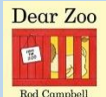
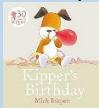
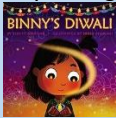
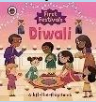
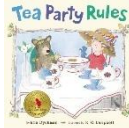
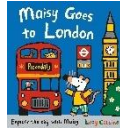
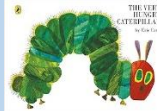
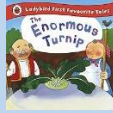
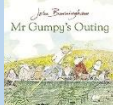
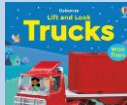


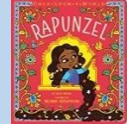
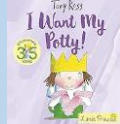
Nursery						
Autumn 1	All About Me					
Core Texts	Modern Stories <i>Nursery? Not Today!</i> Rebecca Patterson 	Classic Stories <i>So Much</i> Trish Cooke 	Modern Stories <i>Family and Me</i> Michaela Dias-Hayes 	Non-Fiction <i>Let's Wash our Hands</i> Campbell 	Classic Stories <i>Dear Zoo</i> Rod Campbell 	Traditional Tales <i>Little Red Hen</i> 
Autumn 2	Let's Celebrate					
Core Texts	Classic Stories <i>Kipper's Birthday</i> Mick Inkpen 	Modern Stories <i>Binny's Diwali</i> Thrity Umrigar 	Non-Fiction <i>First Festivals: Diwali</i> Ladybird 	Classic Stories <i>Brown Bear, Brown Bear</i> Bill Martin Jr 	Traditional Tales <i>The Gingerbread Man</i> 	Modern Stories <i>Little Owl and the Christmas Star</i> Mary Murphy 
Oracy	Selection of text-based oracy opportunities including: - Saying a sentence 'I like' - Joining in with repeated refrain / repetition - Joining in the sound of the doorbell and other sounds e.g. bang, screech, pop etc - Using words from the text					
Mark Making	Selection of text-based mark marking opportunities including: - Drawing linked to the story - Initial recording – marks and shapes - Participating in modelled / shared writing					
End of Autumn: Milestone 1	Listening, Attention & Understanding: - Listen to simple stories, using the pictures to understand and talk about what is happening Comprehension: - Engage in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to understand and talk about what is happening - Join in with stories - Fill in the missing word or phrase in a known rhyme or story					

	Writing - Distinguish between different marks made - Write one or more letters to represent own name - Use marks and symbols that represent letters when exploring writing				
Spring 1					
Core Texts	Classic Stories The Tiger Who Came to Tea Judith Kerr 	Modern Stories Tea Party Rules Ame Dyckman 	Traditional Tales Goldilocks & the Three Bears Mara Alperin 	Modern Stories Maisy Goes to London Lucy Cousins 	Modern Stories The King's Pants Nicholas Allan 
Oracy	Retell or act out the story using key phrases	- Retell or act out the story - Use story vocabulary	Retell or act out the story using key vocabulary	- Tell story in own words - Use story vocabulary	- Recall parts of the story - Use story vocabulary
Mark Making	Party invitations / cards	Party invitations / cards	Sorry card from Goldilocks	- Tickets, maps and signs - Patterns – waves, circles, zig zags	- New pants for the King - Patterns – spots, stripes, waves
Spring 2					
Nature Explorers					
Core Texts	Modern Stories A Good Place Lucy Cousins 	Classic Stories The Very Hungry Caterpillar Eric Carle 	Modern Stories The Girl who Loves Bugs Lily Murray 	Traditional Tales The Enormous Turnip Ladybird 	Non-Fiction Usborne Lift the Flap: Nature Katie Daynes 
	Classic Stories Snail Trail Ruth Brown 				
Oracy	Selection of text-based oracy opportunities including: - Saying a sentence 'I am brilliant because...' - Orally retelling - Saying ingredients needed - Talking about minibeasts - Using directions				

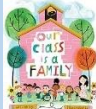
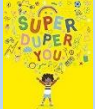
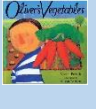
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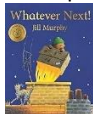
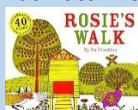
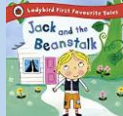
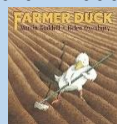
Mark Making	Selection of text-based mark marking opportunities including: • Story maps • Celebration cards for special people • Initial recording including symbols & letters • Participating in modelled/shared writing					
End of Spring: Milestone 2	Listening, Attention & Understanding: • Listen to longer stories, remember key events and talk about what is happening Comprehension: • Engage in conversations about stories, rhymes and non-fiction books, including longer stories, exploring new vocabulary to understand and talk about what is happening • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Writing • Give meaning to own marks, drawings and paintings on occasions • Write some of own name • Use symbols or random letters when exploring writing, sometimes in letter strings or letter groups					
Summer 1	All Aboard					
Core Texts	Traditional Tales <i>The Three Little Pigs</i> Campbell First Stories 	Classic Stories <i>Meg's Car</i> Helen Nicol 	Modern Stories <i>We Catch the Bus</i> Katie Abey 	Classic Stories <i>Mr Gumpy's Outing</i> John Burningham 	Non-Fiction <i>Lift and Look: Trucks</i> Usborne 	Modern Stories <i>Train is on Track</i> Peter Bently 

Summer 2	Pirates and Princesses					
Core Texts	Modern Stories <i>Octopants, The Missing Pirate Pants</i> Suzy Senior 	Classic Stories <i>A New Home for A Pirate</i> Ronda Armitage 	Modern Stories <i>Five Little Pirates</i> Mike Brownlow 	Non-Fiction <i>Ocean Animals</i> DK Super Readers 	Traditional Tales <i>Rapunzel</i> Once Upon a World 	Classic Stories <i>I Want My Potty!</i> Tony Ross 
Oracy	Selection of text-based oracy opportunities including: - Retelling stories using pictures - Using language and actions - Rhyming words - Describing characters and settings - Talking in role e.g. using puppets					
Mark-Making / Writing outcomes	Selection of text-based writing opportunities including: - Story maps - Mark making including letters and words - Labels and captions - Participating in modelled/shared writing					
End of Summer: Milestone 3	Listening, Attention & Understanding: - Listen to a story, poems or information text to talk about it and answer simple questions Comprehension: - Engage in extended conversations about stories, rhymes and non-fiction texts, using new vocabulary to answer simple questions - Talk about events and characters in stories and suggest how a story might end Writing - Begin to talk about own ideas for writing - Write letter groups which have spaces in between to resemble words - Use some knowledge of print and letter knowledge when writing e.g. ‘m’ for mummy, list at top of page - Write some or all of own name with accurate initial letter					
Reception						
Autumn 1	Marvellous Me					

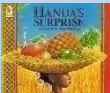
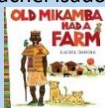
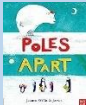
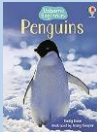
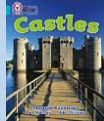
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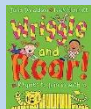
Core Texts	Classic Stories Elmer David McKee 	Modern Stories Our Class is a Family Shannon Olsen 	Traditional Tales Goldilocks and the Three Bears Ladybird 	Non-Fiction The Great Big Book of Families Mary Hoffman 	Modern Stories Super Duper You Sophy Henn 	Classic Stories Oliver's Vegetables Vivien French 
Oracy Outcomes	Selection of text-based oracy opportunities including: - Talking about school – likes, playtimes etc. - Talking about their own family and friends - Joining in with repeated refrains - Orally retelling stories					
Writing outcomes	Selection of text-based writing opportunities including: - Drawing and labelling characters - Drawing and labelling settings - Early writing – new adventures					
Autumn 2	Light and Dark					
Core Texts	Classic Stories Owl Babies Martin Waddell 	Modern Stories Hovis the Hedgehog Lynda Leigh-Crawford 	Non-Fiction Autumn Harriet Brundle 	Traditional Tales Sleeping Beauty Josephine Collins 	Modern Stories The Light in the Night Marie Voigt 	Classic Stories We're Going on a Bear Hunt Michael Rosen 
Oracy Outcomes	Selection of text-based oracy opportunities including: - Talking about Autumn, woodland animals and what light and dark - Talking about Bonfire Night - Joining in with repeated refrains - Orally retelling stories					
Writing outcomes	Text-based writing outcomes linked to: - Characters - Settings - New adventures based on the text					

End of Autumn: Milestone 4	Listening, Attention & Understanding: - Listen to and talk about stories and other texts to build familiarity and understanding Comprehension: - Engage in an increasing range of stories, rhymes and non-fiction texts - Share books, rhymes and songs with others, answering simple questions including 'why' - Retell familiar stories using some new vocabulary Writing: Composition - Structure ideas in speech before writing, with adult support - Write dictated words and phrases using phonic knowledge - Reread own writing, with adult support - Separate some words with spaces in dictated phrases Writing: Transcription – Spelling - Write own name (first name) - Represent some Set 1 phonemes with the correct grapheme in cvc words: m a s d t / i n p g o / c k u b Writing: Transcription – Handwriting - Form lower-case letters correctly – start and finish in the correct place - Use a tripod grip with some consistency
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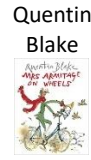
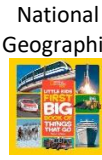
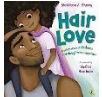
Spring 1		Out of this World				
Core Texts	Classic Stories <i>Whatever Next!</i> Jill Murphy 		Classic Stories <i>The Way Back Home</i> Oliver Jeffers 		Modern Stories <i>Astro Girl</i> Ken Wilson-Max 	
Oracy Outcomes	- Retell the story orally – beginning, middle, end. - Talk about what Baby Bear will do next.		Retell or act out the story orally – first, next, after that, finally.		Retell or act out the story orally – first, next, after that, finally.	
Writing Outcomes	- Write a list of what to take to the moon. - Write a short phrase linked to the story.		Write a short phrase from the boy or Martian, linked to the story.		Write short phrases / single-clause sentence about going to space.	
Spring 2		Down on the Farm				
Core Texts	Classic Stories <i>Rosie's Walk</i> Pat Hutchins 	Traditional Tales <i>Jack and the Beanstalk</i> 	Modern Stories <i>What the Ladybird Heard</i> Julia Donaldson 	Classic Stories <i>Farmer Duck</i> Martin Waddell 	Non-Fiction <i>From Egg to Chicken</i> Camilla de la Bedoyere 	Modern Stories <i>Supertato</i> Sue Hendra & Paul Linnet 
Oracy Outcomes	Talk about events in the story – beginning, middle and end	Talk about the places in the story (settings)	Talk about the ladybird and other characters	Talk about the events in the story	Talk about the life cycle of a chick	Talk about the evil peas - description
Writing outcomes	Text-based writing outcomes linked to: - Characters - Settings - New adventures based on the text					
End of Spring: Milestone 5	Listening, Attention & Understanding: - Engage in listening to stories and other texts and start to make up own Comprehension: - Share books, rhymes and songs with others, answering simple questions including 'why', 'when' and 'how' - Describe main story settings, characters and events in increasing detail - Retell familiar stories using new vocabulary - Suggest how a story might end					

	Writing: Composition • Structure ideas in speech before writing, with some adult support • Say and write phrases - dictated and own composition • Say and write a single-clause sentence - dictated • Reread own writing, with some adult support • Separate most words with spaces in phrases and dictated sentences Writing: Transcription – Spelling • Write full name (first name and surname) mainly correctly • Represent some Set 1 phonemes with the correct grapheme in cvc words: m a s d t / i n p g o / c k u b / f e l h sh / r j v y w / th z ch qu x ng nk • Spell some Set 1 Red Words correctly: <i>I the my you said</i> Writing: Transcription - Handwriting • Form and position lower-case letters correctly • Use a tripod grip with accuracy and consistency
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Summer 1	Hot and Cold Adventures					
Core Texts	Classic Stories Handa's Surprise Eileen Browne 	Modern Stories Old Mikamba had a Farm Rachel Isadora 	Classic Stories We're Going on a Lion Hunt David Axtell 	Traditional Tales Snow White & the Seven Dwarves Anna Bowles 	Modern Stories Poles Apart Jeanne Willis 	Non-Fiction Penguins Emily Bone 
Oracy Outcomes	Talk about the setting and its features	Talk about Old Mikamba and his farm	Talk about the events in the story	Talk about the characters including Snow White	Talk about the places the characters visit around the world	Talk about penguins – what they look like, eat etc.
Writing outcomes	Text-based writing outcomes linked to: - Characters - Settings - New adventures based on the text					
Summer 2	Castles, Dragons and Knights					
Core Texts	Traditional Tales The Princess and The Pea 	Modern Stories Zog Julia Donaldson 	Classic Stories Small Knight and George Ronda Armitage 		Non-Fiction Castles Maggie Freeman 	
Oracy Outcomes	Talk about events in the story - beginning, middle, end	Talk about the characters of Zog and Princess Pearl	Talk about the castle setting in the story		Talk about castles and their features inside and outside	
Writing outcomes	Text-based writing outcomes linked to: - Characters - Settings - New adventures based on the text		Writing to describe Sentences about a setting in the story Audience: Parents / families		Writing to inform Sentence(s) about castles – inside a castle / outside a castle Audience: Children in Year 6	
End of Summer inc	Listening, Attention & Understanding: Retell stories in the right order, using some vocabulary and language from the text ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small interactions					

ELG: Milestone 6	ELG: Make comments about what they have heard and ask questions to clarify their understanding Comprehension: - Retrieve simple information from texts - Ask questions to find out more and check understanding about what has been read - Retell stories in the right order, using some vocabulary and language from the text - Sequence events in stories - Anticipate / predict key events in a story ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ELG: Anticipate, where appropriate, key events in stories ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play Writing: Composition - Structure ideas in speech before writing - Say and write short phrases and single-clause sentences - dictated and own composition - Reread own writing to check it makes sense, with some adult support - Separate most words with spaces in phrases and sentences Writing: Transcription – Spelling - Write full name (first name and surname) correctly - Represent all Set 1 phonemes and some Set 2 phonemes with the correct grapheme in cvc words: Set 1: m a s d t / i n p g o / c k u b / f e l h sh / r j v y w / th z ch qu x ng nk Set 2: ay ee igh ow oo oo - Spell most Set 1 Red Words correctly: <i>I the my you said your are be of no</i> Writing: Transcription - Handwriting - Form and position lower-case and capital letters correctly - Form digits 0-9 correctly - Use a tripod grip with accurately and consistently - Sit with correct posture and position when writing ELG: Write recognisable letters, most of which are correctly formed ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters ELG: Write simple phrases and sentences that can be read by others
Poetry	Contemporary Poetry Julia Donaldson / Nick Sharratt – <i>Wriggle and Roar</i>  Forms of Poetry - Rhymes Selection of Nursery Rhymes

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Year 1	Autumn					Spring			Summer			
	Coventry, Our City					Wheels and Wings			Let's Go to the Seaside!			
	Modern Stories All are Welcome Alexandra Penfold 	Trad Tales The Three Little Pigs Ladybird 	Non-Fiction Homes around the World Clare Lewis 	Modern Stories Home Alex T Smith 	Classic Stories Dogger Shirley Hughes 	Trad Tales The Three Billy Goats Gruff Ladybird 	Classic Stories Mrs Armitage on Wheels Quentin Blake 	Non-Fiction First Book of Things that Go National Geographic 	Modern Stories Hair Love Matthew Cherry 	Trad Tales Little Red Riding Hood 	Classic Stories The Lighthouse Keeper's Lunch Ronda Armitage 	Non-Fiction Seaside Holidays Then and Now Clare Hibberd 
Writing Outcomes inc. Purpose & Audience	1. Writing to inform Sentences 'All about me' <u>Audience:</u> Visitors to school (display)	2. Writing to narrate * Sentences about the story <u>Audience:</u> Parents / families	3. Writing to inform Sentences about their home <u>Audience:</u> Reception children	5. Writing to describe Sentences about a setting in the story <u>Audience:</u> Children in Year 1	6. Writing to recount * Sentences recounting events from the story <u>Audience:</u> Children in Year 2	1. Writing to narrate Sentences about the story <u>Audience:</u> Visitors to school (book for entrance hall)	2. Writing to describe Sentences about Mrs Armitage <u>Audience:</u> Children in Year 3	3. Writing to inform Sentences about transport <u>Audience:</u> Other children (class information book)	1. Writing to recount 1 st person sentences in role as Zuri <u>Audience:</u> Parents / families	2. Writing to describe Sentences about a character – the wolf <u>Audience:</u> Children in Year 5	3. Writing to narrate Sequel story – <i>The Fisherman's Lunch</i> <u>Audience:</u> Other children (own book for Y2 classroom)	4. Writing to inform Short non-chron report - seaside holidays <u>Audience:</u> Visitors to Weston-super-Mare
Poetry	Contemporary Poetry Kathy Henderson – <i>This is the City</i> 4. Writing poetry Own poem inspired by poet e.g. the playground <u>Audience:</u> Other children (class poetry book)					Forms of Poetry 4. Writing poetry Shape poems / Calligrams e.g. transport <u>Audience:</u> Other children (class poetry book)						

Year 2	Autumn				Spring			Summer			
	Fire, Fire!				World Explorers			Karibu Kenya			
	Modern Stories <i>Superworm</i> Julia Donaldson 	Traditional Tales <i>The Elves & the Shoemaker</i> Mara Alperin 	Non-Fiction <i>Firefighters</i> Izzi Howell 	Historical Setting <i>Vlad & the Great Fire</i> Kate Cunningham 	Traditional Tales <i>Papagayo</i> Gerald McDermott 	Classic Stories <i>George's Marvellous Medicine</i> Roald Dahl 		Non-Fiction <i>The Big Book of Blue</i> Yuval Zommer 	Modern Stories <i>Lila and the Secret of Rain</i> David Conway 	Classic Stories <i>The Hodgeheg</i> Dick King Smith 	
Writing Outcomes inc. Purpose & Audience	1. Writing to describe Character description – Superworm <u>Audience:</u> Visitors to school (display)	2. Writing to narrate Rewrite story in own words <u>Audience:</u> Children in Year 3	4. Writing to instruct * Instructions e.g. for when there is a fire alarm <u>Audience:</u> SLT (Use with children at school)	5. Writing to recount 1 st person sentences in role as Vlad <u>Audience:</u> Parents / families	1. Writing to narrate Own traditional tale based on original – different animal <u>Audience:</u> Children in Year 2 (audio book)	2. Writing to describe Character description – Grandma <u>Audience:</u> Parents / families	3. Writing to instruct Instructions for a marvellous medicine <u>Audience:</u> Visitors to school (display)	1. Writing to inform Non-chron report – sea creatures <u>Audience:</u> Children at St Bart's (book for library)	2. Writing to describe Setting description <u>Audience:</u> Visitors to school (display)	3. Writing to recount – diary * Diary in role as Max at a key point <u>Audience:</u> Children in Year 6	4. Writing to narrate New chapter – adventure for Max e.g. school field <u>Audience:</u> Y3 class teacher
Poetry	Contemporary Poetry James Carter – <i>Zim Zam Zoom</i> 3. Writing poetry Own poem inspired by poet e.g. firework poem <u>Audience:</u> Other children (class poetry book) 				Forms of Poetry 4. Writing poetry Acrostic e.g. a familiar person <u>Audience:</u> Other children (class poetry book)						

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Year 3	Autumn			Spring		Summer	
	Changes through the Ages			Vive la France		Rocking Romans	
	Picture Fiction Stone Age Boy Satoshi Kitamura 	Non-Fiction Explore! Stone, Bronze & Iron Ages Sonya Newland 	Modern Stories Leonora Bolt: Secret Inventor Lucy Brandt 	Traditional Tales The True Story of the Three Little Pigs Jon Scieszka 	Classic Stories Ice Palace Robert Swindells 	Historical Setting Romans on the Rampage Jeremy Strong 	Modern Stories The Boy who grew Dragons Andy Shepherd 
Writing Outcomes inc. Purpose & Audience	1. Writing to narrate Rewrite story in own words <u>Audience:</u> Children in Year 3	2. Writing to instruct Instructions linked to topic <u>Audience:</u> Visitors to Forest School	4. Writing to describe Character description – Leonora <u>Audience:</u> Visitors to classroom (display)	1. Writing to persuade * Persuasive speech to police – wolf not guilty <u>Audience:</u> Children in Year 3 (children in role)	3. Writing to describe Setting description <u>Audience:</u> Visitors to classroom (display)	1. Writing to inform Non-chronological report – Roman Chariot Racing <u>Audience:</u> Children at St Bart's (own information book)	3. Writing to describe Character description – key character <u>Audience:</u> Author of the text – Andy Shepherd
			5. Writing to recount– letter* Letter in role as Leonora <u>Audience:</u> Friend of Leonora (children in role)	2. Writing to narrate Traditional tale from alternative perspective <u>Audience:</u> Parents / families		2. Writing to recount - diary Perilus's diary at a key point in the story <u>Audience:</u> Children in Year 2	4. Writing to narrate Adventure story – new chapter: Flicker at School <u>Audience:</u> Children in Year 4
Poetry	Contemporary Poetry Roger McGough – <i>The Sound Collector</i> 3. Writing poetry Own poem inspired by poet e.g. sound collector somewhere else e.g. park <u>Audience:</u> Other children (class poetry book)			Forms of Poetry 4. Writing poetry List poem e.g. linked to France or Ice Palace <u>Audience:</u> Other children (class poetry book)			

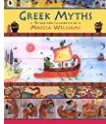
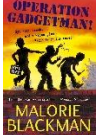
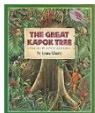
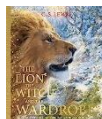
Year 4	Autumn	Spring	Summer
	Awesome Earth	Invaders and Settlers	Food, Glorious Food

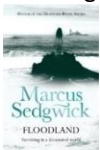
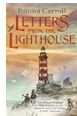
St. Bartholomew's C of E Academy

Curriculum Long-Term Plan: English 2025-2026

	Picture Fiction <i>When the Giant stirred</i> Celia Godkin 	Non-Fiction Volcanoes DK FindOut 	Modern Stories <i>The Firework Maker's Daughter</i> Philip Pullman 	Traditional Tales <i>Beowulf</i> Usborne 	Historical Setting <i>How to train your Dragon</i> Cressida Cowell 	Modern Stories <i>Sam Wu is NOT afraid of the Dark</i> Kevin Tsang 	Classic Stories <i>Charlotte's Web</i> EB White
Writing Outcomes inc. Purpose & Audience	1. Writing to persuade Persuasive speech - chief to villagers <u>Audience:</u> Villagers (children in role)	2. Writing to inform Non-chron report about volcanoes <u>Audience:</u> Visitors to school (display)	4. Writing to describe Character description – Lila <u>Audience:</u> Parents / families	1. Writing to narrate – dialogue * Conversation between Beowulf and one of his men <u>Audience:</u> Children in Year 4 - performance	3. Writing to narrate Retell section of the story in role as Hiccup (1 st person) <u>Audience:</u> Visitors to school (display)	1. Writing to instruct Instructions for tasks linked to camping <u>Audience:</u> Character from story (children in role)	3. Writing to describe Setting description – barn / farm <u>Audience:</u> Parents / families
			5. Writing to narrate New chapter – different obstacle to overcome <u>Audience:</u> Children in year 5	2. Writing to recount - letter Letter in role as Beowulf – events from the battle <u>Audience:</u> Beowulf's Father (Y6 children in role)		2. Writing to narrate Adventure story – 'afraid of...' <u>Audience:</u> Children in Year 4 (audio book)	4. Writing to recount - diary Diary in role as a character e.g. Fern, Charlotte <u>Audience:</u> Visitors to classroom (display in Y5 classroom)
Poetry	Contemporary Poetry Valerie Bloom – <i>Nothing to Do</i> 3. Writing poetry Own poem inspired by poet e.g. avoiding doing jobs <u>Audience:</u> Other children (class poetry book) 			Forms of Poetry 4. Writing poetry Kenning e.g. animal or character <u>Audience:</u> Other children (class poetry book)			

St. Bartholomew's C of E Academy
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Year 5	Autumn		Spring			Summer	
	Genius Greeks		Save the Rainforests			Kingdom of Benin	
	Traditional Tales Greek Myths Marcia Williams 	Modern Stories Operation Gadgetman Malorie Blackman 	Picture Fiction The Great Kapok Tree Lynne Cherry 	Modern Stories The Explorer Katherine Rundell 		Historical Setting Idia of the Benin Kingdom Ekiuwa Aire 	Classic Stories The Lion, the Witch & the Wardrobe CS Lewis 
Writing Outcomes inc. Purpose & Audience	1. Writing to narrate Detailed retelling of a myth <u>Audience:</u> Children in Year 6	4. Writing to narrate - dialogue Dialogue within a section of the story <u>Audience:</u> Parents / Families	1. Writing to present viewpoints * Balanced argument about cutting down the tree <u>Audience:</u> Lumberjack (children in role)	2. Writing to describe Setting description <u>Audience:</u> Author of the text – Katherine Rundell	3. Writing to narrate New adventure story chapter <u>Audience:</u> Children in Year 5 (Audio book)	1. Writing to recount – diary Diary in role as Idia <u>Audience:</u> Visitors to school (display)	3. Writing to narrate Retell section of the story in role as Lucy (1 st person) <u>Audience:</u> Parents / Families
	2. Writing to recount – journalistic * News article about a key event in the story <u>Audience:</u> TV Audience e.g. Newsround	5. Writing to inform Non-chron report – spy gadgets <u>Audience:</u> School Community (display)				2. Writing to persuade Persuasive speech linked to current school issue <u>Audience:</u> School Governors	4. Writing to describe Character description – White Witch <u>Audience:</u> Visitors to classroom (Y6 classroom)
Poetry	Contemporary Poetry Kate Wakeling – <i>Moon Juice</i> (Bad Mood & Comet) 3. Writing poetry Own poem inspired by poet e.g. mood poem <u>Audience:</u> Other children (class poetry book) 		Forms of Poetry 4. Writing poetry Haiku/cinquain e.g. nature / weather <u>Audience:</u> Other children (class poetry book)				

Year 6	Autumn		Spring		Summer	
	Climate Champions		Coventry at War		River Deep, Mountain High	
	Modern Stories Floodland Marcus Sedgwick 	Classic Stories Macbeth {A Stage Full of Shakespeare Stories} Angela McAllister 	Historical Setting Letters from the Lighthouse Emma Carroll 	Traditional Tales Myths & Legends Lonely Planet 	Film Alma 	Modern Stories The Boy at the Back of the Class Onjali Rauf 
Writing Outcomes inc. Purpose & Audience	1. Writing to recount - diary Diary in role as a character <u>Audience:</u> Zoe (children in role)	4. Writing to narrate Opening section of the story – descriptive narrative <u>Audience:</u> Visitors to classroom (display)	1. Writing to narrate Section of the story including dialogue <u>Audience:</u> Author of the text – Emma Carroll 2. Writing to recount – letter Letter in role as Olive <u>Audience:</u> Olive's mother (children in role) 3. Writing to persuade Persuasive speech to the Ministry of Defence about not destroying the lighthouse <u>Audience:</u> Ministry of Defence (Children in Role)	4. Writing to describe Character description <u>Audience:</u> Visitors to school (display)	1. Writing to narrate – suspense * Story to accompany the film <u>Audience:</u> Y7 English Teachers	2. Writing to present viewpoints Balanced argument – current issue <u>Audience:</u> SLT / Governors
	2. Writing to describe Setting description <u>Audience:</u> Parents / families	5. Writing to recount - journalistic News article about the death of the king <u>Audience:</u> Radio listeners e.g. Radio 1 Newsbeat				4. Writing to inform Multi-genre information text about refugees <u>Audience:</u> School Community (display)

Poetry	Contemporary Poetry Joseph Coelho – <i>Overheard in a Tower Block</i> (2 contrasting poems) 3. Writing poetry Own poem inspired by poet e.g. school linked <u>Audience:</u> Other children (class poetry book)		Forms of Poetry 5. Writing poetry Free verse poem <u>Audience:</u> Other children (class poetry book)
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