistic</b> After reading and exploring many different types of newspapers, children will write their own article linked to their theme topic of disasters. They will choose a real-life event to report on and will be encouraged to use the main features of a newspaper such as a headline, an introductory paragraph and detailed information about the events in chronological order.	
Poetry inc. performance poetry	<b>Contemporary Poetry</b> <i>The British, Football Mad etc.</i> Benjamin Zephaniah 	<b>Writing outcome: Formal Letter</b> After reading and listening to Benjamin Zephaniah perform 'The British' poem, children will write a letter to the poet, reviewing his work and giving their personal opinions on the content he has explored. They will look at other formal letters to give them layout ideas and will explore the language style used in a formal letter.	