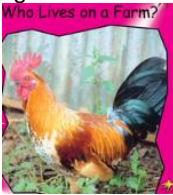


Writing Curriculum Map

YEAR	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
YN	<u>Under the Sea</u> Colour Monster Feelings Kindness makes us strong Hello, Friend!	<u>Celebrations</u> Dear Santa Christmas songs Diwali Birthdays- The best party of them all Bonfire night World Nursery rhyme week	<u>Traditional Tales</u> Billy Goats Gruff The gingerbread man Goldilocks and the 3 bears Little red riding hood 3 Little Pigs	<u>People Who Help Us</u> Jobs people do Firefighter Zoom- Building site adventure Owl Babies When I'm a grown up When we grow up	<u>Growing</u> The Very Hungry Caterpillar Jaspers beanstalk Jack and the beanstalk	<u>Woodland</u> Aliens love underpants The Smeds and the Smoos Whatever Next
Shared writing opportunities when appropriate and in the provision.						
	Early recording Making marks for meaning on paper and in the provision areas. Shared Writing: Imitating story Writing labels Independent Writing: Mark making, holding tool correctly, able to give a description of their marks	Mark making to draw large patterns and animals. Shared Writing: -Retelling a story through imitation -Letter to the zoo Independent Writing: Copy patterns using a whiteboard pen, complete the pattern in sand using a paintbrush	Mark making to write labels for different jobs. Shared Writing: -Retelling a story through imitation -Writing a report on different jobs. Independent Writing: Copy patterns using a whiteboard pen, complete the pattern in sand using a paintbrush	Mark making to draw pictures of food and labelling. Shared Writing: -Retelling a story through imitation. -Change the ending of the story orally. -Writing recipes, instructions, ingredient lists Independent Writing: Copy the letters of their name, start to form some of the letters independently	Using letter and print knowledge to copy words for a range of purpose (lists, labels, letter). Shared Writing: -Retelling a story through imitation -Change the ending of the story orally. -Invitation to bear to come to school Independent Writing: Copy the letters of their name, start to form some of the letters independently	

YR	<p>Goldilocks and the 3 Bears (4 weeks)CUMULATIVE TALE <u>Focus:</u> retell a story with story language and a problem (TFWstory.) <u>Task (writing purpose):</u> Mark making/ writing initial sounds around the story.</p> <p>Shared Writing: labelling characters (CVC words) Independent writing: mark making, drawing, colouring, writing labels, writing in foam and sand, name writing</p> <p>Cross Curricular Writing: Diwali cards</p> <p>POETRY (2 weeks) Task: Awareness of rhyme/joining in.</p> 	<p>Dear Zoo (4 weeks) CUMULATIVE TALE <u>Focus:</u> retell a story with story language and a problem. (TFWstory and story invention.) <u>Task (writing purpose):</u> Writing initial sounds/ CVC words.</p> <p>Shared Writing: writing CVC words and captions about animals Letters to Santa Independent writing- mark making, drawing, colouring, writing labels, writing in foam and sand, name writing</p> <p>Cross Curricular Writing: Christmas lists</p> <p>Jesus' Christmas Party (3 weeks) CUMULATIVE TALE <u>Focus:</u> sequencing the story. <u>Task:</u> (writing purpose): Label the different settings.</p> 	<p>We're Going on a Bear Hunt TALE OF FEAR (3 weeks) <u>Focus:</u> retell a story with story language and a problem. (TFWstory and story invention.) <u>Task (writing purpose):</u> Writing CVC words/ simple labels from the story.</p> <p>Shared Writing: instructions (making gingerbread) Independent writing- mark making, drawing, colouring, writing labels, writing in foam and sand, name writing, CVC words, captions</p> <p>Cross Curricular Writing: writing about under the sea animals</p> <p>Non-Fiction Who lives on a Farm? (GetEpic) (2 weeks) <u>Focus:</u> Writing CVC words. Writing lists</p>  <p>POETRY (1 week) Oats and Beans and Barley Grow <u>Focus:</u></p> <p>Joining in with repeated phrases. Anticipating key events</p>	<p>The Gingerbread man CUMULATIVE TALE <u>Focus:</u> retell a story with story language and a problem. (TFW story and story invention.) <u>Task (writing purpose):</u> Writing CVC words and simple captions around the story. Writing tricky words</p> <p>Shared Writing: captions about the story Independent writing- mark making, drawing, colouring, writing labels, writing in foam and sand, name writing, CVC words and captions</p> <p>Cross Curricular Writing: writing about the weather (cold/snow)</p> <p>Non-Fiction What Shall I Pack for Our Trip? (GetEpic) <u>Focus:</u> Writing CVC words, lists and simple instructions.</p> 	<p>Handa's Surprise JOURNEY TALE <u>Focus:</u> Descriptive language to describe characters. <u>Task (writing purpose):</u> Writing CVC words/ captions/ simple sentences around the story using their phonic knowledge. 'Hold and write a sentence'.</p> <p>Shared Writing – How fruit tastes Independent writing- mark making, drawing, colouring, writing labels, writing in foam and sand, name writing</p> <p>Cross Curricular Writing: Life cycle of a butterfly</p> <p>Non-Fiction Caterpillars Don't Check Emails (GetEpic) <u>Focus:</u> Using simple sentences by altering some of the ideas in the text to write a report.</p> 	<p>The Very Hungry Caterpillar JOURNEY TALE <u>Focus:</u> Descriptive language to describe events and characters. <u>Task (writing purpose):</u> Writing CVC words/ captions/ sentences around the story with some description that can be read by others. They also write some irregular common words. 'Hold and write a sentence'.</p> <p>Shared Writing: descriptions of parts of the story/animals Independent writing- mark making, drawing, colouring, writing labels, writing in foam and sand, name writing</p> <p>Cross Curricular Writing: writing about trip to the park</p> <p>Non-Fiction Fruit or Vegetables (GetEpic) <u>Focus:</u> Using simple sentences to write a recipe.</p> 
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1	<p>The Colour Monster JOURNEY TALE (4 weeks) <u>Focus:</u> Writing sentences <u>Shared Writing:</u> Writing sentences about managing feelings.</p> <p>NON-FICTION Letter (3 weeks) <u>Focus:</u> Writing sentences using capital letters and full stops. <u>Shared Writing:</u> Writing a letter to The Colour Monster. <u>Independent Writing:</u> Writing a letter to The Colour Monster with a different message. Cross Curricular Writing: Sentences Who am I and where do I live (Geography).</p>	<p>The Enormous Turnip CUMULATIVE TALE <u>Focus:</u> sequencing sentences. <u>Shared Writing:</u> retell part of the story using sequencing language. <u>Independent Writing:</u> retell another part of the story using sequencing language.</p> <p>POETRY Santa Claus: Short Poems from the North Pole (GetEpic) (1 week) <u>Focus:</u> Using description to write an acrostic poem.</p>  <p>NON-FICTION Instructions <u>Focus:</u> Sentences written in order. <u>Shared Writing:</u> Instructions about making a soup. <u>Independent Writing:</u> Instructions/recipe to make a sandwich or pizza. Cross Curricular Writing: Recount of Peel Park (Geography)</p>	<p>Burglar Bill FINDING STORY (3 weeks) <u>Focus:</u> Structuring simple sentences into narrative <u>Shared Writing:</u> Simple sentences to create a short narrative. <u>Independent Writing:</u> Simple sentences innovating the story by changing the objects in the story.</p> <p>NON-FICTION (2 weeks) Wanted Poster <u>Focus:</u> Sentence writing <u>Shared Writing:</u> Wanted poster, children to use description. <u>Independent Writing:</u> Wanted Poster of Burglar Bill and explain what crime is committed.</p> <p>Cross Curricular Writing: Going on a walk around school, taking picture of different objects and naming what it is, what it is made from and the properties (Science).</p>	<p>Where The Wild Things Are TALE OF FEAR (4 weeks) <u>Focus:</u> retell a story with story language and a problem. <u>Shared Writing:</u> Simple sentences about the above story beginning. <u>Independent Writing:</u> Simple sentences about the middle and ending.</p> <p>POETRY (1 week) Various Food Poems – Slurpy Spaghetti Chapter in The Puffin Book of ‘Fantastic First Poems’ (1 week) <u>Focus:</u> Selecting appropriate vocabulary e.g. wobbly jelly <u>Task (writing purpose):</u> create food poetry.</p> <p>Cross Curricular Writing: A recipe for how to make a dish linking to DT.</p>	<p>The Paper Bag Princess FAIRY TALE STORY (3 weeks) <u>Focus:</u> consolidation of Y1 narrative skills and focusing on resolution and ending. <u>Shared Writing:</u> Simple sentences about the above story beginning. <u>Independent Writing:</u> Simple sentences about the middle and ending.</p> <p>NON-FICTION Recount (2 weeks) <u>Focus:</u> Writing sentences using capital letters and full stops. <u>Shared Writing:</u> Recount of a recent event in school <u>Independent Writing:</u> Recount of a trip (Tropical World).</p> <p>POETRY If I Had Wings by Pie Corbett (1 week) <u>Focus:</u> repetitive structure Task (writing purpose): create an 'If I Had...' poem following the style (repetition).</p> <p>Cross Curricular Writing: Cross Curricular Writing: Recount Forest School experience (Science)</p>	<p>Meerkat Mail JOURNEY TALE/ MEETING TALE (4 weeks) <u>Focus:</u> write a story with a beginning, middle and end. <u>Shared Writing:</u> Retelling the narrative. <u>Independent Writing:</u> Sunny experiences new places with his relatives/friends on different days.</p> <p>NON-FICTION Fact File (3 weeks) <u>Focus:</u> Sentence writing. <u>Shared Writing:</u> Fact file of a familiar animal <u>Independent Writing:</u> Fact file of another familiar animal.</p> <p>Cross Curricular Writing: Letter a to the new teacher (PSHCE).</p>
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2	<p>The Crocodile Who Didn't Like Water JOURNEY TALE/ Focus: Securing Year 1 writing objectives Shared Writing: Retelling the story</p> <p>POETRY Big Green Crocodile- Get Epic (1 week) Focus: Exploring a poem</p> <p>NON-FICTION- POSTCARD (2 weeks) Shared Writing: Write a postcard to the crocodile</p>	<p>The Owl Who Was Afraid of the Dark (3 weeks) OVERCOMING FEAR TALE Focus: Securing Year 1 writing objectives Shared Writing: Write sentences based on the story Independent Writing: Short sentences – 'the xxx who was afraid of ...'</p> <p>POETRY Poem: 'The Moon' by Robert Louis Stevenson. (1 week) Focus: Repetition Task (writing purpose): To write and recite a simple poem that includes repetition about the moon/owl.</p> <p>NON-FICTION- RECOUNT (2 weeks) Focus: Past Tense Shared Writing: Recount about their favourite trip in Year 1? Independent Writing: Write a recount about their Skipton Castle trip.</p> <p>Cross Curricular Writing: Poems-Remembrance Day (PSHCE). Instruction- how to make a puppet (DT)</p>	<p>Emily Brown and the Thing (3 weeks) LOSING AND FINDING TALE Focus: Characterisation Shared Writing: Short Burst writing linked to the story Independent Writing: To write a simple story where the main characters loses and finds something important to them.</p> <p>NON-FICTION- DIARY Emily Brown and the Thing (2 weeks) Focus: sequencing events Shared Writing: Short Burst writing linked to Emily Brown and the Thing in the context of a diary. Independent Writing: Diary writing about when they lost their favourite toy.</p> <p>Cross Curricular Writing: Diary entry – Samuel Pepys (History)</p>	<p>George's Marvellous Medicine (3 weeks) DEFEATING A VILLAIN Focus: Year 2 Writing expectations Shared Writing: Short Burst writing linked to the hero and villain from the story and other heroes and villains. Independent Writing: Hero defeats villain (choice of heroes and villains)</p> <p>George's Marvellous Medicine (3 weeks) NON-FICTION INSTRUCTION WRITING – RECIPES Focus: Description vocabulary Shared Writing: To instructions for a familiar recipe. Independent Writing: To write instructions for a different recipe.</p> <p>POETRY Linked to George's Marvellous Medicine (1 week) Focus: Repetition Task (writing purpose): To re-write a poem based on a WAGOLL (potion poem).</p> <p>Cross Curricular Writing: Letter To look after the planet (R.E)</p>	<p>The Secret of Black Rock (3 weeks) DEFEAT THE MONSTER - WITH A TWIST Focus: plot structure (adding a surprise or twist to the end) Shared Writing: Re-write the same story with a different twist. Independent Writing: Write a tale with a twist (choice of different settings/twists)</p> <p>NON-FICTION- LETTER The Secret of Black Rock (2 weeks) Focus: plot structure (adding a surprise or twist to the end) Shared Writing: Letter writing to the villagers from the story about the importance of saving the Black Rock. Independent Writing: Letter writing to Year 1 about the importance of not wasting food.</p> <p>Cross Curricular Writing: Recount A visit to Undercliffe Cemetery (History)</p>	<p>Dolphin Boy (3 weeks) SETTING DESCRIPTION Focus: Figurative language – expanded noun phrases Shared Writing: Retelling the story with a focus on setting descriptions and the impact of plastic pollution. Independent Writing: Writing a story and the impact of a different pollution on the environment.</p> <p>Dolphin Boy (3 weeks) NON-FICTION FACT FILE Focus: Presenting Facts Shared Writing: To write a fact file about a chosen animal Independent Writing: To write a fact file about a different familiar animal</p> <p>POETRY 'The Hopaloo Kangaroo' by John Agard (1 week) Focus: Repetition Task (writing purpose): To write a simple, repetitive poem linked to animals.</p> <p>Cross Curricular Writing: Descriptions and Facts Sentences to describe an animal (Science)</p>
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3	<p>Grimwood (3 weeks) WISHING TALE <u>Focus:</u> Consolidate Year 2 learning <u>Shared Writing:</u> 2 paragraphs on wishing for something and how it comes true. <u>Independent Writing:</u> Give a choice of wishes and children write why they have that wish and what happens when it comes true.</p> <p>POETRY The Sound Collector Roger McGough (1 week) <u>Focus:</u> rhyming couplets and pattern <u>Task (writing purpose):</u> Perform and then create own rhyming poem based on model text.</p> <p>NON-CHRONOLOGICAL REPORT (3 weeks) What is life like in Prehistoric Britain? <u>Focus:</u> formal language/technical language <u>Shared Writing:</u> What was life like in the Iron Age? <u>Independent Writing:</u> NF- What was life like in the Stone Age? Cross Curricular Writing: Diary From the perspective of Moses (R.E)</p>	<p>The Ice Palace (3 weeks) LOSING AND FINDING TALE <u>Focus:</u> Consolidate Year 2 Learning <u>Shared Writing:</u> Narrative about losing a lost thing. <u>Independent Writing:</u> Narrative about finding a lost thing.</p> <p>POETRY The Night Before Christmas by Clement Clarke Moore (1 week) <u>Focus:</u> Rhyming couplets <u>Task (writing purpose):</u> create own free verse poem about Winter</p> <p>EXPLANATION TEXT (3 weeks) Raw and Synthetic Materials <u>Focus:</u> Tense <u>Shared Writing:</u> Explain how glass is made. <u>Independent Writing:</u> Explain how paper is made. Cross Curricular Writing: Recount of trip to Saltaire (Geography).</p>	<p>The Iron Man (3 weeks) ADVENTURE TALE <u>Focus:</u> Action Task <u>Shared Writing:</u> Describe an action sequence of a given film scene. <u>Independent Writing:</u> Compose an action sequence with a choice of 'moves'.</p> <p>DIARY (2 weeks) <u>Focus:</u> Thoughts and feelings <u>Shared Writing:</u> Write a diary from the perspective a farmer from the Shang Dynasty. <u>Independent Writing:</u> Write a diary from the perspective a person from the Shang Dynasty (priest, soldier, emperor) Cross Curricular Writing: Explanation Sound-proofing investigation write up (Science).</p>	<p>The Abominables (3 weeks) JOURNEY <u>Focus:</u> Character development <u>Shared Writing:</u> Write a journey story from the perspective of one of the abominables. <u>Independent Writing:</u> write a journey story from the perspective of Agatha who has decided to follow them.</p> <p>INSTRUCTIONS (3 weeks) Why do volcanic eruptions and earthquakes occur? <u>Focus:</u> Adverbs of time and Chronological order <u>Shared Writing:</u> Instructions about how to survive a flood <u>Independent Writing:</u> Instructions about how to survive an Earthquake. Cross Curricular Writing: Review Write about a religious leader who inspires you (R.E)</p>	<p>The Secret Lake (3 weeks) SETTING DESCRIPTIONS <u>Shared Writing:</u> Create a narrative opening having arrived in a new location. Everyone uses the same location <u>Independent Writing:</u> Create a narrative opening having arrived in a new location. Children choose a different location.</p> <p>LETTER (2 weeks) Main text linked to children's interest <u>Focus:</u> letter writing features <u>Shared Writing:</u> Write a letter to persuade your parents to let you stay up late. <u>Independent Writing:</u> Write a letter to Mrs Grist to persuade her to rebook a fun class trip.</p> <p>POETRY (1 week) Sea View Haiku by John Foster <u>Focus:</u> alliteration <u>Task (writing purpose):</u> create own Haiku poem linked to the sea. Cross Curricular Writing: Non-Chronological Report Ancient Greek Olympic Games (History)</p>	<p>Toto: The Wizard of Oz as Told by the Dog (3 weeks) ADVENTURE TALE <u>Focus:</u> Story language and structure <u>Shared Writing:</u> Narrative about one portal (washing machine) one problem <u>Independent Writing:</u> write a portal narrative provide choice of portals and a different problem.</p> <p>NEWS SCRIPT (3 weeks) <u>Focus:</u> Tenses <u>Task (writing purpose):</u> <u>Shared Writing:</u> News Script based on the events from The Abominables. <u>Independent Writing:</u> News Script based on the events from The Wizard of Oz</p> <p>POETRY (1 week) The Magic Box by Kit Wright <u>Focus:</u> alliteration <u>Task (writing purpose):</u> create own magic box poem (could be Haiku or Free Verse). Cross Curricular Writing: Leaflet How to be healthy (PSHCE)</p>
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4	The Egyptian Cinderella (3 weeks)	Agent Asha DEFEATING A	The Demon Headmaster SUSPENSE	The Firework Maker's Daughter	The Last Viking (3 weeks)	The Miraculous Journey of Edward Tulane
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	<p>TWISTED FAIRYTALES/ TRADITIONAL TALES <u>Focus:</u> Consolidate Year 3 learning. Shared Writing: From a different character's perspective from The Egyptian Cinderella Independent Writing: write a traditional tale from a character's perspective.</p> <p>POETRY (1 week) Poems about Ancient Egyptians <u>Focus:</u> Word choices using the senses Task (writing purpose): write a free verse poem about entering the pyramid for the very first time.</p> <p>INFORMATION TEXT (3 weeks) <u>Focus:</u> How do we know what life was like in Ancient Egypt? Shared Writing: Information text about Hanukkah Independent Writing: Information text about the Egyptians.</p> <p>Cross Curricular Writing: Information Text on changing states (Science)</p>	<p>VILLAIN (3.5 weeks) <u>Focus:</u> Dialogue and Range of clause Shared Writing: Focus on a different type of villainous take over – bio attack, new perfume, etc. Independent Writing: Options of different problems between hero and villain</p> <p>POETRY (1 week) 100 Best Poems for Children (Jack Frostin The Garden page 104) <u>Focus:</u> Rhyming Task (writing purpose): create own rhyming Winter poem.</p> <p>EXPLANATION TEXT (2.5 weeks) <u>Focus:</u> organisation around a series of steps and diagrams Shared Writing: Explanation Text on The Water Cycle/ rivers Independent Writing: Explanation text to explain how different rocks are formed.</p> <p>Cross Curricular Writing: Explanation text on the different faiths shared in Peel Park (RE)</p>	<p>(3 weeks) <u>Focus:</u> building suspense/tension Shared Writing: A person in the position of power attempting to control a group of people Independent Writing: write a narrative about discovering another monster.</p> <p>NEWS REPORT (2 weeks) <u>Focus:</u> Tense Shared Writing: Preparing an Autocue on the Roman Invasion/ Hadrian's wall Independent Writing: Autocue to prepare for a news report linked to The Demon Headmaster.</p> <p>Cross Curricular Writing: Biography on Isaac Newton/ Female Scientist (Science)</p>	<p>(3 weeks) JOURNEY TALE <u>Focus:</u> cohesion within and between narrative paragraphs. Shared Writing: Following the journey of Harry Potter from Goblet of Fire. Independent Writing: Create a new journey tale (either from perspectives of the firework maker's daughter or an original).</p> <p>POETRY (1 week) <u>Focus:</u> Narrative Poems Task (writing focus): Write a warning poem linked The Firework Maker's Daughter story.</p> <p>DIARY (2 weeks) <u>Focus:</u> Detailed descriptions Shared Writing: Diary Entry from Lila's perspective. Independent Writing: Diary from a migrant point of view/ link to the fiction text.</p> <p>Cross Curricular Writing: Write a News Report on how Muslims apply the Five Pillars in their life (R.E)</p>	<p>TALE OF FEAR <u>Focus:</u> Develop complex sentences Shared Writing: Fear of invasion (Viking/ Roman) Independent Writing: Write a narrative where the MC is afraid of something</p> <p>LETTER (3 weeks) <u>Focus:</u> formal and informal letter writing Shared Writing: Write a letter to the Romans/ Vikings urging them to leave. Independent Writing: Write a letter of complaint to Mrs Grist about a topic of interest.</p> <p>Cross Curricular Writing: Diary of a Viking (History)</p>	<p>(3 weeks) TALE OF BETRAYAL <u>Focus:</u> Characterisation Shared Writing: Write a narrative about how a character betrays Edward. Independent Writing: Write a narrative about the main character gets betrayed in life.</p> <p>ESSAY WRITING (3 weeks) <u>Focus:</u> Paragraphs Shared Writing: How important is our digestive system? Independent Writing: How important are the organs in a human body?</p> <p>Cross Curricular Writing: Letter for the Year 3's coming up to Year 4 (PSHCE)</p>
5	<p>Podkin One-Ear (3 weeks) ADVENTURE STORY <u>Focus:</u> Consolidating Year</p>	<p>The Day I Fell Into a Fairytale (3 weeks) PORTAL STORY</p>	<p>Macbeth (3 weeks) BETRAYAL <u>Focus:</u> Building suspense</p>	<p>Millions (3 weeks) LOSING AND FINDING TALE <u>Focus:</u> Characterisation</p>	<p>Julius Caesar (3 weeks) CHARACTER FLAW <u>Focus:</u> characterisation and</p>	<p>The Bear (3 weeks) JOURNEY STORY <u>Focus:</u> Consolidating year 5</p>

	<p>4 learning. Shared Writing: Adventure story with a focus on one villain's lair Independent Writing: Adventure story with a choice of different ideas for villain's lairs/precious items.</p> <p>POETRY (1 week) Focus: Word choice Task (writing purpose): Create own blackout poetry linked to an adventure.</p> <p>NEWS ARTICLE (3 weeks) Focus: Structure and language Shared Writing: News Script linked to 1 event from the Podkin Story Independent Writing: News script linked to different events from the Podkin Story.</p> <p>Cross Curricular Writing: Balanced argument Slavery in Benin Kingdom (History)</p>	<p><u>Focus:</u> Using a range of clauses. <u>Task (writing purpose):</u> Tense accuracy – irregular past tense verbs, adverbials of place,time and manner (adverbial phrases), pronouns for cohesion. Shared Writing: Write a portal story with the portal being a door. Independent Writing: Write a portal story with a choice of portals, settings and characters.</p> <p>POETRY (1 week) If by Rudyard Kipling <u>Focus:</u> poetic structure <u>Task (writing purpose):</u> create a didactic poem that presents a direct message to the reader</p> <p>PROSPECTUS (3 weeks) <u>Focus:</u> Persuasive Language Shared Writing: Prospectus about the Gurdwara Independent Writing: Prospectus of Peel Park School. Cross Curricular Writing: Poetry Remembrance Day (R.E)</p>	<p>and tension <u>Task (writing purpose):</u> Using dialogue to advance action Shared Writing: Shorts bursts writing about character motives and events Independent Writing: Shorts bursts writing about different characters and events</p> <p>DIARY ENTRY (2 weeks) <u>Focus:</u> Characters from Macbeth <u>Task (writing purpose):</u> Reflecting on actions and sharing emotions Shared Writing: Lady Macbeth's diary Independent Writing: Macbeth's diary</p> <p>Cross Curricular Writing: Diary Linked to English Civil War (History)</p>	<p>Shared Writing: Focus on 1 scenario of losing and finding 1 precious item Independent Writing: Different scenarios of lost and found items. For example, lottery tickets, diamond rings etc</p> <p>NON-CHRONOLOGICAL REPORT (2.5 weeks) <u>Focus:</u> How important are biomes to the understanding of ecology?</p> <p>Shared Writing: Non- chronological report on aquatic biomes. Independent Writing: Non- chronological report on different biomes. For example, deserts, rain forests, grassland, tundra etc</p> <p>POETRY (0.5 week) Poetry of your choice <u>Focus:</u> Figurative Language <u>Task (writing purpose):</u> Create own poem linked an area of the curriculum.</p> <p>Cross Curricular Writing: Explanation Text- Electrical Safety (Science)</p>	<p>vocabulary choices. Shared Writing: Character flow of Caesar Independent Writing: Character flow of Banqou</p> <p>ESSAY WRITING Julius Caesar (3 weeks) <u>Focus:</u> Essay Writing Shared Writing: Balanced Argument about characters Independent Writing: Balanced Argument about characters</p> <p>Cross Curricular Writing: Information Text- Animals (Science)</p>	<p>writing expectations Shared Writing: Journey tale from the perspective of the bear Independent Writing: Write a journey tale with a choice of settings and problems.</p> <p>LETTER WRITING (3 weeks) <u>Focus:</u> Vocabulary</p> <p>Shared Writing: Letter writing- How can we keep our homes sustainable? Independent Writing: How can we be more sustainable at school?</p> <p>Cross Curricular Writing: Balanced Argument Managing time with electrical devices (PSHCE)</p>
6	<p>POETRY (0.5 week) The Highwayman by Alfred Noyes/The Listeners by Walter De La Mare</p>	<p>POETRY (1 week) Jabberwocky by Lewis Carroll <u>Focus:</u> vocabulary. <u>Task (writing purpose):</u> create</p>	<p>Beowulf (3 weeks) DEFEAT A MONSTER <u>Focus:</u> Beowulf- Characterisation. Shared Writing: defeating a</p>	<p>Keep Off the Tracks (3 weeks) TALE OF FEAR <u>Focus:</u></p>	<p>Tuesday (2 weeks) NEWS REPORT <u>Focus:</u> Direct and reported speech Shared Writing: a blog on the</p>	<p>The Blitz (1 week) INFORMATION TEXT <u>Focus:</u> Y6 writing features – Short Bursts: SBW on the Blitz (showing contrast of</p>

<p><u>Focus:</u> Poetic structure/ performance</p> <p><u>Task (writing purpose):</u> to perform a poem learnt by heart.</p> <p>Red</p> <p>TRADITIONAL TALE WITH SUSPENSE (3 weeks)</p> <p><u>Focus:</u> Setting Description</p> <p>traditional tale retelling- Little Red Riding Hood</p> <p><u>Shared Writing:</u> Write a traditional tale with suspense, fear, figurative language. Children will have a choice of other traditional tales</p> <p><u>Independent Writing:</u> Write a traditional tale with suspense, fear, figurative language. Children will have a choice of other traditional tales</p> <p>BALANCED ARGUMENT (2.5 weeks)</p> <p><u>Focus:</u> Industrial Revolution</p> <p><u>Shared Writing:</u> Text based-- Street Child</p> <p><u>Independent Writing:</u> Street Child/Industrial Revolution (Children will have a choice)</p> <p>Cross Curricular Writing: letter about forgiveness (RE)</p>	<p>own nonsense poem.</p> <p>Alice in Wonderland (3 weeks)</p> <p>LITERARY HERITAGE, (FANTASY/ ADVENTURE)</p> <p><u>Focus:</u></p> <p>Story writing features, e.g. cohesion within and between paragraphs, dialogue to advance action and characterisation.</p> <p><u>Short Bursts:</u> Portal story-focus on characterisation through dialogue.</p> <p><u>Independent Writing/Short Bursts:</u> Land of Roar text</p> <p>EXPLANTATION TEXT (3 weeks)</p> <p><u>Focus:</u> 'How to survive in Wonderland'</p> <p><u>Shared Writing:</u> Explanation text about how to survive in the desert?</p> <p><u>Independent Writing:</u> Explanation text about How to Survive Land Of Roar'?</p> <p>Cross Curricular Writing: recount an experiment (Science)</p>	<p>monster story focusing on setting and character description</p> <p><u>Independent Writing:</u> Create a new hero conquering a new monster, new setting.</p> <p>REPORT (historical) (2 weeks)</p> <p><u>Focus:</u> Report on apartheid</p> <p>Technical language and formal tone, passive clauses, relative clauses</p> <p><u>Shared Writing:</u> report about suffragettes</p> <p><u>Independent Writing:</u> report. Civil Rights Movement</p> <p>Cross Curricular Writing: Instructional writing- how to sew a bookmark (DT)</p>	<p>Informal language and cohesions within and between paragraphs.</p> <p><u>Shared Writing:</u> warning story focusing on pathetic fallacy, (danger= water)</p> <p><u>Independent Writing:</u> Write a warning story with a choice of setting using pathetic fallacy.(danger = different)</p> <p>LETTER WRITING (3 weeks)</p> <p>The Promise</p> <p><u>Focus:</u> Persuasive</p> <p>Language and formal</p> <p><u>Shared Writing:</u> Persuasive Letter writing to J Noble about how to improve Bradford</p> <p><u>Independent Writing:</u> Letter writing to own choice of PP staff member about how to improve that aspect of PP.</p> <p>Cross Curricular Writing: Review Jazz concert (Music)</p>	<p>Tuesday events.</p> <p><u>Short Bursts:</u> When the Sky Falls</p> <p><u>Independent Writing:</u> A blog of a strange and mysterious event</p> <p>NON-CHRONOLOGICAL REPORT (3 weeks)</p> <p><u>Focus:</u> 'Non chronological report on apes',</p> <p><u>Shared Writing:</u> Non chronological report on reptiles</p> <p><u>Independent Non chronological report writing on sharks</u></p> <p>Cross Curricular Writing: balanced argument- Was evacuation good or bad (History)</p>	<p>atmosphere)</p> <p>POETRY (1 week)</p> <p>World War 2 Poetry</p> <p><u>Focus:</u> Emotive vocabulary</p> <p><u>Task (writing purpose):</u> create own poem using emotive language linked to the Blitz.</p> <p>Boy 87 (3 weeks)</p> <p>TRANSITION UNIT</p> <p><u>Focus:</u> Recapping all KS2 writing features</p> <p><u>Shared Writing:</u> news article on Ukraine refugees</p> <p><u>Independent Writing:</u> news article on Kindertransport</p> <p>Cross Curricular Writing: persuasive letter to repeat Healthy Schools Week. (PSHCE)</p>
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