

At Balliol Primary School we want every child to be able to communicate their ideas, knowledge and emotions through their speaking and writing.

We recognise the significance in spoken language for all learners. We believe that this underpins the development of reading and writing. Therefore, we provide opportunities for children to engage in conversation and debate, and participate in drama activities from EYFS right up to Year 6.

Through the use of high-quality texts of all genres and media, we immerse children in vocabulary-rich environments. English skills, both spoken and written, are taught across the curriculum incorporating the use of metacognitive learning strategies to ensure that they become embedded.

While it is essential that children leave school being able to read fluently and with confidence, we also aim to encourage a lifelong love of reading. We follow a systematic phonics programme with the aim of developing both decoding and comprehension skills. We are dedicated to raising the status of 'reading for pleasure' amongst all children and staff.

Our progressive and consistent curriculum gives children the opportunity to build upon their skills and learning year upon year. We intend for all children to leave Balliol Primary School with a secure knowledge base and love for English that will give them the tools to participate fully as a member of society.

	Shared Texts (Talk for Writing)	Phonics	Key Skills		Shared Texts (Talk for Writing)	Phonics	Key Skills
Reception Autumn 1	Big Panda and Tiny Dragon The Squirrels who Squabbled We're Going on a Bear Hunt The Gigantic Turnip	Phase 2 Recognise all letter sounds by their grapheme Hear sounds in words	<ul style="list-style-type: none">Listen and respond to instructionsAnswer a questionSpeak in a full sentenceHold pens/pencils correctlyWrite own name	Reception Autumn 2	Nobot Robot The Robots New Bottom Winnie's Computer Christmas Stories	Phase 2 and into Phase 3 Blend sounds together Read CVC words	<ul style="list-style-type: none">Write own nameForm letters correctlyWrite CVC wordsRead some words on sightListen and recall significant facts
	Reading Levels Lilac to Pink				Reading Level Pink		
	Reception Spring 1	The Tiger Who Came to Tea Let's Find Out (information text) Once There were Giants	Phase 3 Read CVC words (including nonsense words) and simple phrases		<ul style="list-style-type: none">Express an opinionDevelop vocabulary to describe and explainWrite a simple phrase	Reception Spring 2	Handa's Surprise Oliver's Vegetables Information Texts Easter Story
Reading Levels Pink to Red			Reading Level Red				
Reception Summer 1		Information Texts (insects) The Grouchy Ladybird	Phase 3 and into Phase 4	<ul style="list-style-type: none">Use correct tense when speakingSpeak clearly to an audience	Reception Summer 2		First Book of the Seaside (information book)

	Superworm The Very Hungry Caterpillar	Read simple phrases fluently	<ul style="list-style-type: none"> Write sentences with a capital letter and a full-stop Read a growing repertoire of key words 		Commotion in the Ocean The Boy Who Unplugged the Sea Summer Information Texts Transition stories	with increasing fluency	<ul style="list-style-type: none"> Articulate thoughts, feelings and opinions effectively Read books with increasing fluency and accuracy
	Reading Levels Red to Yellow				Reading Level Yellow		

Year, Term and Topic	Fiction	Non-Fiction	Poetry	SPAG (See Herts for Learning Teaching Grammar to improve Writing document)	Take one book (Revise and apply)
Year 1 Autumn 1 Enchanted Forest	<u>Narrative with predictable phrasing – 3 weeks</u> Writing outcomes: Write simple sentences using patterned language, words and phrases taken from familiar stories.	<u>Recounts – 1 week</u> Writing outcomes: Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing. <u>Labels, captions and lists – 1 week</u> Writing outcomes: Write labels and sentences for an in-class museum display.	<u>Structure – Rhyming Couplets – 1 week</u> Writing outcomes: Recite familiar poems by heart.	Revise Yr R: Hear sounds, blend, segment and use letters to communicate Introduce Yr1: <ul style="list-style-type: none"> S1 P1 P2 P3 	<u>Whole School Text – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 1 Autumn 2 Bright Lights, Big City	<u>Narrative with predictable phrasing – 3 weeks</u> Writing outcomes: Write simple sentences using patterned language, words and phrases taken from familiar stories.	<u>Recounts (Diary) – 2 week</u> Writing outcomes: Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.	<u>Vocabulary Building – 1 week</u> Writing outcomes: Read, write and perform free verse.	Revise Yr 1: <ul style="list-style-type: none"> S1 P1 P2 P3 Introduce Yr1: <ul style="list-style-type: none"> T1 S2 	<u>The Queen's Knickers by Nicholas Allen – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 1 Spring 1 Memory Box	<u>Contemporary fiction – stories reflecting children's own experiences – 2 weeks</u> Writing outcomes: Write a series of sentences to retell events based on personal experience.	<u>Instructions (recipe) – 2 weeks</u> Writing outcomes: Following a practical experience, write up the instruction for a simple recipe.	<u>Structure – Rhyming couplets – 1 week</u> Writing outcomes: Recite familiar poems by heart.	Revise Yr 1: <ul style="list-style-type: none"> S1 S2 T1 P1 P2 P3 Introduce Yr1: <ul style="list-style-type: none"> W1 W2 W3 	<u>Paper Dolls by Julia Donaldson – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.

Year 1 Spring 2 Moon Zoom	<u>Contemporary fiction – stories reflecting children's own experiences – 2 weeks</u> Writing outcomes: Write a series of sentences to retell events based on personal experience.	<u>Reports – 2 weeks</u> Writing outcomes: A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.	<u>Vocabulary building – 1 week</u> Writing outcomes: Read, write and perform free verse.		<u>How to catch a star and a way back home by Oliver Jeffers – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 1 Summer 1 Paws, Claws and Whiskers	<u>Traditional tales – Fairy tales – 3 weeks</u> Writing outcomes: Write a re-telling of a traditional story.	<u>Reports – 2 weeks</u> Writing outcomes: A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.	<u>Vocabulary building – 1 week</u> Writing outcomes: Read, write and perform free verse.	Revise Yr 1: • W1 W2 W3 S1 S2 T1 P1 P2 P3	<u>Whole School Text / World Book Day – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 1 Summer 2 Splendid Skies	<u>Traditional tales – Fairy tales – 3 weeks</u> Writing outcomes: Write a re-telling of a traditional story.	<u>Explanations – 2 weeks</u> Writing outcomes: Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.	<u>Take one poet – Poetry appreciation – 1 week</u> Writing outcomes: Personal responses to poetry. Recite familiar poems by heart.		<u>Rain before rainbows by Smriti Halls – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 2 Autumn 1 Castles	<u>Traditional tales – fairy tales – 2 weeks</u> Writing outcome: • Description • Different types of sentences • Write a retelling of the traditional story	<u>Report – 2 weeks</u> Writing outcome: • Dragon description • To write a non-chronological report/care guide for dragons	<u>Vocabulary building (list poems) – 2 weeks</u> Writing outcome: • Rhyming • Read aloud and write own list poems	Revise Yr1 (ongoing): • P1 Introduce Yr2: • S1 S2 S3 P1 T4	<u>Whole School Text – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 2 Autumn 2 Muck, Mess and Mixtures	<u>Fiction – 1 week</u> Writing outcome: • Planning sequence focusing on how pictures/drawing enhance the story <u>Character Description – 1 week</u> Writing outcome: • Character description	<u>Explanations and Instructions – 2 weeks</u> Writing outcome: • Instruction writing on how to create a rocket firework • Guy Fawkes – timeline/cycle to record a series of sentences to support the explanation of events	<u>Structure - Calligrams – 1 week</u> Writing outcome: • Read aloud and write own calligrams	Revise Yr1 (ongoing): • P1 Introduce Yr2: • W4 P2 T5 P3 P4 W1 W2 W3	<u>The Magical Yet by Angela DiTerlizzi – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.

		<u>Letter to persuade – 1 week</u> Writing outcome: <ul style="list-style-type: none"> A letter to persuade Compare and contrast opinions 			
Year 2 Spring 1 Great Fire of London	<u>Description</u> <ul style="list-style-type: none"> Descriptions using senses 	<u>Reports and Recount – 2 weeks</u> Writing outcome: <ul style="list-style-type: none"> Samuel Pepys Report Write own diary entry <u>Recount – 2 weeks</u> Writing outcome: <ul style="list-style-type: none"> Recount on firefighter visit Newspaper report on Balliol fire Double page spread 'all about GFOL' linking Topic with English 	<u>Fire shape poems – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Create and display shape poems associated with the GFOL 	Revise Yr1 (ongoing): <ul style="list-style-type: none"> P1 Introduce Yr2: <ul style="list-style-type: none"> W4 S1 S2 S3 P4 W1 W3 	<u>The Twits by Roald Dahl – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 2 Spring 2 Plants	<u>Stories with recurring literary language – 2 weeks</u> Writing outcome: <ul style="list-style-type: none"> Identify and join in with repetitive language Create own adventure story about a secret place <u>Creative writing – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Create and describe own flower growing 		<u>Vocabulary building – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Read, write and perform Create and perform own 'bloom' acrostic poem <u>Flower shape poems – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Create and display shape poems associated with flowers 	Revise Yr1 (ongoing): <ul style="list-style-type: none"> P1 Introduce Yr2: <ul style="list-style-type: none"> W4 S1 S2 S3 T4 P4 W2 T5 P2 P3 	<u>Whole School Text / World Book Day – 1 week</u> <u>The Barnabus Project by The Fan Brothers – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 2 Summer 1 Minibeasts	<u>Traditional tales – myths (creation stories) – 2 weeks</u> Writing outcome: <ul style="list-style-type: none"> Create own creation myth 	<u>Explanations and Report – 2 weeks</u> Writing outcome: <ul style="list-style-type: none"> Research, plan and create a minibeasts fact file Explanation – how do bees make honey? Life cycle of a butterfly 	<u>Take one poet-poetry appreciation – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Read and perform poems Recite familiar poems by heart Comment on and discuss poems 	Revise Yr1 (ongoing): <ul style="list-style-type: none"> P1 Introduce Yr2: <ul style="list-style-type: none"> W4 S1 S2 S3 T4 P4 W1 W2 W3 T5 P3 	<u>Amazing Grace by Mary Hoffman – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.

Year 2 Summer 2 Coastline	<u>Fictional postcards – 1.5 weeks</u> Writing outcome: <ul style="list-style-type: none"> Read and write own postcards from a fictional beach Setting descriptions Character descriptions 	<u>Instructions – 1.5 weeks</u> Writing outcome: <ul style="list-style-type: none"> Write a set of instructions how to make a packed lunch for a different occupation <u>Recount – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Recount real event of beach trip 	<u>Vocabulary building – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Read, perform and write own beach list poems <u>Take one poet-poetry appreciation – 1 week</u> Writing outcome: <ul style="list-style-type: none"> Create own tongue twisters/riddles 	Revise Yr1 (ongoing): <ul style="list-style-type: none"> P1 Introduce Yr2: <ul style="list-style-type: none"> W4 S1 S2 S3 T4 P2 W1 W2 W3 T5 P3 	<u>Transition to Year 3 – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 3 Autumn 1 Gods and Mortals	<u>Tradition tales – Fables – 2 weeks</u> Writing outcomes: Children will be able to create a fable which includes a morale.	<u>Recount – 2 weeks</u> Writing outcomes: Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer.	<u>Vocabulary building – 2 weeks</u> Writing outcome: read, write and perform free verse.	Revise Yr2: <ul style="list-style-type: none"> P1 S2 W2 Introduce Yr3: <ul style="list-style-type: none"> S1 S2 S3 P1 T1 T3 	<u>Whole School Text – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 3 Autumn 2 Mighty Metals	<u>Writing and performing a play – 2 weeks</u> Writing outcomes: Write and perform a play of a familiar story.	<u>Instructions- giving directions – 2 weeks</u> Writing outcomes: Evaluate a range of instructions. Create a set of instructions for catching the Iron man.	<u>Structure – Limericks – 1 week</u> Writing outcomes: Understand the format of a limerick, create own limerick and perform a familiar limerick by heart.	Revise Yr2: <ul style="list-style-type: none"> T4 T5 S2 Revise Yr3: <ul style="list-style-type: none"> S1 S2 S3 T1 Introduce Yr3: <ul style="list-style-type: none"> W2 W3 T2 	<u>Pandora's box (Marcia Williams) – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 3 Spring 1 Rocks, Relics and Rumbles.	<u>Traditional Tales – Alternate Fairy Tales – 3 weeks</u> Writing outcomes: Write a traditional tale from a different perspective. Focus on feelings, setting, link to dialogue and characterisation.	<u>Explanations – 2 weeks</u> Writing outcomes: Create and use a flowchart to write an explanation of how volcanoes are made. Use notes to include relevant details.	<u>Vocabulary building – 1 week</u> Writing outcome: read, write and perform free verse poetry.	Revise Yr2: <ul style="list-style-type: none"> S1 Revise Yr3: <ul style="list-style-type: none"> S1 S2 S3 T1 P1 W3 	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 3 Spring 2 Tribal Tales		<u>Reports – 3 weeks</u> Writing outcomes: Children to research and gather notes about the Stone age, Bronze age and Iron age. Organised notes into spider	<u>Structure – haiku, tanka and kennings – 2 weeks</u> Writing outcomes: To read and write haiku, tanka and kennings poems.	Revise Yr3: <ul style="list-style-type: none"> S1 S2 S3 T1 W2 T2 	<u>Whole School Text / World Book Day – 1 week</u> Writing outcome: One (or more) written outcomes, linked with

		diagram and create a written report about chosen subject.			fiction/non-fiction modules already covered during the term.
Year 3 Summer 1 Homes, Bones and Groans.	<u>Adventure stories – 5 weeks</u> Writing outcomes: To Plan and write an extended adventure story divided into paragraphs. Identify a problem, events and resolution and use typical characters and settings. Include elements from reading, such as description, action sequences, dialogue.		<u>Vocabulary building – 1 week</u> Writing outcome: read, write and perform free verse.	Revise Yr3: • S1 S2 S3 T1 P1	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 3 Summer 2 Our World		<u>Persuasion – Advert/Leaflet – 3 weeks</u> Writing outcomes: Present a certain point of view in the form of an advert/leaflet.	<u>Take one poet – poetry appreciation – 2 weeks</u> Writing outcomes: Read and recite poems by Goodfellow. Children to compare the poems and how the subject, form and devices differ. Respond to poems from a single poet collection.	Revise Yr3: • S1 S2 S3 T1 W2 W3 T2	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 4 Autumn 1 Hola Mexico	<u>A story/stories with a theme – 1 week</u> Writing outcome: an autobiographical story/account reflecting on the theme of family celebrations/festivals.	<u>Reports – 4 weeks</u> Writing outcome: use gathered notes to write a report/s about Mexico inc. weather (links to geography).	<u>Riddles – 1 week</u> Writing outcome: read aloud and write own 'What am I?' riddles.	Revise Yr2: • P1 CL . ? ! Revise Yr3: • S1, S2 S3 T2 Introduce Yr4: • W2 S1 S2 T1 T2	<u>Whole School Text – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 4 Autumn 2 Lost Cities	<u>A story/stories with a theme – 3 weeks</u> Writing outcome: an auto biographical story/account of winning a 'Golden Ticket' / personal experiences using themes from main characters: good vs bad characteristics, determination to succeed, greed, boasting, selfishness, obsession.		<u>Vocabulary Building – 2 weeks</u> Writing outcome: read, write and perform free verse.	Revise Yr4: • W2 S1 S2 T1 T2 Introduce Yr4: • S3 P3	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.

Year 4 Spring 1 Potions	<u>Story settings – 3 weeks</u> Writing outcome: a section of narrative focusing on setting from Harry Potter – the cupboard under the stairs, Diagon Alley, the Great Hall.	<u>Persuasion – 1 week</u> Writing outcome: persuasive advert for wizarding items e.g. wand, broomstick, and potions.	<u>Vocabulary Building – 1 week</u> Writing outcome: read aloud and create own witches potions using rhyming.	Revise Yr4: • W2 S1 S2 S3 P3 T1 T2 Introduce Yr4: • P1 W1	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 4 Spring 2 I am Warrior	<u>Writing and Performing a play – 2 weeks</u> Writing outcome: write and perform a play based on a familiar story.	<u>Explanation – 2 weeks</u> Writing outcome: create a flowchart to explain how a sounds are made and how we hear them; use the notes to write an explanation using an impersonal style.	<u>Narrative Poetry – 1 week</u> Writing outcome: recite the poem by heart and write a final verse from the Romans point of view.	Revise Yr4: • W2 S1 S2 S3 P3 T1 T2 W1 Introduce Yr4: • P2	<u>Whole School Text / World Book Day – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 4 Summer 1 Misty Mountain, Winding River		<u>Discussion – 2 weeks</u> Writing outcome: consider different sides of an argument (link to tourism UK or Everest/Himalayas) and decide on a course of action, summarising your reasons in a letter.	<u>Take one Poet, poetry appreciation – 2 weeks</u> Writing outcome: read and recite her poems, write personal responses to the poems and research Valerie Bloom.	Revise Yr4: • W2 S1 S2 S3 P3 T1 T2	<u>The Journey – Aaron Becker – 2 weeks</u> Writing outcome: predictions, setting descriptions, characterisation and plot. Trilogy – The Quest and Return
Year 4 Summer 2 Traders and Raiders	<u>Traditional Tales - Myths (Norse quests) – 4 weeks</u> Writing outcome: effective characterisation e.g. descriptions in the style of: a 'Wanted' poster for 'The Wolf', link dialogue to effective characterisation, interweaving speech and action by writing Arthur's quest to the land of the gods.	<u>Persuasion – 2 weeks</u> Writing outcome: an advert to persuade people to visit Iceland, assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	<u>Vocabulary building – 1 week</u> Writing outcome: read, write and perform free verse.	Revise Yr4: • W2 S1 S2 S3 P3 T1 T2 W1 P1 P2	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 5 Autumn 1 Sow, Grow, Farm	<u>Fiction from our literary heritage – 3 weeks</u> Writing outcomes: Explore a text in detail (<i>The Secret Garden</i>). Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to	<u>Instruction writing – 1 week</u> Writing outcomes: Write detailed instructions with clear introduction and conclusion on how to make vegetable soup.	<u>Poetic vocabulary building – 2 weeks</u> Writing outcomes: Read, write and perform free verse.	Introduce Yr 5: • W1 W2 S3 T1 T2 T3 T4 T5	<u>Whole School Text – 1 week</u> Writing outcome: • Vocabulary building • Thesaurus work • Links to PSHE • Colours associated to language

	plan and write their own contemporary version.				<ul style="list-style-type: none"> The exploration of effects caused by different words
Year 5 Autumn 2 Stargazers	<u>Suspense and Mystery – 2 weeks</u> Writing outcomes: Develop skills of building up atmosphere in writing e.g. passages building up tension.	<u>Report – 2 weeks</u> Writing outcomes: Write a report, in the form of an information leaflet, in which two or more subjects are compared.	<u>Cinquain Poetry – 1 week</u> Writing outcomes: Read and respond to cinquains and raps. Experiment with writing their own.	Revise Yr 5: <ul style="list-style-type: none"> W1 W2 S3 T1 T2 T3 T5 Introduce Yr 5: <ul style="list-style-type: none"> S1 P1 P2 	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 5 Spring 1 Pharaohs	<u>Traditional Tales and Legends – 3 weeks</u> Writing outcomes: Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. Egyptian God Traditional Tale.	<u>Discussion – 2 weeks</u> Writing outcomes: Write up a balanced discussion presenting two sides of an argument, following a debate. Discussion on Tomb Opening (Tutankhamun).		Revise Yr 5: <ul style="list-style-type: none"> W1 W2 S3 T1 T2 T3 T5 S1 P1 P2 Introduce Yr 5: <ul style="list-style-type: none"> S2 S3 P3 	<u>The Story of Osiris – 1 week (week 1)</u> Writing outcome: Introduce the story of Osiris. Character vocabulary work. One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 5 Spring 2 Global Explorers	<u>Suspense and Mystery – 2 weeks</u> Writing outcomes: Develop skills of building up atmosphere in writing e.g. passages building up tension. Focus on an image, children write an opening description of a suspense and mystery story.	<u>Persuasion Report – 2 weeks</u> Writing outcomes: Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. Persuade audience to go to France (travel leaflet).	<u>Structure and spoken word poetry/rap – 1 week</u> Writing outcomes: Listen to, read, and respond to raps. Experiment with writing their own.		<u>Whole School Text / World Book Day – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 5 Summer 1 Off With Her Head	<u>Literary Heritage (Shakespeare) – 2 weeks</u> Writing outcomes: Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from	<u>Recount – 2 weeks</u> Writing outcomes: Compose a biographical account based on research. Recount of Anne Boleyn's life.	<u>Soliloquys – 1 week</u> Writing outcomes: Vocabulary building. Read, write and perform free verse. <u>Vocabulary Building – 1 Week</u> Writing outcomes:	Revise Yr 5: <ul style="list-style-type: none"> W1 W2 S3 T1 T2 T3 T4 T5 S1 P1 P2 S2 S3 P3 	Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. Strong grammar focus – recap skills.

	the text to plan and write their own contemporary version. Children write a modern version of Romeo and Juliet.		Read, write and perform free verse.		
Year 5 Summer 2 Scream Machine		<u>Persuasion Report – 2 weeks</u> Writing outcomes: Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. Persuade Mrs Y to build a theme park ride at school. <u>Explanation – 2 weeks</u> Writing outcomes: Explanation of forces (linked to Science).	<u>Poetry Appreciation – 2 weeks</u> Writing outcomes: Research a particular poet. Personal responses to poetry Recite familiar poems by heart.		Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 6 Autumn 1 Exploration & Discovery (Darwin's Delights)	<u>Narrative (2 wks)</u> Writing outcomes: Descriptive writing/opportunity to cover the basics/revision from previous year groups.	<u>Persuasion / Recount (3 wks)</u> Writing outcomes: Persuasive letter and newspaper report.	<u>Vocab Building (1 wk)</u> Writing outcomes: Poems based on images of pack ice.	Planned weekly based on: <ul style="list-style-type: none"> • Genres being taught • Needs of the children • Analysis of assessments. Throughout the year, all Y6 objectives will be covered, and prior objectives from KS2 will be constantly revised.	<u>Whole School Text – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 6 Autumn 2 Exploration & Discovery (Frozen Kingdom)	<u>Narrative (2 wks)</u> Writing outcomes: Descriptive writing / historical narrative incl diary entry of a passenger during sinking of the Titanic.	<u>Reports / Recount (2 wks)</u> Writing outcomes: Recount of Polar Explorer Day / non-chronological reports comparing Arctic & Antarctica.	<u>Free Verse (1 wk)</u> Writing outcomes: Poetry using the subjunctive form.		Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 6 Spring 1 Blood Heart	<u>Narrative & Playscripts (4 wks)</u> Writing outcomes: Descriptive writing, playscripts recounts, story writing.	Covered within Science lessons - Writing outcomes: Explanations & instructions	<u>Vocab Building (1 wk)</u> Writing outcomes: Poems about Skellig.		<u>Skellig - D Almond</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction

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					modules already covered during the term.
Year 6 Spring 2 Blood Heart / A Child's War	<u>Narrative (4 wks)</u> Writing outcomes: writing from different viewpoints, diary entry, writing in role, radio broadcast.	<u>Reports (1 wk)</u> Writing outcomes: missing person's report.	<u>Poetry - Comprehension</u> Writing outcomes: Revision and comprehension of poetry.		<u>Whole School Text / World Book Day – 1 week</u> Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 6 Summer 1 A Child's War	<ul style="list-style-type: none"> SATs week Needs / gaps / revision based on assessments so far. Writing opportunities: Balanced Argument / Alma / Beyond the Lines / Pandora / Biography - Noor Inayat Khan (links to WW2 topic) / Writing linked to topic (Explanation) 				Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.
Year 6 Summer 2 Gallery Rebels	<u>Playscripts</u> Writing outcomes: Script for Leavers' Assembly. <u>Narrative</u> Writing outcomes: Description, diary entry.	<u>Various</u> Writing outcomes: Speech writing (formal & informal), biography.	<u>Take One Poet</u> Writing outcomes: Use 'Beautifully Different, Wonderfully the Same' - add two more verses to create poem for Leavers' Assembly. Perform the poem. <i>Joseph Coelho is the Children's Laureate from 2022-2024.</i>		Writing outcome: One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term.