

**Year 1**

In year 1, pupils will look at story of The Gingerbread Man during the Autumn term. They will focus on using the sounds learnt in phonics to inform spelling choices. They will look at sentence structure including capital letters, full stops and finger spaces. The children will create a range of writing including: a retelling of the story; an invitation and a list. As the term progresses, pupils will continue to verbalize their thoughts to orally rehearse sentences before they write. After listening to the story of The Jolly Postman, the children will explore fiction and non-fiction books. They will write a simple recount after a local visit using time words and will write labels and captions to match photographs from the visit.

**Year 2**

In Year 2, pupils will start the year by exploring Traditional Tales during the Autumn Term. They will rehearse sentence structure which will include questions, statements and commands. Pupils will also be focusing at capital letters including their use for proper nouns. They will write a range of pieces including a retelling of Traditional Tale and writing an alternative ending. Following this, pupils will be investigating instructional texts and writing their own set of instructions using imperative verbs, adverbs and adjectives to specify and command. Working in a cross-curricular way, children will also study the Great Fire of London and will write diary entries inspired by the work of Samuel Pepys. They will write list poems using their knowledge of commas in list sentences and adjectives for description. The children will study past tense verbs to support their writing in both genres. As the term progresses, pupils will explore the use of conjunctions as a way of joining clauses.

**Year 3**

In the autumn term, pupils will consolidate their understanding of Traditional Tales and will write their own set in the Stone Age using the character 'Ug' from the Year 3 text, 'Ug Boy Genius Of The Stone Age'. The second narrative unit will see pupils explore story settings and how using powerful vocabulary can build atmosphere. Pupils will use expanded noun phrases to add detail to sentences. In non-fiction writing, pupils will write instructions on how to make stone soup using adverbials. The second unit will see them produce a recount based on a trip Park expressing feelings and thoughts about main events. They will continue to use adverbs to build cohesion across sentences and will use subordinating conjunctions to extend sentences. In poetry, the pupils will write alliterative poems related to the Stone Age. In reading, pupils will retrieve information from a range of texts and will further develop their inference skills.

**Year 4**

Using a selection of Roman myths, pupils will be focusing on using paragraphs to structure their own myth. They will be using descriptive and figurative language. Following this, pupils will use their knowledge of Rome to create a persuasive tourist leaflet. They will retrieve information from a range of sources to support their writing using rhetorical questions and modal verbs. Using the text, The Thieves of Ostia, pupils will write their own mystery story. They will use adjectives and figurative language to evoke time, place and mood. In addition, they will use pro nouns and expanded noun phrases to avoid repetition across paragraphs and use inverted commas to indicate direct speech. To finish the first term, pupils will be creating figurative Tanka poems based on winter. In reading, pupils will be retrieving information from a range of fiction and non-fiction texts of increasing difficulty. They will infer character's thoughts and feelings and will use these skills to support them in predicting and summarising key events.

**Year 5**

Using 'How to train your dragon' as a stimulus, pupils will look at the way adventure stories are structured and create their own examples of the genre. They will focus on the use of expanded noun phrases, subordinating sentence structures and the use of dialogue in order to move a narrative forward. In addition, they will explore the features of explanation texts and create a text explaining how to undertake the tricky task of capturing a wild dragon. Within this, the children will use a range of organisational features associated with non-fiction texts such as numbered points, time adverbials and subheadings. The pupils will also construct Kenning poems, a form of Nordic poetry, which uses figurative language to describe objects. They will also look at how to write a Viking legend. Their legends will incorporate figurative language and dialogue between characters. The final fiction unit will see pupils exploring the organisational and language features of persuasive writing. They will be writing a letter to Stoick the Vast, the head of the 'Hairy Hooligan tribe,' to persuade him not to banish Hiccup his only son. In reading, the children will focus on literal retrieval from fiction and non-fiction as well as making comparisons between characters within and across texts, using a range of comparative conjunctions. As well as this, the children will develop their inference skills by using clues within the text to make judgements as to what a character might be thinking and feeling or their motives.

**Year 6**

Using Kensuke's Kingdom, pupils will discuss how writers build tension within narratives using powerful vocabulary, characterisation and a range of sentences including short, sharp sentences. They will then use their understanding of these techniques to rewrite a scene from Kensuke's Kingdom with the purpose of building tension. Following this, they will look at a traditional Mayan story and will adapt to create their own version. This will focus on the skills of creating atmosphere and integrating dialogue in order to convey character and advance the action. They will continue to embed the use of subordination and fronted adverbials to build cohesion and will use relative clauses and semi colons to vary sentence structures. In poetry, pupils will use personification as figurative language technique to write their poem personifying the jungle in Kensuke's Kingdom. They will also develop their thesaurus skills to up level their language. Pupils will write an explanation text bases around a traditional Mayan religious ceremony. This will be structured using organisational devices which will guide the reader through the text. It will specifically focus on the use of sub-heading, bullet points and diagrams. The final non-fiction unit will see pupils writing a balanced argument. This will see them summarising both side of an argument and develop their understanding of how to analyse the strengths and weaknesses of opposing views, drawing conclusions and using formal language.