

# Christ Church CE Primary School

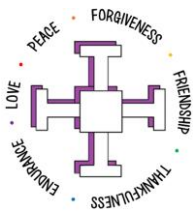
*'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6*

## Writing Long Term Plan

### Nursery

Additional texts to consider: *Where's Spot, The Very Hungry Caterpillar, Each Peach Pear Plum, Hairy McClary, Come-on Daisy, The Train Ride, Hug, Jasper's Beanstalk, Dear Zoo*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	All About Me Nursery Rhymes	My House, My Toys Christmas	Materials	Spring	Under the Sea	Off to Work We Go
<b>Main texts</b>	Spot goes to school. Bookstart books - introduction. Range of stories to settle into story time. Story Café start	Kippers Toybox  Dogger  Naughty Bus  Where's My Teddy.  The Three Little Pigs  Stickman - leading into Christmas  Nativity	Lets Build a House  Somebody Swallowed Stanley  The Great Paper Caper  The Wind Blew  First book of Nursery poems  Rosie's Hat	The Very Hungry Caterpillar.  The Growing Story  Jasper's Beanstalk.  The Tiny Seed.	Tiddler Sharing a Shell Commotion in the Ocean	Hero's who help us from around the world. When I grow up. The Train Ride. Firefighter At the Hospital Nurse Nancy Big Yellow Digger. The Fairytale Hairdresser. The Shopping Basket. Mog at the vet.
<b>Nursery - Teaching Foci</b>						



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<p><b>Grammar Focus (Linked to Clever Writer checklist)</b></p>	<p>I can join in with physical/pre-writing activities, for example dough disco. I can trace  , -- and a circle. I can mimic  , -- and a circle. I can independently form  , -- and a circle.</p>	<p>I can use my dominant hand. I can use the correct pencil grip. I can trace + and a square. I can mimic + and a square. I can independently form  , --, a circle, + and a square. I can give meanings to my marks. I can orally retell using story language.</p>	<p>I can follow writing patterns. (zigzag/wavy lines) I can hold a pencil correctly. I can trace /, \, X and a triangle. I can mimic /, \, X and a triangle. I can independently form  , --, a circle, +, a square, /, \, X and a triangle. I can tell my own stories and perform them. (Adult to scribe)</p>	<p>I can control my pencil well. I can independently form  , --, a circle, +, a square, /, \, X and a triangle. I can form some letters for the sounds I know (RWI). I can give meanings to my marks.</p>	<p>I can control my pencil using my dominant hand. I can independently form  , --, a circle, +, a square, /, \, X and a triangle. I can form some letters for the sounds I know (RWI). I can give meanings to my marks. I can write some letters in my name. I can use pre-writing shapes in contexts. (For example, to draw a face and a house)</p>
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## Reception

Additional texts to consider: Where's Spot, The Very Hungry Caterpillar, Each Peach Pear Plum, Hairy McClary, Come-on Daisy, The Train Ride, Hug, Jasper's Beanstalk, Dear Zoo

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main text</b>	Funnybones	The Jolly Postman's Christmas	The Ugly Duckling	Seasons Come, Seasons Go: The Tree	Handa's Surprise	Hair Love
<b>T4W Genre</b>	Quest/Journey Story	Conquering the monster	Transformation Story	Transformation Story	Journey Story	Transformation Story
<b>Link texts</b>	Super Duper you! The Lion Inside On the way home Funnybones Only One You	The Three Little Pigs Jack and the Beanstalk	The Very Hungry Caterpillar Cinderella	The Weather Girls Out and About: A First Book of Poems. First Facts: Seasons	How to catch a star-Oliver Jeffers (Instructions link) The way back home Aliens love underpants (poetry link) Here come the aliens!	Hello World Hair Love All kinds of people One Day, So Many Ways

### Reception - Teaching Foci

<b>Grammar Focus (Linked to Clever Writer checklist)</b>	I hold my pencil properly and in my dominant hand. I can give meaning to my marks. I can write initial sounds. I can write some recognisable letters.	I hold my pencil properly. I can give meaning to my marks. I can write initial sounds. I can form lower case correctly. I can form the capital letter for my name.	I hold my pencil properly. I can give meaning to my marks. I can write initial sounds. I can form lower case correctly. I can form the capital letter for my name.	I hold my pencil properly. I can give meaning to my marks. I can write initial sounds. I can form lower case correctly. I can form the capital letter for my name.	I hold my pencil properly. I can give meaning to my marks. I can write initial sounds. I can form lower case correctly. I can form the capital letter for my name.	I hold my pencil properly. I can give meaning to my marks. I can write initial sounds. I can form lower case correctly. I can form the capital letter for my name.
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	<p>I can write some letters in my name.</p> <p>I can use pre-writing shapes in context to make faces and houses.</p>	<p>I can use my sounds to write VC words.</p>	<p>I can write VC and CVC words.</p> <p>I can use my sounds to spell phonetically.</p> <p>I can match lower case and capital letters.</p>	<p>I can write VC, CVC and CVCC words..</p> <p>I can use my sounds to spell phonetically.</p> <p>I can match lower case and capital letters.</p> <p>I can spell some red words (I, the, no)</p> <p>I can re-read my sentence.</p>	<p>I can write VC, CVC and CVCC words.</p> <p>I can spell some red words (I, the, no, my, of, to)</p> <p>I can re-read my sentence.</p>	<p>I can write VC, CVC and CVCC words.</p> <p>I can spell some red words (I, the, no, my, of, to)</p> <p>I can re-read my sentence.</p>
<p><b>Colourful Semantic Focus</b></p>	<p>I can say <i>who</i>.</p>	<p>I can say <i>who</i> and <i>what</i>.</p>	<p>I can say and label <i>who</i> using a capital letter for names.</p> <p>I can say and label <i>what</i> using my sounds.</p> <p>I can leave spaces between words.</p>	<p>I can say and label <i>who</i> using a capital letter for names.</p> <p>I can say and label <i>what</i> using my sounds</p> <p>I can leave spaces between words.</p> <p>I can write a <i>who</i>, <i>what doing</i> sentence.</p> <p>I can use a full stop at the end of a sentence.</p> <p>I can use a capital letter at the start of a sentence.</p>	<p>I can write a <i>who</i>, <i>what doing</i>, <i>what</i> sentence with a capital letter, full stop and finger spaces.</p> <p>I can say and label <i>who</i> using a capital letter for names.</p> <p>I can say and label <i>what</i> using my sounds.</p> <p>I can use my sounds to spell phonetically.</p> <p>I can match lower case and capital letters.</p>	<p>I can write a <i>who</i>, <i>what doing</i>, <i>what</i> sentence with a capital letter, full stop and finger spaces.</p> <p>I can say and label <i>who</i> using a capital letter for names.</p> <p>I can say and label <i>what</i> using my sounds.</p> <p>I can use my sounds to spell phonetically.</p> <p>I can match lower case and capital letters.</p>
<p>Additional Opportunities</p>	<p>British values</p>		<p>SMSC</p>			



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## Year 1

Additional texts to consider: Cops and Robbers, Avacado Baby, Can't you Sleep Little Bear?, Elmer, Peace At Last, The Elephant and The Bad Baby, Where the Wild Things Are.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	Little Red Hen	Lost and Found by Oliver Jeffers	Cinderella	The Lighthouse Keeper's Lunch	Meerkat Mail	Pippety Skycap- A tale of Mischief
T4W Genre	Cumulative Story	Losing Tale	Wishing Tale	Conquering the monster Tale	Journey Story	Character flaw
Link Texts	The Gingerbread Man	Dogger Beegu Monkey Puzzle	Hugless Dougless	Jack and the Beakstalk Billy Goats Gruff Winnie's Pirate Adventure	The Jumblies	My Naughty Little Sister
Non-Fiction Text Type	Instructions How to make bread.	Non-chronological report Antarctica fact file	Diary A typical day as Cinderella	Instructions How to make a sandwich.	Postcards/ Setting descriptions	Recount

### Year 1 - Teaching Foci

Grammar Focus (Linked to Clever Writer checklist)	<ul style="list-style-type: none"> <li>- Spaces between words.</li> <li>- Nouns</li> </ul>	<ul style="list-style-type: none"> <li>- Capital Letter at the start of a sentence.</li> <li>- Full Stop at the end of single sentence next to a single picture.</li> <li>- Spaces between words.</li> <li>- Plurals</li> </ul>	<ul style="list-style-type: none"> <li>- Capital Letter at the start of a sentence, for names and I.</li> <li>- Full Stop at the end of a single sentence next to a single picture.</li> <li>- Spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>- Full Stop at the end of a multiple sentences next to a single picture.</li> <li>- Using <b>and</b> to join clauses.</li> <li>- To use <b>adjectives</b> to describe nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- To write excited sentences beginning with 'Suddenly' or 'Quickly'</li> <li>- Suffixes <b>ing, er, est, ed</b></li> </ul>	<ul style="list-style-type: none"> <li>- To write questions beginning with 'what' or 'will'.</li> </ul>
Colourful Semantic Focus	To write captions for pictures labelling ' <b>who</b> ', ' <b>what</b> ', ' <b>when</b> '	Begin sentences with ' <b>When</b> '. Using <b>and</b> to join two items.	Begin sentences with ' <b>Who</b> '. Using <b>and</b> to join two items.	Begin sentences with a mixture of ' <b>When</b> '. ' <b>Who</b> '. Using <b>and</b> to join two clauses.	Focus on what a verb ( <b>What doing?</b> ) is with links to suffixes/tense.	Link to Colourful Semantic question words. Ensure all pupils know correct terminology for <b>verb</b> ,



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				Use a purple arrow to describe a <i>what</i> .		noun, <i>adjective</i> and <i>conjunction</i> .
<i>Additional Opportunities</i>	<i>British values</i>			<b>SMSC</b>		



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## Year 2

Additional texts to consider: Traction Man, The Hodgeheg, The Owl Who was Afraid of the Dark, Tuesday, Who's Afraid of the Big Bad Book?, Emily Brown and the Thing, The flower, Frog and Toad together, Dr Xargle Book of Earthlets, Pumpkin Soup, Frog and Toad Together, Meerkat Mail, Giraffe, Pelly and Me.

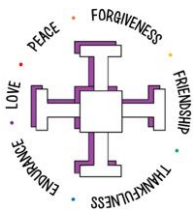
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>L &amp; L Text</b>	Cotton Wool Colin Tiger (Poem) Don't Call Alligator Long Mouth (Poem)	The Fish Who Could Wish River (Poem)	Little Croc's Purse	Billy Monster's Daymare	The Night Shimmy	GEM
<b>T4W Genre</b>	Journey Tale	Wishing Tale	Finding Tale	Tale of Fear	Losing Tale / Character Flaw	Warning Tale
<b>Link texts</b>	Meerkat Mail The Hodgeheg Tuesday	Big Al, Piranhas Don't eat Bananas, George's Marvellous Medicine	Flower Who's Afraid of The Big Bad Book?	The Owl Who was Afraid of the Dark Emily Brown and The Thing	Pumpkin Soup The Tunnel	Chocolate Planet Dr Xargle Book of Earthlets
<b>Non-Fiction Text</b>	Owls	How to make a Magical Potion	Diary Entry of the Tooth Fairy	All about dragons	Thrill City	Chocolate
<b>Non-Fiction Writing</b>	Information Text - Animals	Instructions - How to make a magical potion.	Recount / Diary Entry	Character Description	Setting Description - A Magical Land to be found through The Tunnel	Instructions - How to make a white chocolate sauce.
<b>Year 2 - Teaching Foci</b>						
<b>Grammar Focus (Linked to Clever Writer checklist)</b>	Use capital letters at the start of sentences, for names and places.  Write coherent sentences demarcated with full stops.	- Use capital letters at the start of sentences, for names, places and holidays. - Write statements and questions	Use four different sentence types and demarcate these with the correct punctuation mark. Use noun phrases to describe and specify	Begin to extend clauses with subordinating conjunctions.	Use commas within a list (5 singular items).  Identify and use a range of adverbs	Use a mixture of sentence starters, sentence types and punctuate correctly throughout a piece of writing.



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	<p>Write questions beginning with <i>how</i>, <i>when</i> and <i>where</i>.</p> <p>Write an excited sentence beginning with <i>how</i> and <i>what</i>.</p>	<p>demarcating these with the correct punctuation.</p> <ul style="list-style-type: none"> <li>- Write a command sentence using <i>when</i>, <i>who</i>, <i>what</i> <i>doing</i> structure.</li> <li>- Focus on how a verb links to simple past and present tense.</li> <li>- Use co-ordinating conjunctions.</li> </ul>	<p>and be able to separate the two adjectives using a comma.</p>	<p>Use apostrophes to show contractions and possession.</p>	<p>focusing on the suffix (ly).</p>	<p>Confidently use simple past tense and present tense consistently in a piece of writing.</p> <p>Use coordinating and subordinating conjunctions to vary sentences lengths.</p>
<p><b>Colourful Semantic Focus</b></p>	<p>Begin sentences with a mixture of 'When'. 'Who'.</p> <p>Ensure all pupils know correct terminology for <i>verb</i>, noun, <i>adjective</i> and <i>conjunction</i>.</p>	<p>Begin sentences with a mixture of 'When'. 'Who' and 'Where'.</p> <p>Use <i>and</i>, <i>or</i>, <i>but</i> to join two clauses.</p>	<p>Use <i>adjectives</i> to describe a noun.</p> <p>Begin to use subordination using the conjunction 'that'.</p>	<p>Use subordinating conjunctions to extend sentences. (<i>when</i>, <i>that</i>, <i>if</i>, <i>because</i>).</p>	<p>Include <i>adverbs</i> (how like?) within a sentence.</p> <p>Write a list that contains 5 singular words - link to colourful semantic terminology.</p>	<p>Ensure all pupils know correct terminology for <i>verb</i>, noun, <i>adjective</i>, <i>preposition</i> and <i>conjunction</i>.</p>
<p>Additional Opportunities</p>		<p>British values</p>			<p>SMSC</p>	



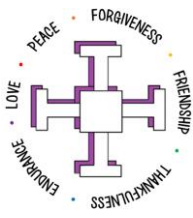
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## Year 3

Additional Texts to Consider: Hansel and Gretel (Anthony Browne), Cat Tales: Ice Cat, The Abominables, The Battle of Bubble and Squeak, The Iron Man, The Sheep-pig, The Lion The Witch and The Wardrobe.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>L&amp;L Reading</b>	Sand Wizards Your A to Z Holiday Guide	A Tune of Lies	A Tale of Two Robots	Water Cycle	Smash and Grab!	The Enchantress of the Sands
<b>Fiction text type</b>	Familiar setting	Playscript	Science fiction/fantasy	Poem	Mystery	Folktales
<b>T4W Genre</b>	Meeting someone	Lessons learned	N/A	N/A	Losing and finding	Overcoming the monster
<b>Key Texts</b>	Hansel and Gretel	The True Story of the Three Little Pigs Literacy Shed: The Three Little Pigs	Literacy Shed: Dreamgiver The BFG	Don't - Michael Rosen Day dreaming - Kelly Roper Nature's Way	Who pushed Humpty Dumpty? The Mystery Bookcase	The Cobbler and the Dragon
<b>Focus</b>	Setting description Innovated retell	Character description Play script	Character creation Story openings Innovated retell	Poetic devices similes/ alliteration/rhyme	Newspaper report (recount) Building suspense Story endings	Diary entry Innovated retell
<b>Key Skills</b>	Y2 co-ordinating conjunctions Y2 apostrophes for contracted words Y2 commas in a list Y2 singular/plural pronouns (up-level these skills)	Y2 subordinating conjunctions Y2 apostrophes for singular possession Y2 sentence types Y2 word types Y2 adverbs Y2 a/an (up-level these skills)	Y3 proper nouns Y3 tenses Y3 co-ordinating conjunctions Y3 subordinating conjunctions Y3 fronted adverbials Y3 paragraphs	Y3 apostrophes for contracted words Y3 synonyms (thesaurus) Y3 idioms Y3 alliteration Y3 onomatopoeias	Y3 apostrophes for plural possession Y3 ! for impact Y3 direct speech (speaker first)	Y3 recap
<b>Non-fiction text</b>	How to make a one string guitar	Nose in a book or eyes on the game?	Which Holiday?	Where does water come from?	WANTED: A New Planet	Jamila Gavin: her childhood Out of India
<b>Non-fiction text type</b>	Instructions	Discussion text	Information text	Explanation text	Non-chronological reports	Biography Autobiography
<b>Focus</b>	How to make a sandwich	The pigs v. the wolf	Setting description Persuasive writing	How do different animals communicate?	World Oceans Day	Biography of a teacher All About Me



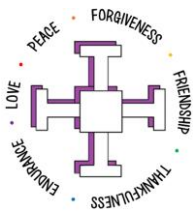
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## Year 4

Additional Texts to Consider: *The Snow Walker's Son, Voices in the Park, Charlotte's Web, Why the Whales Came, Bill's New Frock, The Butterfly Lion*

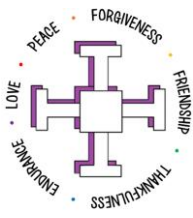
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>L&amp;L Text</b>	Lost or Stolen? Nahrinder Dhami	Aladdin (Oak Academy)	Sugarcane Juice by Pratima Mitchell	The Fly and the Fool	The Bogeymen and the Trolls next Door by Kaye Umansky	Taking Flight (Literacy Shed)
<b>T4W Genre</b>	A dilemma story	Folk tale	Journey Tale	Playscript	Poetry	Portal Story
<b>Link texts</b>	Adventure at Sandy Cove by Pie Corbett  Aladdin		Stories from India by Anna Milbourne & Seasons of Splendour: Tales, Myths & Legends of India	Children of the dragon - Tales from Vietnam by Sherry Garland & Stories from around the world by Heather Amery	The Balloons by Osacar Wilde/My Sari by Debjani Chatterjee	Elf Road by Pie Corbett
<b>Non-Fiction Text</b>	"Gadget Magic!"	Scarab Beetles	Fact File: Pakistan	Junior Detectives	Your Alien Experiences	Should animals be kept in zoos?
<b>Non-Fiction Text Type</b>	Information text	Persuasive Writing	Information text	Explanation Text	Recounts	Discussion text
<b>Year 4 - Teaching Foci</b>						
<b>Grammar Focus (Linked to</b>	- I can use full stops and capital letters (proper nouns and to begin sentences)	- Fronted adverbials with correct position of comma. - suffix tion- - I can use synonyms	- I can use onomatopoeia - I can use commas to separate clauses	- I can use present perfect form of verbs in contrast to the past tense (positive, negative question)	- I can use alliteration and onomatopoeia - I can use similes	- Use a colon to introduce a list - Commas for lists



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<p><b>Clever Writer checklist)</b></p>	<ul style="list-style-type: none"> <li>- I can write simple and compound sentences</li> <li>- (Coordination) I can write sentences using - and, or, but, so.</li> <li>- I can use inverted commas to punctuate dialogue when the speaker comes after the speech.</li> <li>- New speaker new line</li> <li>- Adjective, adjective noun with correct use of comma</li> <li>- I can use expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Deliberate and ambitious word choices for effect</li> <li>- I can identify nouns</li> <li>- I can use a thesaurus to develop word choices.</li> <li>- I can write a sentence - yet</li> <li>- Direct speech - speaker comes first.</li> <li>- Apostrophes for singular possession</li> <li>- I can use apostrophes for contracted words to show omission</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify main and subordinate clause</li> <li>- I can write a sentence using when, because, before, after, if, that</li> <li>- I can begin a complex sentence with a subordinate clause and correct position of comma.</li> <li>- Direct speech - position of speaker can be moved.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use present and present progressive tenses.</li> <li>- I can use apostrophes for plural possession</li> <li>- I can use similes</li> <li>- New speaker new line</li> </ul>	<ul style="list-style-type: none"> <li>- I can use full stops and capital letters (proper nouns and to begin sentences)</li> <li>- Adjective, adjective noun with correct use of comma</li> <li>- I can use synonyms</li> </ul>	<ul style="list-style-type: none"> <li>- I cause all necessary punctuation in direct speech</li> <li>- I can write a sentence using while, until, although, as, unless, since</li> <li>- I can write sentences varying the position of the subordinating conjunction</li> <li>- I can use similes</li> <li>- I can use antonyms</li> <li>- I can use expanded noun phrases</li> <li>- I can write a sentence using although, as, unless, since, while, until.</li> </ul>
<p><b>Colourful Semantic Focus</b></p>	<ul style="list-style-type: none"> <li>- ENP - who(→,→), what doing, where, what? What doing, what?</li> <li>- Using but, or, and, so to join two main clauses (who, what doing, what?)</li> </ul>	<ul style="list-style-type: none"> <li>- To start sentences with when? where?</li> <li>- Noun types - who? what? where?</li> <li>- Using yet to join two main clauses.</li> </ul>	<ul style="list-style-type: none"> <li>- "_____" What doing, Who? Children taught to move the who doing &amp; who to the beginning.</li> <li>- Who? What doing? + , or : + "_____"</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes for possession, when the who contains a what &amp; when the what contains a who?</li> </ul>	<ul style="list-style-type: none"> <li>- To separate two → with a comma</li> </ul>	<ul style="list-style-type: none"> <li>- ENP - who(→,→), what doing, where, what? What doing, what?</li> <li>- Using although, as, unless, since, while, until to join main + subordinate clause</li> <li>- Starting + ending sentences with when? where?</li> </ul>
<p><b>Additional opportunities</b></p>		<p><b>British values</b></p>		<p><b>SMSC</b></p>		



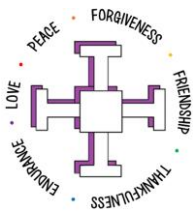
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## Year 5

Additional Texts to Consider: Varjak Paw, Farther, The Wolves of Willoughby Chase, Wolf Brother, Street Child

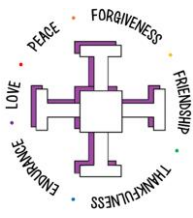
Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>L&amp;L Reading</b>	<i>Prometheus and Pandora</i> (Myth)	<i>Bling</i> (A modern retelling of a myth/dilemma story)	<i>Dragon Slayer</i> (A story from another culture - China)	<i>'Goodnight Stroud'</i> by Pie Corbett <i>'Last Night I saw the city breathing'</i> by Andrew Fusek Peters (Poetry)	<i>Father's Day</i> (A playscript)	<i>This is NOT a fairy tale</i> (A story by a significant children's author)
<b>T4W Genre</b>	Warning tale	Wishing tale	Overcoming the monster	N/A	N/A	Tale of fear
<b>Key texts</b>	<i>Dedealus and Icarus</i> by Pie Corbett  Theseus and the Minotaur Perseus and Medusa (BBC Class Clips) Pandora's Box by Rose Impey	<i>Midas and the Golden Wish</i> by Miriam Hodgson  Midas and Pactolus (BBC Class Clips animation)	<i>Wolf Brother</i> by Michelle Paver  The Wolves of Willoughby Chase by Joan Aiken Wolves in the walls by Neil Gaiman	<i>Journey to Jo'burg</i> by Beverley Naidoo  Coming to England by Floella Benjamin The Other Side of Truth by Beverley Naidoo Windrush Child by Benjamin Zephaniah	<i>Friend or Foe</i> by Michael Morpurgo  The Evacuees by Carolyn Sloan Goodnight Mr Tom Rose Blanche Lizzy's War by Elisabeth Beresford Farther by Grahame Barker-Smith (Literacy Shed - The Blitz)	<i>The Nightmare Man</i> by Pie Corbett  Room 13 by Robert Swindells  (Additional Unit: The Giant's Necklace by Michael Morpurgo)
<b>Focus</b>	Narrative: Character analysis / Oral and written storytelling  Setting description, Dialogue, retell.	Narrative: Dilemma writing Modern story retelling	Narrative: Story structure analysis / pace and suspense writing	Poetry: Free Verse, personification, imagery, rich vocabulary. Narrative: Alternative viewpoint, dialogue, character build-up	Play script: Dramatic convention exploration / additional scenes Alternative endings. Letter writing	Narrative: 1 <sup>st</sup> / 3 <sup>rd</sup> person Show not tell Suspense writing Setting description



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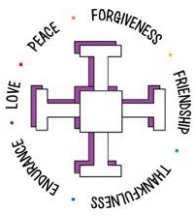
Non-Fiction Text	The Kraken A dragon spotter's guide to the Chinese Lung Dragon	How to write a Greek Myth Have a go at...Chocolate Chip Ice Cream	Meet the monster! Meet the future!	Jeremy Strong Anthony Horowitz	Bravery Award for Fire Hero Boy	The Big Debate
Non-Fiction Text Type	Non-Chronological Reports	Instructions	Persuasive writing	Biography and Autobiography	Newspaper Report Recounts	Discussion Texts Balanced Arguments
Focus	Fantastical beasts - dragons Olympics	How to take care of a fantastical beast	Environment. I am Malala Who are refugees and migrants?	Harriet Tubman - Biography	The 'Townies' find German soldier	Should children wear school uniform? Equality
Additional Opportunities		British values		SMSC		
<b>Year 5 - Teaching Foci</b>						
Grammar Focus (Linked to Clever Writer checklist)	<p>I can use full stops, capital letters, questions marks, exclamation marks (including exclamation sentences).</p> <p>I can use <i>adjective</i>, <i>adjective noun</i> with correct use of the comma.</p> <p>I can use fronted adverbials with correct comma position. (<i>When?</i> <i>Where?</i> <i>How like?</i>)</p> <p>I can use coordinating conjunctions to link</p>	<p>I can use a variety of modal verbs e.g. will, might, can, could, should, must</p> <p>I can use a comma to separate words in a list.</p> <p>I can identify and use subordinating conjunctions. (Because, if, that, when, while, after, before, until, as, unless, since)</p>	<p>I can add more detail with a modifier. e.g. that... which...</p> <p>I can use expanded noun phrases with ambitious vocabulary choices to add detail, qualification and precision.</p> <p>I can use semi-colons for lists. I can use parenthesis (commas, brackets).</p>	<p>I can identify and use relative clauses (who, which, that), including relative pronouns with accuracy.</p> <p>I can position commas correctly within complex sentences.</p> <p>I can select antonyms / synonyms.</p> <p>I can use past, present and future tenses correctly.</p> <p>I can use present progressive tense.</p>	<p>I can use a comma to clarify meaning of the noun.</p> <p>I can use question tags using commas and question marks accurately.</p> <p>I can use hyphens.</p> <p>I can use parenthesis (dashes, commas, brackets).</p>	<p>I can use present perfect tense. e.g. I have baked.</p> <p>I can identify and use subordinating conjunctions. (Although, however, whenever)</p> <p>I can use colons to begin a list.</p>



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	<p>independent clauses. (but, or, and, so, yet)</p> <p>I can use a comma to separate main and subordinate clauses.</p> <p>I can use 'new speaker, new line' within speech.</p> <p>I can use all necessary punctuation in direct speech.</p>	<p>I can use complex sentences, varying position of the main and subordinate clause with the correct comma use.</p> <p>I can use colons to demarcate speech and to begin a list.</p>	<p>I can use inverted commas when punctuating dialogue when the speaker comes before and after the speech and use 'new speaker, new line'.</p>		<p>I can punctuate broken speech accurately.</p>	<p>I can use colons to demarcate speech.</p>
<p><b>Colourful Semantic Focus</b></p>	<p>Verb types - auxiliary</p>	<p>Verb types - modal</p>	<p>Parenthesis</p>	<p>Relative Clauses</p>	<p>Adverbs of possibility (surely, perhaps, must)</p> <p>Indirect speech</p>	<p>Verb types (the perfect form)</p>



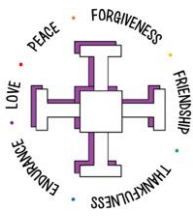
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## Year 6

Additional Texts to Consider: Fireweed, The Hobbit, Skellig, Holes, The Arrival, Clockwork, River Boy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>L&amp;L Reading</b>	Robin Hood and the Golden Arrow	I believe in unicorns	Brashem's Tortoise	Gone Away!	The Twelve - Pie Corbett	The Elephant in the room
<b>T4W Genre</b>	Legend - Rags to Riches	Suspense	Lessons learned / Explanatory Tale	Flashback	Tale of fear	Playscript
<b>Key texts</b>	Outlaw: The Story of Robin Hood  The Door	Kensuke's Kingdom by Michael Morpurgo Rooftoppers Stranded! Cogheart	War Horse Good Night Mr Tom Street Child	Holes by Louis Sachar Eye of the Storm (Literacy shed)	Room 13 Literacy Shed - Alma	Shine by Kate Maryon Birthday Boy (Literacy shed)
<b>Focus</b>	Character Description Setting Description Retell	Character description Setting description Character feelings/emotions Atmosphere	Diary entries Informal letters	Flashback Additional scenes Alternative ending Retell	Suspense - 3 <sup>rd</sup> person narrative Show not tell Setting Description Atmosphere Sentence openers Imagery Character feeling/emotions	Diary entries Letters Retell Alternative viewpoint Narrative
<b>Non-Fiction Text</b>	'The Sherwood Bugle' 'Good Day!' 'TV Interview' (Journalistic writing)	'Why we must support the RNLI'	'Exotic pets - the facts and figures' 'Are you sure you really want one?' (Formal/impersonal writing)	'Louis Sachar Biography'  Biography  Autobiography	'How does a story become a Magna graphic novel?'	'Make memory lapses a thing to forget' 'Memoraid' (Persuasive texts)
<b>Poetry</b>	Narrative poetry Tale of Three Brothers  Alliteration	Haiku poem Kensuke's Kingdom	The Highwayman  New ending for a narrative poem	Choral poetry  Several poems (Hamilton Trust)	Villainous character poetry (Hamilton Trust)	

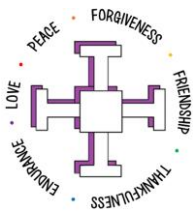


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	Rhyme				The Spider and the Fly The Raven	
<b>Non-Fiction Text Type</b>	Newspaper report	Explanatory text	Non-chronological reports	Biography Autobiography	Persuasive letter	Leaflets
<b>Focus</b>	'The Sherwood Bugle' 'Good Day!' 'TV Interview' (Journalistic writing)	'Why we must support the RNLI'	'Exotic pets - the facts and figures' 'Are you sure you really want one?' (Formal/impersonal writing)	'Louis Sachar Biography'  Biography  Autobiography	'How does a story become a Magna graphic novel?'	'Make memory lapses a thing to forget' 'Memoraid' (Persuasive texts)

<b>Year 6 - Teaching Tool</b>						
<b>Grammar focus linked to Clever Writer Checklist</b>	<p><b>Narrative</b> Word Class Simple, compound and complex sentences Expanded noun phrases Punctuating direct speech Fronted adverbials</p> <p><b>Newspaper report</b> Active/passive voice Reported speech Determiners Semi-colon</p> <p><b>Poetry</b> Alliteration Rhyme</p>	<p><b>Narrative</b> Word Class Simple, compound and complex sentences Punctuating direct speech Advancing the action through speech Short sentences Show not tell Parenthesis</p> <p><b>Explanatory text</b> Bullet points Ellipsis Adverbials</p> <p><b>Poetry</b> Personification</p>	<p><b>Diaries and letters (informal)</b> Relative pronouns Adverbs of time Past tense Show not tell 1<sup>st</sup> person Question tags</p> <p><b>Non-chronological reports</b> Colons - independent clauses/introduce a list Formal/informal conjunctions (and, but) Relative clauses Adverbs - viewpoint Noun -pronoun</p> <p><b>Poetry</b> Perfect verb forms</p>	<p><b>Narrative</b> Recap from Autumn term <b>Biography/autobiography</b> Colons - independent clauses/introduce a list Relative clauses</p> <p><b>Poetry</b> Expanded noun phrases Apostrophes (possession and contraction) Subjunctive form</p>	<p><b>Narrative</b> Recap from Autumn term Show not tell Short sentences <b>Persuasive letter</b> Semi-colon Modal verbs Adverbs of possibility</p> <p><b>Poetry</b> Informal and formal language Dialogue Colons Semi-colons Dashes</p>	<p><b>Narrative</b> Recap from Autumn term <b>Leaflets</b> Rhetorical questions Emotive language</p>



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<p><b>Colourful semantics</b> <b>Focus</b></p>	<p>Adjective, adjective noun</p> <p>Active/passive voice</p> <p>Subordinating sentences (complex)</p> <p>Direct speech</p> <p>Indirect speech</p> <p>Fronted adverbials</p>	<p>Subordinating sentences (complex)</p> <p>Direct speech</p> <p>Relative clause and parenthesis</p>	<p>Relative clause and parenthesis</p> <p>Fronted adverbials</p> <p>Pronouns</p> <p>Subject verb agreement</p>	<p>Relative clause and parenthesis</p>	<p>Auxiliary verbs</p> <p>Relative clause and parenthesis</p> <p>Adverbs of possibility</p> <p>Direct speech</p>	<p>Relative clause and parenthesis</p>
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