

BHPS Writing Curriculum

'Consideration of purpose and audience is vital for effective writing. Like adults, children need to have a reason to write and someone to write for' (Education Endowment Fund 2017).

'The shift away from the categorisation of writing through specific genres is an opportunity for purposeful teaching and connected learning. When dealing with a purpose for writing, the writer is not restricted to any particular form of presentation and the element of authorial choice becomes much clearer and more of a reality' (Chamberlain, L 2016).

'A well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. If you want confident young writers, read aloud and share high quality texts across a range of genres, reflecting a range of writing styles. Choose texts that are rich in vocabulary and enable children to comprehend beyond their own reading fluency' (CLPE 2017).

'Slow Reveal': a mastery approach:

Each half term a **central driver text** is chosen, which is **paired with a range of supplementary texts including fiction, poetry, non-fiction, multimodal texts, visual literacy and cross-curricular links**. The unit is planned around the driver text, with a broad range of writing opportunities.

This approach provides an exciting and inclusive context for a range of speaking, listening, reading and writing activities. It also gives all learners the opportunity to develop a secure understanding of the driver text, subject matter and key skills – as well as the scope to work in greater depth and to explore and showcase their creativity and writing abilities.

The 'slow reveal' allows time for learners to become familiar with the central text and subject matter, and to practise specific skills such as predicting, comparing, making connections and synthesising. Learners have the opportunity to broaden their knowledge and understanding of the writing purpose, bring together multiple texts, and deepen their subject knowledge.

The inclusion of poetry helps to expand learners' vocabulary and get them thinking creatively about the choices they're making. The use of non-fiction and cross-curricular texts provides opportunities for the more able to make clever use of sources, and to play with their writing styles, taking the audience and purpose into account.

Bringing in supporting texts with a shared theme allows learners to develop a deep sense of subject knowledge, so they can write as experts in the field. Just as a published author wouldn't start writing without doing their background research first, we're setting the same expectation for our pupils.

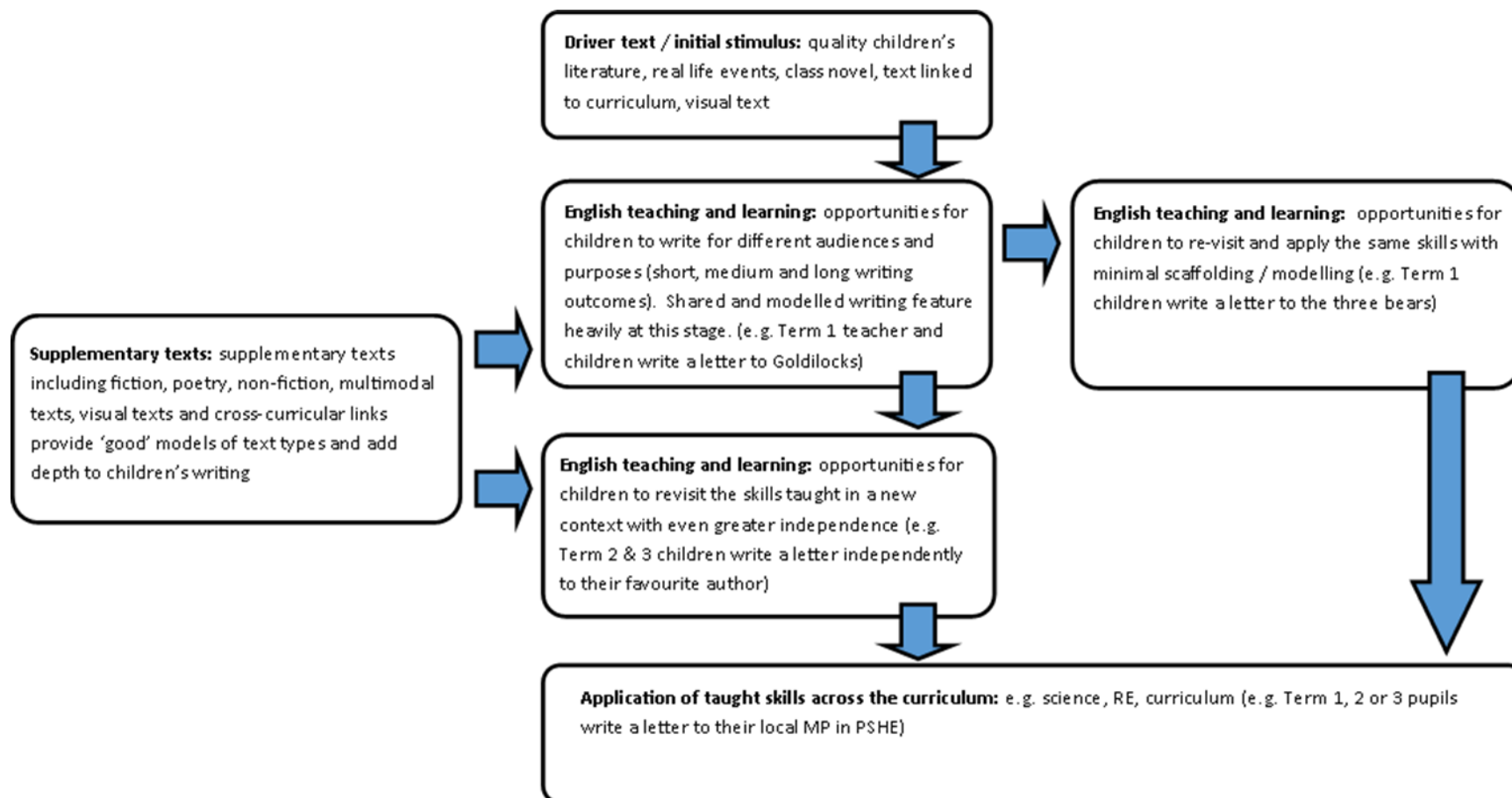
Through the use of a 'driver' text and supplementary texts, children gain experience of a range of writing genres. For example, the novel Wolf Brother can lend itself to report writing about wolves or hunter gatherers, or discursive writing about the merits of a wolf cub as a guide, as well as narrative writing and poetry.

Writing for a range of audiences and purposes:

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Purpose	Examples
Entertain	Poetry, description, playscripts, narrative forms e.g: Adventure and mystery stories Myths and legends Stories with historical settings Stories set in imaginary / fantasy worlds Stories with issues and dilemmas Stories with flashbacks Traditional fairy tales Ghost stories Stories that use predictable and patterned language Traditional / folk stories Stories set in familiar settings Retellings of stories heard Retelling stories in different ways (e.g. extending the narrative, rewrite narrative poems as prose, turning prose into a script) Stories from different cultures
Inform	Labels, captions, museum curation, non-chronological report, information leaflet, newspaper article, school report, encyclopaedia, dictionary, documentary, fact files, news report, police report, biography, labelled diagram, manual, investigation, information posters, letters, biography, science write-ups, public health campaign, obituaries, diary
Persuade	One-sided argument, debate, letter of application, persuasive letter, persuasive essay, advert, flyer, journalistic writing, speech, documentary narration, poster, review, opinion column, tourist brochure, book blurbs, political pamphlets
Discuss	Balanced argument, newspaper report, review, writing editorials about historical attitudes (e.g, gender), essays giving opinions (e.g. music, art)
Express	Opinions page, diary entries, personal letters, anecdotes, review, interview, monologue, social media, notes, cards, blog, speech

Developing a writing curriculum:



E.g.

Term 1: Letter writing in English Diary entries in English	Term 1:	Term 2: Letter writing in English	Term 2: Diary entries in English	Term 3: Diary entries in curriculum	Term 3: Letter writing in Curriculum
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Choosing texts

When choosing texts which provide a wide variety of writing opportunities – short, medium and long – we have ensured that they:

- have a strong narrative
- have engaging illustrations that add to the storytelling
- have interesting, distinctive or appealing characters
- have memorable language
- include interesting themes that encourage discussion
- are emotionally powerful
- make connections with or build on children's own experiences
- include picture books, novels, traditional stories from different cultures, myths and legends, poetry, information and also film texts

'Reflecting realities, individuals, identities, cultures and communities is rooted in the importance of elevating all lived experiences and recognising them as worthy of note and exploration' (CLPE Reflecting Realities 2019)

In order to celebrate diversity and ensure ethnic minority representation, books have been identified because:

- of the quality of the text and illustration
- authors and / illustrators are BAME
- of palette choices i.e. books with authentic and varied rendering of skin tones and complexion
- of language choices i.e. how are characters described – not wavy hair and mocha complexion
- BAME characters are well-developed and authentically portrayed i.e. BAME characters are main characters, with an equal amount of dialogue

Constructing a teaching sequence:

When developing your units of writing using your 'driver' text, read it and work with your colleagues to identify meaningful opportunities for the teaching of writing:

- What writing outcomes could this text inspire?
- How will these outcomes ensure you have high expectations of your writers?
- How will they link to the writing composition strand of the national curriculum for your year group?
- What aspects of writing composition will be taught?
- Which aspects of grammar teaching and learning will align with these writing outcomes?
- Where are the key points to pause and explore?

The unit should incorporate a wide variety of writing opportunities – short, medium and long – so even reluctant writers face something manageable and interesting. All stages of the writing process must be covered, displayed on working walls and evidenced in books.

Strategies taught through modelled and shared writing, guided work and collaborative writing. Support should then be gradually reduced as pupils take increasing responsibility and write independently.	Process	Features
	Bringing the text to life	Read aloud to hear how the written language sounds Watch film clip Images & artefacts, music and images
	Reading as a reader	Share high quality texts Making connections with other books they know, personal experiences or their knowledge of the world Share likes, dislikes, puzzles and connections
	Reading as a writer Unpicking the text	Annotating model texts Identify the effect a text has on them as readers Consider the way a writer has used language and possible reasons for the choices made e.g. effectiveness of a series of short sentences in building tension and creating drama or why the writer chose 'whipped' instead of 'fell' to describe the snow Identify language choices to draw on and perhaps imitate in their own writing Explore layout, organisation and use of EGPS and its purpose and function Compare examples – similarities and differences, purpose and effect of different features Magpie phrases etc
	Co-create a toolkit of 'ingredients'	Relating back to audience and purpose and good examples shared Focus on effect / technique rather than grammar features Create a toolkit for an effective e.g. set of instructions
	Teaching creatively and teaching for creativity Immersion in a text	Employ a broad range of creative teaching approaches to develop an awareness of language e.g: <ul style="list-style-type: none"> • teacher reading a text aloud and re-reading specific parts • making word and language collections • performing the text through readers' theatre and choral poetry • drama, hot seating, conscience alley • visualisation • drawing, sculpting etc • debate • storyboarding and mapping • soundscape, dance and music • film literacy techniques (camera angle, music, sound, light etc) • respond to illustrations e.g. poetry
	Planning using the toolkit of 'ingredients'	Boxing up Text maps Story mountains Sue Palmer Writing Skeletons
	Draft	Younger and less confident writers may need to orally rehearse using their map / plan
	Evaluate and edit	Include regular reading of work aloud – does it sound good? Does it hold your readers interest? Is it effective? Assessing the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary
	Proof-read	Check spelling and punctuation are correct
Re-draft	Re-write part or all of a piece of writing	
Read / perform	Display, publish, share	

All stages should be visible on working walls so the children have models, words and phrases to draw on.

(This document is reviewed each year with new/replacement titles)

Reception

Term	Topic	Class Novel	Driver Texts	Potential Writing Outcomes
Aut 1	Ourselves	Home Carson Ellis	Here we are Oliver Jeffers Colour Monster goes to school Anna LLenas Elmer David McKee Senses (Bug Club) Funnybones Janet & Allan Ahlberg Elmer David McKee Owl Babies Martin Waddell Room on the Broom Julia Donaldson The Proudest Blue Ibtihaj Muhammad My Hair Hannah Lee Monkey Puzzle Julia Donaldson Crown: An Ode to the Fresh Cut Derrick Barnes So Much Trish Cooke Ravi's Roar Tom Percival Ruby's Worry Tom Percival	Mark making Representing initial sounds Write recognisable letters Captions for pictures Simple phrases and sentences Some irregular common words Spell by representing sounds with a letter/s Some spelt correctly & some phonetically plausible
Aut 2	Journeys	Lost and Found Oliver Jeffers	Sparks in the sky (Twinkl) The journey home from Grandpas Jemima Lumley We are going on a bear hunt Michael Rosen Whatever next Jill Murphy The Jolly postman at Christmas	

			<p>Janet & Allan Ahlberg Person from history. NF Ossiri and the Bala Mengro Katharine Quarmby & Richard O'Neill Walking through the Jungle Julie Lacombe The Jolly Postman Allan Ahlberg The Train Ride June Crebbin Sulwe Lupita N'yongo Look Up Nathan Bryon Going on a Bear Hunt Michael Rosen</p>	
Spr 1	Traditional Tales	<p>Mr Aesop's Story Shop Bob Hartman</p>	<p>Goldilocks and the three bears Nick Sharratt Little Red riding hood Nick Sharratt The Gingerbread man Nick Sharratt Three Little pigs Nick Sharratt Billy Goats Gruff Nick Sharratt Jack and the beanstalk Nick Sharratt Crescent Moons and Pointed Minarets: A Muslim Book of Shapes Hena Khan</p>	
Spr 2	Growing and Changing	<p>The Little Gardener Emily Hughes</p>	<p>The tiny seed Eric Carle Growing frogs Vivian French The hungry caterpillar Eric Carle 10 seeds Ruth Brown Everything spring Jill Esbaum The Three Little Pigs</p>	

			<p>Stephen Tucker Goldilocks and the Three Bears Gerda Muller Jack and he Beanstalk Tony Ross</p>	
Sum 1	People who help us	<p>Giraffe's Can't Dance Giles Andreae</p>	<p>Non fiction texts. Supertato Paul Linnet and Sue Hendra Cops and robbers Janet & Allan Ahlberg Farmer duck Martin Waddell Riley Can Be Anything Davina Hamilton Lola at the Library Anna McQuinn Zeki Gets a Check-Up Anna McQuinn Little Leaders: Bold Women in Black History Vashti Harrison Little Leaders: Exceptional Men in Black History Vashti Harrison</p>	
Sum 2	Animals – jungle and underwater	<p>The Bear and The Piano David Litchfield</p>	<p>The Great Pet Sale Mick Inkpen The Snail and the Whale Julia Donaldson Commotion in the Ocean Giles Andrae Walking through the Jungle Julie Lacome Penguins Emily Bone Monkey Puzzle Julia Donaldson The Tiger that came to Tea Judith Kerr What the Ladybird Heard Julia Donaldson Six Little Chicks Jez Alborough That's Good That's Bad Joan M Lexau</p>	

15 Things Not to Do With a Puppy
Margaret McAllister

Year 1

Term	Topic	Class Novel	Driver Text	Supplementary Texts	Purpose/s	Potential Writing Outcomes
Aut 1	The History of Toys	Toys Go Out Emily Jenkins	Toys in Space Mini Grey	Lost in the Toy Museum David Lucas Naughty Bus Jan Oke	Inform Inform Entertain Inform / persuade	Instructions Labelled diagrams Character description Missing poster
Aut 2	Blakesley Hall Primary School	Traditional Tales Hilary McKay	The Adventures of the Dish and the Spoon Mini Grey	The Jolly Postman Janet & Allen Ahlberg The Pea & the Princess Mini Grey Mrs Noah's Pockets Jackie Morris Mrs Noah's Garden Jackie Morris	Entertain / inform Entertain Inform Entertain	Retelling of story (heard) Character description Questions for characters Short story
Spr 1	Famous Explorers	The Penguin Who Wanted to Find Out Jill Tomlinson	Blue Penguin Petr Horacek	Lost and Found Oliver Jeffers Poles Apart Jeanne Willis The Last Polar Bears Harry Horse	Entertain / inform Entertain Entertain Express	Narrative Setting description Character description Diary
Spr 2	The UK and the Continents	Fantastic Mister Fox Roald Dahl	Tidy Emily Gravett	Yucky Worms Vivian French Mrs Noah's Garden Jackie Morris Fangs Malorie Blackman	Entertain Entertain Express Persuade	Setting description Character description Postcards / letters
Sum 1	Queen Elizabeth II and the Commonwealth	The Queen's Nose Dick King Smith	Gorilla Anthony Browne	Poo: A Natural History of the Unmentionable Nicola Davies The Clue is in the Poo: And Other Things Animals Leave Behind Andy Seed Little Mouse's Big Book of Beasts Emily Gravett	Entertain Entertain Persuade	Setting description Character description Invitation

				Little Leaders: Visionary Women Around the World Vashti Harrison		
Sum 2	The Seaside	The Long Lost Secret Diary of the Worst Pirate Tim Collins	Molly Rogers Pirate Girl Cornelia Funke	Claude on Holiday Alex T Smith Dougal's Deep-sea Diary Simon Bartrum Find Out! Sharks DK book Lubna & Pebble Rover Wendy Menddour Michael Rosen	Express Inform Discuss Persuade	Postcards

Embedding grammar through writing for different purposes and audiences:

Appendix 2	Writing opportunities
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].	Plural noun suffixes: narrative with two characters the dogs went for a walk...they found some sticks...they made some wishes... Suffixes: recounts I helped my dad...I watched my brother Prefixes: school rules In our school we are kind...Don't be unkind...In our school we are tidy...don't be untidy
How words can combine to make sentences . Joining words and joining clauses using and.	Editing own writing
Sequencing sentences to form short narratives	Ordering sentences from an example text.
Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences . Capital letters for names and for the personal pronoun I.	Spaces: editing own writing and example texts. Capital letters: tickets to events where, when, who...Writing 'all about me'...diary writing I went to the park...

Year 2

Term	Topic	Class Novel	Driver Text	Supplementary Texts	Purpose/s	Potential Writing Outcomes
Aut 1	Blakesley Hall Museum	Operation Gadgetman Malorie Blackman	Little Red: A Howlingly Good Fairy Tale with a Twist Lynn Roberts	The True Story of the Three Little Pigs Jon Scieszka The Last Wolf Mini Grey	Entertain Inform Inform / express Entertain	Setting description Wanted poster Blog post Retelling the story

Aut 2	Birmingham Town Centre	Two Brothers and a Chocolate Factory Juliet Clare Bell	Traction Man Mini Grey	Traction Man Meets Turbo Dog Mini Grey The Day the Crayons Quit Drew Daywalt Children's History of Birmingham Mandy Ross Stanley Street Series (BASS) Series	Entertain Entertain Express Inform / persuade Persuade / inform	Character description Setting description Diary Book review Advert
Spr 1	Great Fire of London	The Great Fire of London Emma Adams	A Tale of Two Beasts Fiona Robertson	Billy and the Beast Nadia Shireen Into the Forest Anthony Browne Monsters: An Owner's Guide Jonathan Emmett Things Not To Do with a Puppy Margaret McAllister	Entertain Entertain Inform / persuade	Description Short story Letter
Spr 2	India	Into the Jungle Katherine Rundell	Leaf Sandra Dieckmann	Nimesh the Adventurer Ranjit Singh Wild Animals of the South Dieter Braun	Entertain Entertain Inform Inform	Description Short story Blog Non-chronological report
Sum 1	Mary Anning & Mary Seacole	The Extraordinary Life of Mary Seacole Naida Redgrave	The Fossil Girl Catherine Brighton	Fantastically Great Women Who Changed The World Kate Pankhurst Mary Anning Kay Barnham Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis Laurence Anholt Mary Anning (Little People Series) Maria Isabel Sanchez Vegara	Inform Entertain Inform	Biography Comic strip Instructions
Sum 2	World Maps and Weather	Feathers in the Wind Sally Grindley	Meerkat Mail Emily Gravett	Dear Greenpeace Simon Jones	Inform Inform / express Entertain Inform	Postcards Diary Setting description Non-chronological report

Embedding grammar through writing for different purposes and audiences:

Appendix 2	Writing opportunities
<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns through compounding: Creation of creatures and characters using compound names e.g. Skillywiggler, supermouse, herodog.</p>
<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Subordination: book reviews and recommendations I like this book/film/game because...Simple explanation texts when it rains...because of this... if you want your car to...</p> <p>Noun phrases: narrative character descriptions the big bear...a black dog...the bird with golden feathers...</p> <p>Grammatical patterns in sentence: Exclamation sentences: Letters How I wish you were here!...Traditional stories and fairy tales What big teeth you have!...Narrative writing What a lucky escape that was!...Book reviews How amazing this is!...Character description How shiny she looks!...What a wonderful day we had! Questions: Planning and delivering interviews to practise questions, undertaking hot seating to ask questions and then write the responses.</p>
<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Past and present tense: Diary writing (past and present) today was...this is making me feel...</p> <p>Progressive form: sports reports the player is/was running down the line...Describing action in pictures the frogs are/were chasing...</p>
<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p>	<p>Sentence: proofreading their own and others writing.</p> <p>Commas: instructions what you need: pens, paper, pencils...Planning a party (who to invite, games to play, food to eat) ...planning a holiday (what to pack)</p> <p>Apostrophes: informal letters and diaries Sarah's house, mum's car, Dad's shed...</p>

Year 3

Term	Topic	Class Novel	Driver Text	Supplementary Texts	Purpose/s	Potential Writing Outcomes
Aut 1	The Vikings	Riddle of the Runes Janina Ramirez	Arthur and the Golden Rope Joe Todd Stanton	Hiccup: How to Train Your Dragon Cressida Cowell	Inform / persuade Entertain Entertain Entertain Inform / persuade	Advert Spell (poetry) Setting description Adventure story Persuasive speech

				Fantastically Great Women Who Worked Wonders Kate Pankhurst Encyclopaedia Mythologica Gods & Heroes Matthew Reinhart	inform	Non-chronological report
Aut 2	MFL Country Study France	Rooftoppers Katherine Rundell	Hugo Cabret Brian Selznick	The Wild Robot Peter Brown A Lion in Paris Beatrice Alemagna French Roast Literacy Shed La Mariposa Francisco Jiménez	Inform Express Inform / persuade Entertain	Explanation text Diary Film review Short narrative
Spr 1	Europe	The Miraculous Journey of Edward Tulane Kate Di Camillo	Journey Aaron Becker	Leon and the Place Between Angela McAllister Atlas of Adventures: A collection of natural wonders, exciting experiences and fun festivities from the four corners of the globe Lucy Letherland	Instruct Inform Persuade Inform	Instructions Persuasive writing (travel literature) Narrative / description Postcard / letters
Spr 2	Roman Empire & Boudicca	The Roman Quests – Escape from Rome Caroline Lawrence	Roman Soldiers Handbook Lesley Sim and Ian McNee	Empire's End - A Roman Story Leila Rasheed Who Let the Gods Out? Maz Evans Romans on the Rampage Jeremy Strong The Romans: Gods, Emperors and Dormice Marcia Williams	Express Entertain Entertain Entertain	Drama Character description Narrative Poetry
Sum 1	Cultural Birmingham	The Boy at the Back of the Class Onjali Q. Rauf	King of the Sky Nicola Davies	Cookie Konnie Huq Planet Omar: Accidental Trouble Magnet Zainab Mian	Express Explain Express	Non-chronological writing Narrative Diary
Sum 2	South America	Trash Andy Mulligan	The Night Gardener	The Tin Forest Helen Ward	Entertain Inform	Narrative Non-chronological report

			Terry Fan & Eric Fan	The Viewer Shaun Tan	Entertain	Poetry
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Embedding grammar through writing for different purposes and audiences:

Appendix 2	Writing opportunities
<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]. Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p>	<p>Nouns and prefixes: super-hero descriptions including their super powers Forms a and an: proof reading their own word and that of others to check for accuracy...writing riddles 'I'm in a... but not in an...' Word families: create a class dictionary based on words learnt across the curriculum. Include root words and derivations...Collecting technical and subject specific language in science and mathematics and looking at the roots and derivations of those words.</p>
<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</p>	<p>Conjunctions: Instructions, recounts, narrative, explanatory texts: when this has been done... while the boy was swimming... Adverbs: Instructions, recounts, narrative, scientific/explanatory texts: next add...then stir...water was added therefore... Prepositions: Instructions, recounts, narrative, scientific/explanatory texts: after doing this, you should...before we got on the bus...during the night the three bears...the solution began to solidify because of...</p>
<p>Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</p>	<p>Paragraphs: Reports: paragraphs for each section of the report with the use of headings and sub-headings. Headings and sub-headings: reports (see above), instructions Present perfect: Narrative: within simple dialogue or writing from a first-person/present tense perspective... "She has left me here" ...He has asked me to play football...</p>
<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Direct speech: Narrative: Turning play scripts into dialogue...collect quotes from newspapers and use as models for own writing...text messages (share screenshots of conversations and transform these into dialogue.</p>

Year 4

Term	Topic	Class Novel	Driver Text	Supplementary Texts	Purpose/s	Potential Writing Outcomes
Aut 1	Stone Age to Iron Man	Wolf Brother Michelle Paver	The First Drawing Mordicai Gerstein	UG: Boy Genius of the Stone Age and His Search for Soft Trousers Raymond Briggs The Secrets of Stonehenge Mick Manning	Inform Entertain Entertain Express	Instructions Poem Short story Diary

				Stone Age Boy Satoshi Kitamura The Stone Age, Hunters, Gatherers and Woolly Mammoths Marcia Williams		
Aut 2	The Physical World	Fish Boy Chloe Daykin	Jemmy Button Valerio Vidari	The Matchbox Diary Paul Fleischman One Plastic Bag Miranda Paul Coming to England Floella Benjamin	Inform Express Persuade Entertain	Non-chronological report Diary Speeches Short story
Spr 1	Ancient Egypt	Jake Atlas and the Tomb of the Emerald Snake Rob Lloyd Jones	Macy and the Riddle of the Sphinx Joe Todd-Stanton	Charlie Small Gorilla City Charlie Small Africa, Amazing Africa: Country by Country Antinuke	Entertain Entertain Inform Entertain	Character description Myth Non-chronological report Short story
Spr 2	The Human World – Village, Town or City?	The Lion, the Witch and the Wardrobe C.S.Lewis	The Promise Nicola Davies	Window / Belonging Jeannie Baker The Night Gardener Terry Fan & Eric Fan	Inform Persuade / inform entertain	Non-chronological report Travel brochure Setting description
Sum 1	Geography Skills	The Explorer Katherine Rundell	Journey to Jo'burg Beverley Naidoo	Long Walk to Freedom Chris Van Wyk The Other Side of Truth Beverley Naidoo	Inform Entertain Persuade	Blog posts Short story Newspaper report
Sum 2	The Anglo Saxons	The Buried Crown Ally Sherrick	Beowulf Michael Morpurgo	Monster Slayer Brian Patten Anglo Saxon Boy Tony Bradman The Smashing Saxons Terry Deary	Entertain Inform	Narrative Non chronological report

Embedding grammar through writing for different purposes and audiences:

Appendix 2	Writing opportunities
The grammatical difference between plural and possessive –s . Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	Plural and possessive –s: Proof reading and re-drafting to ensure plurals and possessives are correctly punctuated. Standard English, verb inflections: Proof reading and re-drafting to ensure subject and verbs agree.
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Expanded noun phrases: Narrative, reports: the polar bears with thick white fur...the isolated forests of northern Europe...

Fronted adverbials [for example, Later that day, I heard the bad news.]	Fronted adverbials: Narrative, reports: Later that day, the reindeer wandered...Swooping through the skies, the swallows seek their prey...
Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Paragraphs: Reports, narrative, explanations. Cohesion: editing and proof reading own writing and example texts.
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. Use of commas after fronted adverbials .	Inverted commas: Narrative writing (model adding dialogue to develop action and characterisation). Apostrophes for plural possession: narratives with lost possessions the elephant's pink rubber duck, the astronaut's silver spaceship... Commas after fronted adverbials (see above)

Year 5

Term	Topic	Class Novel	Driver Text	Supplementary Texts	Purpose/s	Potential Writing Outcomes
Aut 1	Children in WW2	The Boy in the Striped Pyjamas John Boyne	Rose Blanche Ian McEwen	Now or Never Bali Rai My Secret War Diary Marcia Williams Erika's Story Ruth Vander Zee Infinite Hope Ashley Bryan Where the Poppies Now Grow Hilary Robinson and Martin Impey In Flanders Field John McRae Walter Tull's Scrapbook Michaela Morgan	Express Inform / discuss Inform Express	Diary Newspaper article Non-chronological report Letters
Aut 2	Henry VIII	The Executioner's Daughter Jane Hardstaff	The Lost Diary of King Henry VIII's Executioner Steve Barlow	Diver's Daughter. A Tudor Story Patrice Lawrence King Henry VIII Angela Royston Terrifying Tudors Terry Dreary My Story Collection (TudorTitles)	Entertain Discuss / inform Discuss Inform Entertain	Short story Review Balanced argument Instructions Poetry

				Alison Prince		
Spr 1	England	Boy in the Tower Polly Ho-Yen	The Watertower Gary Crew	Overheard in a Tower Block Joseph Coelho Tales of Outer Suburbia Shaun Tan High Rise Mystery Sharma Jackson Little Badman and the Invasion of the Killer Aunties Humza Arshad & Henry White	Discuss Entertain Persuade	Review Story with an issue / dilemma Journalistic writing
Spr 2	UK Region Study (Physical)	Cosmic Frank Cottrell-Boyce	Love That Dog Sharon Creech	Ada Twist, Scientist Andrea Beaty The Extraordinary Life of Katherine Johnson Devika Jina Hidden Figures: The True Story of Four Black Women and the Space Race Margot Lee Shetterley Ghost Jason Reynolds The Tunnels Below Nadine Wild-Palmer A Pocketful of Stars Aisha Bushby A Nestful of Stars James Berry How the Stars Came to Be Poonam Mistry	Persuade Inform Persuade Entertain Entertain	Documentary narration Fact-file Leaflet Stories with flashbacks Setting description
Sum 1	UK Region Study (Human)	Where the World Ends Geraldine McCaughrean	A Dangerous Game Malorie Blackman	The Weather Weaver Tamsin Mori An Illustrated Treasury of Scottish Mythical Creatures Theresa Breslin Diary of a Wimpy Wean Jeff Kinney	Inform Persuade Entertain	Fact-file Leaflet Folk tale

Sum 2	Ancient Greece	Percy Jackson and the Lightning Thief Rick Riordan	Greek Myths Geraldine McCaughrean	Mouse Bird Snake Wolf David Almond Mythologica: An encyclopedia of gods, monsters and mortals from ancient Greek Dr Stephen Kershaw	Express Express Persuade	Interview transcript Letter Advert
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Embedding grammar through writing for different purposes and audiences:

Appendix 2	Writing opportunities
Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]. Verb prefixes [for example, dis-, de-, mis-, over- and re-].	Creating verbs using suffixes: Scientific, explanatory, persuasive and procedural writing: insects pollinate...this product will beautify...scientists purify the solution by... some doctors specialise in... Verb prefixes:
Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].	Relative clauses: Reports, recounts: the children, who had been to ... the dolphins, which are a type of mammal... Degrees of possibility (adverbs and modals): Persuasive writing: this product could...buy this and it will...
Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	Cohesive devices: Instructions, recounts, narrative: (adverbials of time) first...earlier in the day... Narrative: (adverbials of place) in a dark forest...over the hill Past perfect: Recounts and narrative: the children had tried...some of the class had walked...earlier in the day the owls had...
Brackets, dashes or commas to indicate parenthesis . Use of commas to clarify meaning or avoid ambiguity.	Parenthesis: Recounts (newspapers): the witness (aged 54) ... Play scripts: stage instructions...

Year 6

Term	Topic	Class Novel	Driver Text	Supplementary Texts	Purpose/s	Potential Writing Outcomes
Aut 1	Explorers Through Time	Titanic: Death on the Water Tom & Tony Bradbury	Shackleton's Journey William Grill	Race to the Frozen North Catherine Johnson Survivors David Long Shackleton diary / letter extracts Everest Sangma Francis	Inform / express Entertain Inform / discuss Inform Entertain	Diary Poetry Newspaper report Recount Narrative

				The Titanic Detective Agency Lindsay Littleston		
Aut 2	The Victorians / Empress of India	Gaslight Eloise Williams	Tom's Midnight Garden Graphic Novel Philippa Pearce	Son of the Circus - A Victorian Story E L Norry A Christmas Carol Charles Dickens Cogheart Peter Bundy Charles Dickens: Scenes from an Extraordinary Life Mick Manning	Discuss Express / inform Entertain	Discussion text Short narrative (portal story) Balanced argument Informal letter Time-slip narrative
Spr 1	Scotland, Wales and NI	Skellig David Almond	The Graveyard Book Neil Gaiman	My Name is Mina David Almond A Monster Calls Patrick Ness Blackberry Blue: And Other Fairy Tales Jamilia Gavin The Savage David Almond The Assassin The Three Brothers J K Rowling	Entertain Express / inform Inform Inform Persuade	Short story Diary Fact-file Newspaper report Advert
Spr 2	Mexico (Physical)	Tales from the Inner City Shaun Tan	Dynasties: The Rise and Fall of Animal Families Stephen Moss	The Wonder Garden Jenny Broom	Inform Inform / persuade Inform / persuade Persuade / inform Express / discuss	Non-chronological report Fact-file Documentary narration Tourist brochure Debate
Sum 1	Mexico (Human)	Pig Heart Boy Malory Blackman	What Mr Darwin Saw Mick Manning	The boy who touched the stars José M. Hernández Portrait of an Artist: Frida Kahlo Lucy Brownridge On The Origin of Species Sabina Rediva Darwin: An Exceptional Voyage Fabian Grolleau	Discuss / inform Persuade Inform Inform Entertain Entertain Express	Balanced argument Persuasive argument Blurb Fact-file Narrative Poetry Biography

Sum 2	The Golden Age of Baghdad	Golden Horsemen of Baghdad Saviour Pirota	Go Big You Are Awesome	The History Detective Investigates: Early Islamic Civilization Claudia Martin Other Words for Home Jasmine Warga Early Islamic Civilisation Izzi Howell Early Islamic Civilisation Catherine Chambers The Book of Life (film)	Entertain Entertain Inform Persuade Express Inform	Ghost stories Stories with a historical setting Non-chronological report Tour guide Newspaper report Instructions
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Embedding grammar through writing for different purposes and audiences:

Appendix 2	Writing opportunities
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p>Formal/informal vocabulary: Discussion texts, persuasive texts, explanations that use formal and impersonal language...Letter writing (formal/informal)...blog writing (informal). Synonyms and antonyms: Editing and redrafting – amending word choices for effect.</p>
<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>Passive voice: Science write-ups: Water was added to the solution... Explanatory and procedural texts: oxygen is transported around the body by red blood cells... Recounting events: evacuees were transported by trains... Formal persuasive texts: it was proven...it cannot be tolerated Reports: lizards are found...predators were introduced... Subjunctive form: Dreams and aspirations: if I were... (conditional clause) Hypothetical and speculative statements: If all the world were paper, and all the sea were ink... (use the poem https://treasuryislands.wordpress.com/2012/10/03/origins-ifall-the-world-were-paper/) Discussion texts: It could be claimed that...it is possible that...some could claim that... (note links to modal and passive in these constructs)</p>
<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</p> <p>Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text].</p>	<p>Cohesive devices: Discussion texts: logical conjunctions such as so...that...as...therefore; adverbials such as however...on the other hand...in contrast... Persuasive writing: repetition of ideas Explanations: use of causal conjunctions for coordination and subordination such as because, so, if, when Layout devices: Non-narrative writing organised with a range of layout devices.</p>
<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information.</p>	<p>Semi-colons, colons and dashes: Discussion and persuasive texts: ideas extended using semi-colons</p>

<p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover].</p>	<p>Bullet points: writing rules such as a set of class rules...procedural texts in science and DT lists of equipment...directions to follow (combined with use of imperative form) Hyphens: write kennings for various purposes e.g. shirt-ironer, graze-cleaner, lunch-packer: that's my mum...create a hyphenated word-bank...</p>
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