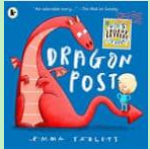
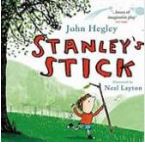
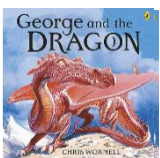
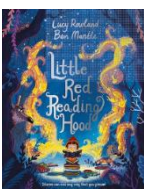
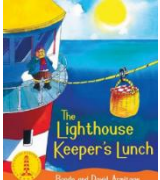


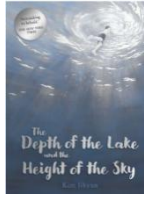
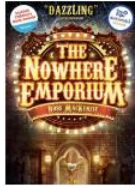
	Reception Class					
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Who Am I? 	Exploring / Places 	Imagination 	Fairy Tales 	Change and Growth 	Story Telling 
Text	Texts Colour monster Our Class as a Family Ruby's Worries The Little Red Hen Some Families A Handful of Buttons Grumpy Monkey My Friend is Sad	Texts Going on a Bear Hunt Classic stories from The Jolly Postman Jolly Postman at Christmas	Texts Not a box Whatever Next! In Space, You Choose	Texts 3 Little Pigs Jack and the Beanstalk Once upon a Time	Texts Jasper's Beanstalk Tadpole's promise Windows	Texts Non-Fiction Going on Holiday Transport Handa's Surprise Julia Donaldson - interest led
Writing Outcomes	To draw with a purpose and to write initial sounds	To explore letters/cards and to write some CVC words	To write simple labels and lists	To write simple phrases by exploring characters, settings and speech	To create story maps and write simple 'I can see...' sentences.	To write simple phrases and sentences that can be read by others.
Purpose	To inform	To inform	To inform	To entertain	To entertain	To inform
Progression of writing skills	To give meanings to the marks they make To copy taught letters To begin to form some letters independently To write initial sounds To draw and label pictures	To begin to use the correct letter formation of taught letters To begin to write CVC words using taught sounds To write initial sounds in words To write words representing the sounds with a letter/ s	To begin to use the correct letter formation of taught letters To write CVC and CVCC words using taught sounds To write words and labels using taught sounds To begin to write a list of words using taught sounds, e.g. writing a shopping list To spell simple words using taught sounds To spell some taught tricky words correctly To write labels/ phrases representing the sounds with a letter/s*	To begin to use the correct letter formation of taught letters To make phonetically plausible spelling attempts To spell some taught tricky words correctly To spell words by identifying the sounds and then writing the sounds with letter/s To write simple phrases and sentences using recognisable letters and sounds To begin to write captions using taught sounds To write a simple description, e.g. setting, character, object	To begin to use the correct letter formation of taught letters To begin to write longer words which are spelt phonetically To write short/ simple phrases To write "I can see..." sentences To understand that sentences start with a capital letter and end with a full stop To spell some taught tricky words correctly To write for different purposes	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Writing own name	Recognise name and begin to trace name	Trace name and begin to write independently	Write name independently with correct letter formation	Consistently write name correctly	Write name on a line	Interventions for those needed

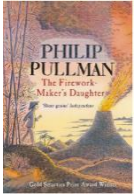
	Year 1					
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Genre	Firm Foundations Handwriting	Non - Fiction Poetry	Narrative Traditional Tale	Non - Fiction Non-Fiction Report	Narrative Science Fiction Story	Narrative Irish Myth
Purpose	Handwriting	To entertain	To entertain	To inform	To entertain	To inform
Text	Learning our letter families through stories/poems  (4 weeks) Big Write (1 week) 	Firework Poem  (1 week) 	Little Red Riding Hood  Lari Don 1 sentence stack (2 weeks) Big Write (1 week) 	The Odd Egg  (3 weeks) 	The Way Back Home  Oliver Jeffers (4 weeks) Big Write (1 week) 	Song of the Sea (film)  Studio Canal (2 weeks)
Writing Outcome	To form our letters correctly and sit them on the line	To write a firework poem	To write a setting description	To write an Egg-Spotter's guide	To write a short character description	To write an effective description of the sea
Genre	Non-Fiction Labels, Lists and Captions	Narrative Adventure Story	Non-Fiction Recount	Non-Fiction Information Guide	Narrative Story	Non-Fiction Postcards and Letters
Purpose	To inform	To entertain	To inform	To inform	To entertain	To inform
Text	 (2 weeks) 	The Queen's Hat  Steve Antony 1 sentence stack (3 weeks) 	Our Trip to the Woods  (3 weeks) 	Dragon Post  (3 weeks) 	Stanley's Stick  Literacy Shed (2 weeks) 	 (2 weeks)
Writing Outcome	To create a missing monster poster, using labels, lists and captions	To write own version of the adventure story 3 sentences	To write a recount of our trip to the woods	To write an instruction guide on how to look after a dragon	To write own version of the story, based on an object of their choice.	To write a letter to an alien
Progression of Writing Skills	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To use simple sentence structures	To say out loud what they are going to write about. To compose a sentence orally before writing it. To use simple sentence structures	To reread their writing to check that it makes sense. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To start to engage readers by using adjectives to describe. To read their writing aloud clearly enough to be heard by their peers and the teacher.	To re-read their writing to check that it makes sense and to independently begin to make changes To use a number of simple features of different text types and to make relevant choices about subject matter and

	To sit correctly at a table, holding a pencil comfortably and correctly. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To use an exclamation mark.	To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils.	To use the joining word (conjunction) 'and' to link ideas and sentences. To use a question mark.	To begin to form simple compound sentences.	appropriate vocabulary choices. To recognise and use the terms singular and plural
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	Year 2					
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Genre	Firm Foundations Non-Fiction Advert/ Letter	Narrative Legend	Non-Fiction Information Leaflet	Narrative Traditional tale	Non-Fiction Guidebook	Narrative Story
Purpose	To persuade	To entertain	To inform	To entertain	To inform	To entertain
Text	Firm Foundations (2 weeks)  Persuasive Letter  (2 weeks) Big Write (1 week) 	George and the Dragon  Christopher Wormell	Dear Earth  Isabel Otter and Clara Anganuzzi Big Write (1 week) 	Little Red Reading Hood  Lucy Rowland	Lizzie and the Cloud  The Fan Brothers Big Write (1 week) 	Lighthouse Keeper's Lunch  Ronda Armitage
Writing outcome	To create a persuasive advert and to write a persuasive letter to the Head Teacher	To retell the legend of St. George and the Dragon	To write an information leaflet about protecting the environment	To write a traditional tale about a fairytale character who is obsessed with books	To write a guidebook for how to care for a cloud	To write a continuation of the story - how is the sailor on the boat going to stop the seagulls from eating his lunch?

	Year 3					
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Genre	Non-Fiction Biography	Narrative Empathy Story	Non-Fiction Balanced Argument	Narrative Traditional tale with a Twist	Non-Fiction Information Text	Narrative Adventure Story
Purpose	To persuade	To entertain	To inform	To entertain	To inform	To entertain
Text	Firm Foundations (2 weeks)  Biography (2 weeks)  Big Write (1 week) 	Narrative How to Heal a Broken Wing  Bob Graham	 Big Write 	The True Story of Three Little Pigs  Jon Scieszka	 Big Write 	The Secret of Black Rock  Joe Todd-Stanton
Writing outcome	To write a biography about a member of staff, to go on our website	To write a story on how to care for an injured animal	To write a persuasive presentation to the Head Teacher	To write a traditional tale with a twist	To write an encyclopaedia entry	To write a suspense story

	Year 5					
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Genre	Non-Fiction Persuasive Writing	Narrative Story	Non-Fiction Biography	Narrative Story	Non-Fiction Discussion	Narrative Mystery
Purpose	To persuade	To entertain	To inform	To entertain	To inform	To entertain
Text	Firm Foundations (2 weeks)  Persuasive Letter (2 weeks)  Big Write (1 week) 	 Raymond Briggs	 Big Write (1 week) 	 Jihyun Kim	 Big Write (1week) 	 Ross Mackenzie
Writing outcome	To write a persuasive letter about healthy choices	To write a new viewpoint on the same plot: Write the story from the Snowman's perspective starting from being built.	To write a biography of a famous person	To write a new viewpoint on the same plot: Add the boys next adventure – he could visit a cave, a waterfall, a meadow. Describe what he sees and feels when he gets there.	To plan and write a balanced argument	To write the story using the same characters, with a different plot

	Year 6					
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Genre	Narrative	Narrative Adventure Non-Fiction Autobiography	Narrative Ghost Story	Non-Fiction Balanced Argument	Non-Fiction Formal Letter	Narrative
Purpose	To entertain	To entertain To inform	To entertain	To discuss	To persuade	To entertain
Text	Firm Foundations (1 week)  The Journey (3 weeks)  Francesca Sanna Big Write (1 week) 	The Firework Maker's Daughter  Philip Pullman 	Thornhill  Pam Smy Big Write (1 week) 		 Big Write (1 week) 	Narrative Varmints (video)  Marc Craste
Writing outcome	To write the story from the perspective of a different character	To use a section of Mulan to turn into a story. To write an autobiography	To write a diary entry from the point of view of Ella	To write a balanced argument	To write a formal letter to a local person, regarding the Chilterns	To write a story using the same characters, but different plot