***`* Whole School coverage of Genres, texts and writing opportunities**

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| **Year 3 genres** | | **Non-chronological report** | | | **Recount** (e.g. trips, visits, historical events, diary, letter, news reports and biographies) | | | **Instructions** | | | **Explanation** | | | | **Persuasion**  (advert / poster) | **Narrative** | **YEAR 3 TEXTS**  **Text Led Planning:**  Harry Potter and the Philosopher’s Stone- JK Rowling (SLS)  The Adventures of the Dish and the Spoon- M Grey (PPA)  The Spider and the Fly- M Howitt (SLS)  The True Story of the Three Little Pigs- J Scieszka (SLS/ PPA)  Journey- A Becker (PPA) + Lit Company  Wolves in the Walls- Neil Gaiman (PPA)  Inside the Villains- C Perrin (PPA)  Big Blue Whale- N Davies (PPA)  The Green Ship- Q Blake (PPA)  Dear Greenpeace (SLS/PPA)  How Dogs Really Work (PPA)  Coming to England- Lit Company  **Film Units for Text Led Planning:**  The Little Shoemaker (Lit Shed)  The Dragon Slayer  **Guided Reading:**  The Twits- R Dahl (SLS)  Fortunately the Milk- N Gaiman (SLS)  The Spider and the Fly- M Howitt (SLS)  Romulus and Remus- Roman myth (online)  Stig of the Dump- C King (SLS)  Julius Casear (PPA)  Earth Heroes- LDyu (PPA)  This Morning I Met A Whale- Morpurgo (SLS)  Greek Myths- Various (online/PPA)  The Jumblies- E Lear (online)  Small People, Big Stories- Chanel (PPA)  The Sea Book- Charlotte Milner (resource folder in curriculum- English- text led- resources- Y3)  **Texts Suggested for Year 3 (PPA/ SLS)**  The Great Paper Caper- O Jeffers  Escape from Pompeii- C Balit (SLS)  The Wolfs story- T Forward (PPA/SLS)  Please Mrs Butler- A Ahlberg (SLS)  Into the Forest- A Browne (SLS)  Clockwork- P Pullman (SLS)  Other  The Last Polar Bears- H Horse |
| **Writing opportunities and features to be included across pieces** | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  -apostrophes for singular possession  -consistent present tense including present progressive  -capitals for proper nouns  -question marks | | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  - consistent past tense including past progressive  -capitals for proper nouns  -question and exclamation marks | | | -concise simple sentences  (statements & commands)  -use of adverbs and prepositions to express time, place and cause  -commas in lists  -question and exclamation marks in openings and closings  -consistent present tense | | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  - consistent present tense including present progressive (unless explaining a historical event) | | | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  -apostrophes for possession  -question and exclamation marks | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  -use of inverted commas to punctuate direct speech  - consistent present or past tense including present / past progressive  -capitals proper nouns |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | **Second Half of Year** | | | | | | | |
| **Cycle A Geography –** 1. Rural – Snowdonia 2. City – Liverpool 3. Compare and contrast  **Cycle A History –** The Roman Empire and the Impact on Britain including local links  **Cycle B Geography-** Italy- 1. N. Italy 2. S. Italy 3. Volcanoes  **Cycle B History-** Vikings and Anglo Saxons | | | | | | | | | **Cycle A Geography – Iceland** 1. Physical features 2. Human features 3. Earthquakes  **Cycle A History –** Ancient Greeks  **Cycle B Geography-** 1. National Park- Northumberland 2. Beach/Conservation 3. City- London  **Cycle B History-** Ancient Egypt | | | | | | | |
| **DT (Cycle A)**  Puppet (Aut 2)  **Art (Cycle A) –** Zagar- Architect- Mosaic/ Sketching (Aut 1)  **DT (Cycle B)-** Upcycling Fashion (Aut 2)  **Art (Cycle B) –** Kandinsky- Artist (Aut 1) | | | | | | **DT (Cycle A) –** Cooking and Nutrition- Cupcakes (Spring 2)  **Art (Cycle A) –** Chanel- Designer- Sewing (Spring 1)  **DT (Cycle B)-**  Cooking and Nutrition- Bread (Spring 2)  **Art (Cycle B) –** Morris- Designer (Spring 1) | | | | | | **DT (Cycle A)**  Puppet (Aut 2)  **Art (Cycle A) –** Zagar- Architect- Mosaic/ Sketching (Aut 1)  **DT (Cycle B)-** Upcycling Fashion (Aut 2)  **Art (Cycle B) –** Kandinsky- Artist (Aut 1) | | | | |
| **BOOKS** For Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | |
| Text Led Planning | The Dragon Slayer (film)  Harry Potter and the Philosopher’s Stone (inc The Little Shoemaker) | | | The Twits  The Adventures of Dish and Spoon | | | The True Story of the Three Little Pigs (WS)  PW- The Fossil Girl | | | Journey  Wolves in the Wall (WS) | | | | Big Blue Whale  Dear Greenpeace | | The Green Ship  How A Robot Dog Works (WS)  Inside the Villains |
| Guided Reading | The Twits  The Sea Book (NF) | | | Fortunately the Milk (F)  Spider and the Fly (Poem) | | | Stig of the Dump  Small People, Big Stories- Chanel (NF) | | | Julius Caesar (Shakespeare story)  Romulus and Remus (myth) | | | | This Morning I met a Whale  Earth Heroes (NF) | | Greek Myths  The Jumblies (poem) |
| **GENRES** | | | | | | | | | | | | | | | | |
| The Dragon Slayer  Instructions  Harry Potter  Recount- letter/ howler  Persuasion- advert, speech  Narrative- suspense opener | | | The Twits  Recount- letter  Recount- Diary  Narrative- Playscript/ Dialogue  The Dish and Spoon  Narrative- setting  Narrative- adventure character PoV | | | The True Story of TLP  Narrative- fairy tale  Newspaper report  Persuasive Letter  PW The Fossil Girl  Recount- fossil journal | | | Journey  Narrative- fantasy adventure  Poem- acrostic/ structured  Wolves in the Wall  Narrative- suspense  Narrative- character description  Narrative- setting description | | | | Big Blue Whale  Non chronological report  Persuasion (TLC Unit)  Dear Greenpeace  Persuasion- letter  Recount- diary | | | The Green Ship  Narrative- adventure  How a Robot Dog Works  Explanation  Inside the Villains  Narrative- character description |
| **Year 3 agreed poet- Mary Howitt/ Edward Lear** Suggested Poetry ideas for Lower KS2–  **Mary Howitt**- The Spider and the Fly  **Edward Lear-** The Jumblies  Invent fresh similes and experiment with word play and alliteration, playfully exaggerating or pretending / Use well-chosen nouns, adjectives and verbs to illuminate first-hand experience. / Use similes and metaphors, avoiding clichés. / Write free verse; borrow or create a repeating pattern, experimenting with simple forms such as haiku. | | | | | | | | | | | | | | | | |

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| **Year 3/4 genres** | | **Non-chronological report** | | | **Recount** (e.g trips, visits, historical events, diary, letter, news reports and biographies) | | | **Instructions** | | | **Explanation** | | | | **Persuasion**  (advert / poster) | **Narrative** | **YEAR 3/4 TEXTS**  **Text Led Planning:**  Orion and The Dark- E. Yearlett (PPA)  Quest- A Becker (PPA)  Clowns- Q. Blake (PPA)  Old Shell New Shell (PPA)  Coming Home- M. Morpurgo (PPA)  Dear Teacher (PPA)  The Tin Forest (PPA)  James and the Giant Peach (SLS)  The Great Paper Caper- O Jeffers  The Wolfs story- T Forward (PPA/SLS)  **Film Units for Text Led Planning:**  A Cloudy Lesson (Lit Shed)  The Shirt Machine (Lit Shed Vid- res in curric folder)  **Guided Reading:**  Aesop’s Fables (online)  Jack and the Baked Beanstalk (F) (PPA/SLS)  Diary of a Killer Cat- A Fine (SLS)  100 things to know about saving planet earth (NF) (PPA)  Stories for Kids Who Dare to be Different (PPA)  The Dinosaur World (PPA)  Much Ado About Nothing (Shakespeare story)  James and the Giant Peach (SLS)  Please Mrs Butler (SLS)  I Wandered Lonely As A Cloud (online)  The Worst Witch- J. Murphy (SLS)  Escape from Pompeii- C Balit (SLS)  **Texts Suggested for Year 3/4 (PPA/ SLS)**  The Last Polar Bears- H Horse |
| **Writing opportunities and features to be included across pieces** | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  -apostrophes for singular possession  -consistent present tense including present progressive  -capitals for proper nouns  -question marks | | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  - consistent past tense including past progressive  -capitals for proper nouns  -question and exclamation marks | | | -concise simple sentences  (statements & commands)  -use of adverbs and prepositions to express time, place and cause  -commas in lists  -question and exclamation marks in openings and closings  -consistent present tense | | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  - consistent present tense including present progressive (unless explaining a historical event) | | | | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  -apostrophes for possession  -question and exclamation marks | -simple, compound and complex sentences using a variety of conjunctions.  -use of adverbs and prepositions to express time, place and cause  -use of inverted commas to punctuate direct speech  - consisstent present or past tense including present / past progressive  -capitals proper nouns |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | **Second Half of Year** | | | | | | | |
| **Cycle A Geography –** 1. Rural – Snowdonia 2. City – Liverpool 3. Compare and contrast  **Cycle A History –** The Roman Empire and the Impact on Britain including local links  **Cycle B Geography-** Italy- 1. N. Italy 2. S. Italy 3. Volcanoes  **Cycle B History-** Vikings and Anglo Saxons | | | | | | | | | **Cycle A Geography – Iceland** 1. Physical features 2. Human features 3. Earthquakes  **Cycle A History –** Ancient Greeks  **Cycle B Geography-** 1. National Park- Northumberland 2. Beach/Conservation 3. City- London  **Cycle B History-** Ancient Egypt | | | | | | | |
| **DT (Cycle A)**  Puppet (Aut 2)  **Art (Cycle A) –** Zagar- Architect- Mosaic/ Sketching (Aut 1)  **DT (Cycle B)-** Upcycling Fashion (Aut 2)  **Art (Cycle B) –** Kandinsky- Artist (Aut 1) | | | | | | **DT (Cycle A) –** Cooking and Nutrition- Cupcakes (Spring 2)  **Art (Cycle A) –** Chanel- Designer- Sewing (Spring 1)  **DT (Cycle B)-**  Cooking and Nutrition- Bread (Spring 2)  **Art (Cycle B) –** Morris- Designer (Spring 1) | | | | | | **DT (Cycle A) –** Creature- mechanical levers (Su 1)  **Art (Cycle A) –** Warhol- Artist- Collage/ Printing/ Painting (Su 2)  **DT (Cycle B) –** Fairground Ride- gears/cams/pulleys (Su 1)  **Art (Cycle B) –** Gehry- Architect- (Sum 2) | | | | |
| **BOOKS** For Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | |
| Text Led Planning | A Cloudy Lesson (film)  Orion and the Dark | | | James and the Giant Peach  The Tin Forest | | | The Wolf’s Story  PW- Our Tower | | | Quest  Into the Forest | | | | Old Shell New Shell  Dear Teacher | | Coming Home  The Shirt Machine  Clowns |
| Guided Reading | James and the Giant Peach  Atlas of Adventures (NF) | | | Jack and the Baked Beanstalk (F)  Please Mrs Butler (Poem) | | | Escape From Pompeii  Stories for Kids Who Dare to be Different (NF) | | | Much Ado About Nothing Shakespeare story)  Diary of a Killer Cat | | | | The Worst Witch  100 things to know about saving planet earth (NF) | | Aesop’s Fables  I Wandered Lonely As A Cloud (poem) |
| **GENRES** | | | | | | | | | | | | | | | | |
| A Cloudy Lesson  Instructions  Orion and the Dark  Recount- letter  Persuasion- advert for ‘The Dark’  Narrative- suspense opener | | | James and the Giant Peach  Recount- letter  Recount- diary  Narrative- playscript/ dialogue  The Tin Forest  Narrative- setting description  Narrative- adventure character PoV | | | The Wolf’s Story  Narrative- fairy tale  Newspaper report  Persuasive Letter  PW- Our Tower  Recount: write the adventure as a journal | | | Quest  Narrative- fantasy story  Poem- acrostic/ structured  Into the Forest  Narrative- suspense  Narrative- character description  Narrative- setting description | | | | Old Shell New Shell  Non- chronological report  Dear Teacher  Persuasion- letter  Recount- diary | | | Coming Home  Narrative- adventure  The Shirt Machine  Explanation  Clowns  Narrative- character description |
| **Year 3/4 agreed poet- Alan Ahlberg/ William Wordsworth** Suggested Poetry ideas for Lower KS2–  **Alan Ahlberg**- Please Mrs Butler  **W. Wordsworth-** I Wandered Lonely…  Invent fresh similes and experiment with word play and alliteration, playfully exaggerating or pretending / Use well-chosen nouns, adjectives and verbs to illuminate first-hand experience. / Use similes and metaphors, avoiding clichés. / Write free verse; borrow or create a repeating pattern, experimenting with simple forms such as haiku. | | | | | | | | | | | | | | | | |

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| **Year 4 genres** | | **Non-chronological report** | | | **Recount** (e.g. trips, visits, historical events, diary, letter, news reports and biographies) | | | | **Instructions** | | **Explanation** | | | | **Persuasion**  (advert / poster) | | **Narrative** | | | **YEAR 4 TEXTS**  **Text Led Planning**:  The Egyptian Cinderella- S Climo (SLS)  The Tunnel- A Browne (PPA)  Matilda- R Dahl (SLS)  The Iron Man- T Hughes (SLS/PPA)  There’s a Rang- Tan in my Bedroom- J Sellick (NB)  The Dark- L Snickett (PPA)  Leon and the Place Between- A McCallister (PPA/ SLS)  Michael Rosen Rap (online)  The Tempest (PPA)  Beowulf (SLS)  The Crocodile- L. Carroll (online)  **Film Units**:  The Shirt Machine (Lit Shed+)  The Rocketeer (Lit Shed+)  **Guided Reading**  The Iron Man- T Hughes (SLS)  From a Railway Carriage- RL Stevenson (online)  Beowulf- M Morpurgo (SLS)  BFG- R Dahl (SLS)  The Tempest- Shakespeare (PPA)  Pharaoh Facts (PPA)  The Sound of Mucus (PPA)  Anglo Saxon Boy- (SLS)  Charlotte’s Web (SLS)  Coraline (PPA)  Fantastically Great Women Who Saved the Planet (PPA and assembly book SLS)  Jane Goodall- Gorillas (resource folder in curriculum- English- text led- resources- Y4)  **Texts Suggested for Year 4 (PPA/ SLS)**  The Lost Thing- S Tan (PPA)  Gravity- J Chin (PPA)  Sea of Dreams- D Nolan (PPA)  When a Monster is Born- S Taylor (PPA)  Bike Boy- J Considine (PPA)  The Wind in the Willows (SLS)  Other:  Odd and the Frost Giants- N Gaiman  Fungus the Bogeyman- R Briggs  Rattlebag (poetry)  Ring of Words (Poetry) |
| **Writing opportunities and features to be included across pieces** | | -expanded noun phrases (modifying adjectives, nouns and preposition phrases)  -fronted adverbials to vary sentence structure  -commas after fronted adverbials (both phrases and clauses)  -the difference between plural and possessive s  -possessive apostrophes after plural nouns | | | -expanded noun phrases (modifying adjectives, nouns and preposition phrases)  -fronted adverbials to vary sentence structure  -commas after fronted adverbials (both phrases and clauses)  -consistent past tense inc past progressive  -continue work on present perfect tense Y3 for diary/letters  -use inverted commas and other speech punctuation / news reports for direct quotes | | | | -concise and clear expanded noun phrases (modifying adjectives, nouns and preposition phrases)  -fronted adverbials to vary sentence structure  -commas after fronted adverbials (both phrases and clauses)  -concise simple sentences (statements and commands) | | -expanded noun phrases (modifying adjectives, nouns and preposition phrases)  -variety of sentence types (simple, compound and complex)  -commas after fronted adverbials (both phrases and clauses)  -possessive apostrophes after plural nouns | | | | -expanded noun phrases (modifying adjectives, nouns and preposition phrases)  -variety of sentence types (simple, compound and complex)  -Standard English forms for verb inflections | | -expanded noun phrases (modifying adjectives, nouns and preposition phrases)  -fronted adverbials to vary sentence structure  -commas after fronted adverbials (both phrases and clauses)  -Standard English forms for verb inflections  -the difference between plural and possessive s  -use inverted commas and other speech punctuation | | |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | | **Second Half of Year** | | | | | | | | | |
| **Cycle A Geography –** 1. Rural – Snowdonia 2. City – Liverpool 3. Compare and contrast  **Cycle A History –** The Roman Empire and the Impact on Britain including local links  **Cycle B Geography-** Italy- 1. N. Italy 2. S. Italy 3. Volcanoes  **Cycle B History-** Vikings and Anglo Saxons | | | | | | | | | | **Cycle A Geography – Iceland** 1. Physical features 2. Human features 3. Earthquakes  **Cycle A History –** Ancient Greeks  **Cycle B Geography-** 1. National Park- Northumberland 2. Beach/Conservation 3. City- London  **Cycle B History-** Ancient Egypt | | | | | | | | | |
| **DT (Cycle A)**  Puppet (Aut 2)  **Art (Cycle A) –** Zagar- Architect- Mosaic/ Sketching (Aut 1)  **DT (Cycle B)-** Upcycling Fashion (Aut 2)  **Art (Cycle B) –** Kandinsky- Artist (Aut 1) | | | | | | **DT (Cycle A) –** Cooking and Nutrition- Cupcakes (Spring 2)  **Art (Cycle A) –** Chanel- Designer- Sewing (Spring 1)  **DT (Cycle B)-**  Cooking and Nutrition- Bread (Spring 2)  **Art (Cycle B) –** Morris- Designer (Spring 1) | | | | | | | **DT (Cycle A)**  Puppet (Aut 2)  **Art (Cycle A) –** Zagar- Architect- Mosaic/ Sketching (Aut 1)  **DT (Cycle B)-** Upcycling Fashion (Aut 2)  **Art (Cycle B) –** Kandinsky- Artist (Aut 1) | | | | | | |
| **BOOKS** for Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | | | | |
| Text Led Planning | The Tunnel  Matilda | | | The Iron Man (WS)  The Crocodile (poem) | | | | There’s a Rang-Tan in my Bedroom  The Dark | | | | PW- Escape from Pompeii  The Rocketeer (film)  Beowulf | | | | Leon and the Place Between  The Shirt Machine (film) | | | The Tempest  Michael Rosen Rap |
| Guided Reading | The Iron Man  Beowulf (legend) | | | Anglo Saxon Boy  The Sound of Mucus (NF) | | | | BFG  From a Railway Carriage (Poem) | | | | The Tempest  Fantastically Great Women Who Saved the Planet NF) | | | | Charlotte’s Web (SLS)  Pharaoh Facts (NF) | | | Coraline  ­­­Jane Goodall- Gorillas (NF) |
| **GENRES** | | | | | | | | | | | | | | | | | | | |
| The Tunnel  Narrative- adventure  Narrative- setting  Matilda  Recount- diary  Narrative- character description and  Recount- News Report | | | The Iron Man  Narrative-description/ action/ adventure  Recount- diary and/or letter  Instructions  The Crocodile  Poetry on a theme | | | | There’s a Rang-Tan…  Recount- letter  Non- Chronological Report  The Dark  Narrative- mystery story opener  Narrative- emotive | | | PW- Escape from Pompeii  Historical narrative  The Rocketeer  Narrative- setting description  Recount- news report  Beowulf  Poem- Kenning | | | | Leon and the Place Between  Narrative- fantasy  Narrative- description and dialogue  Persuasion  The Shirt Machine:  Explanation  Recount- Chronological Report | | | | The Tempest  Recount- Letter  Narrative- character dilemma  Discussion  Michael Rosen Rap  Performance poetry | |
| **Year 4 agreed poets - Michael Rosen / Lewis Carroll / Robert Louis Stevenson** Suggested Poetry ideas for Lower KS2–  **Michael Rosen-** Michael Rosen Rap  **Lewis Carroll-** The Crocodile  **Robert Louis Stevenson-** From a Railway Carriage  Invent fresh similes and experiment with word play and alliteration, playfully exaggerating or pretending  Use well-chosen nouns, adjectives and verbs to illuminate first-hand experience.  Use similes and metaphors, avoiding clichés. Write free verse; borrow or create a repeating pattern, experimenting with simple forms such as haiku. | | | | | | | | | | | | | | | | | | | |

**Whole School coverage of Genres, texts and writing opportunities**

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| **Year 5 genres** | **Non-chronological report** | | **Recount** (e.g. trips, visits, historical events, diary, letter, news reports and biographies) | | | | **Instructions** | | **Explanation** | | | | **Persuasion** | | | | **Discussion** | | | **Narrative** | **YEAR 5 TEXTS**  **Text Led Planning:**  Kensuke’s Kingdom- M Morpurgo (SLS)  The Lost Words (PPA)  Flotsam- D Weisner (SLS)  Nowhere Emporium- R Mackenzie (SLS)  Memory Bottles- B Shosham (PPA)  Voice in the Park- A Browne (PPA)  The Explorer- K Rundell (SLS)  Midsummer Night’s Dream- Shakespeare (PPA/ online)  Varmints- H Ward (PPA)  The Liver Bird- B Elmer (PPA)  Tuesday- D Weisner (PPA)  **Film Units for TL Planning:**  The Lost Giraffe (Lit Shed)  The Piano (Lit Shed)  Wallace and Gromit (youtube and planning in curriculum- English- text led- resources- Y5)  **Guided Reading:**  Kensuke’s Kingdom- M Morpurgo (SLS)  Little People Big Dreams Westwood- (HB)  Outlaw- Robin Hood retold M Morpurgo (SLS) or Robin Hood- D Calcutt (SLS)  Nowhere Emporium- R Mackenzie (SLS)  Cloud Busting- M Blackman (SLS)  Beetle Boy- MG Leonard (SLS)  Midsummer Night’s Dream- Shakespeare (PPA/ online)  Letters to Africa- various (PPA)  Room 13- Robert Swindells (PPA/ SLS)  If- R Kipling (online)  Tom’s Midnight Garden- P. Pearce (SLS)  That’s Life- Robert Winston (PPA)  **Texts Suggested for Y5 (PPA/ SLS):**  The Arrival- S Tan  Mi and the Museum City- L Sarah (PPA)  The Tear Thief- C A Duffy (PPA)  The Gaveyard Book- N Gaiman (SLS)  Cogheart- P Bunzl (SLS)  The Imaginary- AF Harrold (SLS)  The Raven- EA Poe (poem- online)  Other  Cautionary Tales- Hillaire Belloc |
| **Writing opportunities and features to be included across pieces** | -expanded noun phrases – factual  -relative clauses  -adverbs and modals for possibility  -brackets  -possessive apostrophes after plural nouns | | -expanded noun phrases  -relative clauses  -fronted adverbials  -modal verbs  -commas after fronted adverbials, to clarify meaning /avoid ambiguity  -use inverted commas / other speech punctuation in news reports for direct quotes  -use of dashes for informal parenthesis in letters/email | | | | -expanded noun phrases  -colons and bullet points in a list  -brackets for extra information  -adverbs and fronted adverbials | | -expanded noun phrases  -relative clauses  -variety of clause structures – use of a wide range of subordinating conjunctions and adverbs  -modal verbs and adverbs for possibility  -possessive apostrophes after plural nouns  -brackets for extra information | | | | -expanded noun phrases  -relative clauses  -adverbs and modal for possibility  -brackets and dashes for parenthesis  -use inverted commas / other speech punctuation for quotes and recommendations | | | | To introduce discussion in Y5 they should write several paragraphs supporting one viewpoint and only one on the opposing.  -expanded noun phrases  -relative clauses  -brackets and dashes for parenthesis  -modals and adverbs for possibility | | | -expanded noun phrases  -relative clauses  -adverbs and modal for possibility  -range of verb forms including past / present progressive and present perfect  -use inverted commas / other speech punctuation |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | | | **Second Half of Year** | | | | | | | | | |
| **Geography –** 1. Map work / climate zones 2. Mountains 3. Settlements and land use  **History –** Stone Age to Iron Age | | | | | | | | | | | **Geography –** 1 and 2 Apply knowledge to North America 3. Fieldwork skills  **History –** Local History 1. Prescot 2. Rainhill Trials 3. Liverpool | | | | | | | | | |
| **DT –** Fashion – accessories (Aut 2)  **Art –** Westood- Designer- Sewing (Aut 1) | | | | | | **DT –** Cooking and Nutrition- Pasta (Spring 2)  **Art –** Steph Dekker **(**Tulamoon)- Artist- Collage/ Printing (Sp 1) | | | | | | | | | **DT –** Monster- Electrical (Summer 1)  **Art –** Wren- Architect- Drawing (Summer 2) | | | | | |
| **BOOKS** for Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | | | | | |
| Text Led Planning | Lost Giraffe (film)  Kensuke’s Kingdom  Wallace and Gromit Cracking Contraptions (film) | | | The Lost Words (Poem)  Flotsam | | | | Nowhere Emporium  PW- Kai and the Monkey Chief | | | | Piano (film)  Voices in the Park | | | | The Explorer  The Liver Bird | | | Midsummer Night’s Dream  Tuesday | |
| Guided Reading | Kensuke’s Kingdom  Outlaw- Robin Hood retold (legend)  or Robin Hood | | | Nowhere Emporium (Fantasy adventure)  Cloud Busting (Poem Verse) | | | | Beetle Boy  Little People Big Dreams Westwood (NF) | | | | Midsummer Night’s Dream  Letters to Africa (NF) | | | | Room 13  If – Kipling (Poem) | | | Tom’s Midnight Garden  That’s Life (NF) | |
| **GENRES** | | | | | | | | | | | | | | | | | | | | |
| Lost Giraffe:  Narrative- contemporary fiction  Instuctions  Kensuke’s Kingdon:  Narrative- adventure  Poetry- Haiku  Wallace and Gromit Cracking Contraption  Explanation | | The Lost Words  Performance poems  Flotsam  Persuasion- advert  Narrative- Setting Description  Recount- Diary | | | Nowhere Emporium:  Narrative- Suspense  Biography  PW- Kai and the Monkey Chief  Myth | | | | | Piano:  Narrative- emotive historical  Discussion  Voices in the Park:  Narrative- PoV Dialogue  Narrative- playscript/dialogue  Recount- Letter  Narrative- Character Description | | | | The Explorer  Recount- Diary  Narrative- adventure story  The Liver Bird:  Non Chronological report  Narrative- historical/ dilemma  Narrative- Script | | | | Midsummer Night’s Dream  Narrative- fantasy  Narrative- Monologue  Tuesday  Narrative- contemporary story  Recount- news report | | |
| **Year 5 agreed poets - Rudyard Kipling/ Malorie Blackman** Suggested Poetry ideas for Upper KS2–  **Rudyard Kipling**- If/ The Way Through The Woods  **Malorie Blackman-** Cloud Busting  Invent nonsense words and situations; experiment with unexpected word combinations; use language imaginatively to create surreal and inventive poems  Use metaphors and personification based on real or imagined experience; compress word choices; use repetition and ‘sound’ of words for effect.  Write free verse; borrow or invent patterns or forms to match meaning and own voice. | | | | | | | | | | | | | | | | | | | | |

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| **Year 6 genres** | **Non-chronological report** | | **Recount**  (e.g. trips, visits, historical events, diary, letter, news reports and biographies) | | **Instructions** | | | **Explanation** | | | **Persuasion** | | | | **Discussion** | **Narrative** | | | **YEAR 6 TEXTS**  **Text Led Planning:**  The Landlady- R Dahl (online)  Harry Potter Chamber of Secrets- JK Rowling (SLS)  Dr Xargle’s Book of Earthlets(CA)  The Lost Happy Endings- Carol Anne Duffy (PPA/ SLS)  King Kong- A. Browne (CA)  A Monster Calls- P. Ness (SLS)  Tales of Beedle the Bard- JK Rowling (CA)  Fantastic Beasts- N Scamander (SLS)  Suddenly it Went Dark- Anon (online)  Inside the Villains- Perrin (CA)  Macbeth- abridged script in resources  **Film Units for TL Planning:**  Alma (Literacy Shed)  The Dragon Slayer (Literacy Shed)  Tale of the Three Brothers (Li Shed)  **Guided Reading:**  Treasure Island- R Stevenson (SLS/ CC)  Harry Potter- JK Rowling (SLS)  In Flander’s Fields- J McCrae (online)  Animal Farm- G Orwell (Online Free)  Jekyll and Hyde- R Stevenson (SLS)  Pele Bio- anon (Online)  Macbeth- Shakespeare (SLS and CA Script)  A World of Discovery- R Platt (CA)  The Lady of Shallot- Tenysson (Online)  Sir Gawain and the Green Knight- M Morpurgo (SLS)  Charge of the Light Brigade- Tenysson (Online)  The Donkey- T Hughes (Where my Wellies…)  The Donkey- GK Chesterton (online)  **Texts Suggested for Y6 (PPA)**  Lord of the Forest- C Pitcher (PPA)  FarTher- G Baker- Smith (PPA)  Little Mouse’s Big Book of Fears- E Gravett (PPA)  A Christmas Carol- C Dickens (SLS)  Wonder- RJ Palacio (SLS)  The Watertower- G Crew (AO/ PPA)  The Man Who Walked Between the Two Towers- M Gerstein (SLS)  Letters from the Lighthouse (SLS)  The Ghost of Thomas Kemp (SLS) |
| **Writing opportunities and features to be included across pieces** | -expanded noun phrases – factual  -relative clauses  -adverbs and modals for possibility  -brackets  -colons and semicolons  -hyphens and dashes | | -expanded noun phrases  -relative clauses  -passive voice in news reports –use of agentless passive  -dashes and brackets for informal comments  -present perfect in diary  - manipulating vocabulary and grammar to control levels of formality (GD) | | -expanded noun phrases  -colons and bullet points in a list  -brackets for extra information  -adverbs and fronted adverbials | | | -expanded noun phrases  -relative clauses  -variety of clause structures – use of a wide range of subordinating conjunctions and adverbs  -modal verbs and adverbs for possibility  -Passive voice | | | -expanded noun phrases  -relative clauses  -passive voice  -adverbs and modal for possibility  -use of subjunctive  - manipulating vocabulary and grammar to control levels of formality (GD | | | | -expanded noun phrases  -relative clauses  -passive voice-semi-colons for contrasting viewpoints  -modals and adverbs for possibility  -use of subjunctive | -expanded noun phrases  -relative clauses  -adverbs and modal for possibility  -past and present progressive in setting descriptions  -passive voice  -hyphens in adjectives to avoid ambiguity  -use of subjunctive  - manipulating vocabulary and grammar to control levels of formality (GD | | |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | **Second Half of Year** | | | | | | | | | |
| **Geography –** 1. Biomes/ Vegetation Belts 2. Trade Links and Natural Resources  **History –** Ancient Mayan Civilisation | | | | | | | | | **Geography –** 1. Rivers and Water Cycle 2. Apply to S. America 3. Fieldwork skills  **History –** WWI and WWII including Local Links | | | | | | | | | |
| **DT –** Fashion – recyclable fashion (Aut 2)  **Art –** Dali- Artist- Painting (Aut 1) | | | | | | **DT –** Cooking and Nutrition (Sp2)  **Art –** Zaha Hadid- Architect- 3D Modelling- Clay (Sp1) | | | | | | **DT –** Fairground Ride- Computerised (Su1)  **Art –**  Mackintosh- Designer- Drawing / Printing / Collage (Su2) | | | | | | |
| **BOOKS** for Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | | | |
| Text Led Planning | The Landlady  Harry Potter and the Chamber of Secrets | | | The Lost Happy Endings  Alma (film) | | | King Kong (inc Snakes v Iguanas clip)-  Fantastic Beasts | | | A Monster Calls  PW- The Selfish Giant | | | | Inside the Villains  The Dragon Slayer (film)  The Tale of the Three Brothers | | | | Should SATS be Abolished?  Macbeth  Dr Xargles |
| Guided Reading | Sir Gawain and the Green Knight (legend)  Harry Potter and the Chamber of Secrets | | | In Flander’s Field (Poem)  Animal Farm (Classic 20th) | | | Jekyll and Hyde (Gothic Fiction)  The Donkey (poem) | | | Macbeth (Shakespeare)  Pele Biography (NF) | | | | The Lady of Shallot (poem)  A World of Discovery (NF) | | | | Charge of the Light Brigade (poem)  Treasure Island (classic) |
| **GENRES** | | | | | | | | | | | | | | | | | | |
| The Landlady  Narrative- character description  Narrative- dialogue  Discussion- debate  Recount- letter  Narrative- mystery/ suspense ending and sequel  Harry Potter  Recount- Letter of complaint  Persuasion- Letter of apology  Discussion | | The Lost Happy Endings:  Narrative- setting description  Narrative- character description  Recount/ narrative hybrid- script  Recount- Newspaper  Alma:  Narrative-dialogue/ emotive/ dilemma | | | | King Kong:  Narrative- monologue  Poem- structured on a theme  Narrative hybrid- character/ setting/ scene/ dialogue  Recount- diary  Recount- postcard  Chronological report (film clip)  Fantastic Beasts  Non- chronological report | | | A Monster Calls:  Narrative- suspense opener  Narrative- continuation of contemporary story  PW- The Selfish Giant  Classic narrative | | | | Inside the Villains:  Narrative- Monologue  The Dragon Slayer  Instructions  Tale of the Three Brothers  Narrative- poetry | | | | Should SATS be Abolished?  Discussion  Dr Xargle’s Book of Earthlets:  Chronological report  Explanation  Macbeth:  Narrative- modern day | |
| **Year 6 agreed poets - Ted Hughes / Alfred Lord Tennyson** Suggested Poetry ideas for Upper KS2–  Invent nonsense words and situations; experiment with unexpected word combinations; use language imaginatively to create surreal and inventive poems  Use metaphors and personification based on real or imagined experience; compress word choices; use repetition and ‘sound’ of words for effect.  **Ted Hughes**- The Donkey (Where My Wellies Take Me)  **Alfred Lord Tennyson**- The Lady of Shallot; The Charge of the Light Brigade  Write free verse; borrow or invent patterns or forms to match meaning and own voice | | | | | | | | | | | | | | | | | | |

**Whole School coverage of Genres, texts and writing opportunities**