***`* 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 CompanyWolves 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 JeffersEscape 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)OtherThe 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 TwitsThe Adventures of Dish and Spoon | The True Story of the Three Little Pigs (WS)PW- The Fossil Girl | JourneyWolves in the Wall (WS) | Big Blue WhaleDear Greenpeace | The Green ShipHow A Robot Dog Works (WS)Inside the Villains |
| Guided Reading | The TwitsThe Sea Book (NF) | Fortunately the Milk (F)Spider and the Fly (Poem) | Stig of the DumpSmall People, Big Stories- Chanel (NF) | Julius Caesar (Shakespeare story)Romulus and Remus (myth) | This Morning I met a Whale Earth Heroes (NF) | Greek MythsThe Jumblies (poem) |
| **GENRES** |
| The Dragon SlayerInstructionsHarry PotterRecount- letter/ howlerPersuasion- advert, speechNarrative- suspense opener | The TwitsRecount- letterRecount- DiaryNarrative- Playscript/ DialogueThe Dish and SpoonNarrative- settingNarrative- adventure character PoV | The True Story of TLPNarrative- fairy taleNewspaper reportPersuasive LetterPW The Fossil GirlRecount- fossil journal | JourneyNarrative- fantasy adventure Poem- acrostic/ structuredWolves in the WallNarrative- suspenseNarrative- character descriptionNarrative- setting description | Big Blue WhaleNon chronological reportPersuasion (TLC Unit)Dear GreenpeacePersuasion- letterRecount- diary | The Green ShipNarrative- adventureHow a Robot Dog WorksExplanationInside the VillainsNarrative- 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 JumbliesInvent 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 JeffersThe 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 | QuestInto the Forest | Old Shell New ShellDear Teacher | Coming HomeThe Shirt MachineClowns |
| Guided Reading | James and the Giant PeachAtlas of Adventures (NF) | Jack and the Baked Beanstalk (F)Please Mrs Butler (Poem) | Escape From PompeiiStories for Kids Who Dare to be Different (NF) | Much Ado About Nothing Shakespeare story)Diary of a Killer Cat | The Worst Witch100 things to know about saving planet earth (NF)  | Aesop’s FablesI Wandered Lonely As A Cloud (poem) |
| **GENRES** |
| A Cloudy LessonInstructionsOrion and the DarkRecount- letterPersuasion- advert for ‘The Dark’Narrative- suspense opener | James and the Giant PeachRecount- letterRecount- diaryNarrative- playscript/ dialogueThe Tin ForestNarrative- setting descriptionNarrative- adventure character PoV | The Wolf’s StoryNarrative- fairy taleNewspaper reportPersuasive LetterPW- Our TowerRecount: write the adventure as a journal | QuestNarrative- fantasy storyPoem- acrostic/ structuredInto the ForestNarrative- suspenseNarrative- character descriptionNarrative- setting description | Old Shell New ShellNon- chronological reportDear TeacherPersuasion- letterRecount- diary | Coming HomeNarrative- adventureThe Shirt MachineExplanationClownsNarrative- 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 GaimanFungus the Bogeyman- R BriggsRattlebag (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 TunnelMatilda | The Iron Man (WS)The Crocodile (poem) | There’s a Rang-Tan in my BedroomThe Dark | PW- Escape from PompeiiThe Rocketeer (film)Beowulf | Leon and the Place Between The Shirt Machine (film) | The TempestMichael Rosen Rap |
| Guided Reading | The Iron ManBeowulf (legend) | Anglo Saxon BoyThe 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 TunnelNarrative- adventureNarrative- settingMatildaRecount- diaryNarrative- character description and Recount- News Report | The Iron ManNarrative-description/ action/ adventureRecount- diary and/or letterInstructionsThe CrocodilePoetry on a theme | There’s a Rang-Tan…Recount- letterNon- Chronological ReportThe DarkNarrative- mystery story openerNarrative- emotive  | PW- Escape from PompeiiHistorical narrativeThe RocketeerNarrative- setting descriptionRecount- news reportBeowulfPoem- Kenning | Leon and the Place BetweenNarrative- fantasyNarrative- description and dialoguePersuasionThe Shirt Machine:ExplanationRecount- Chronological Report | The TempestRecount- LetterNarrative- character dilemmaDiscussionMichael Rosen RapPerformance 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 CarriageInvent fresh similes and experiment with word play and alliteration, playfully exaggerating or pretendingUse 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 TanMi 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)OtherCautionary 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 EmporiumPW- Kai and the Monkey Chief | Piano (film)Voices in the Park | The ExplorerThe Liver Bird  | Midsummer Night’s DreamTuesday |
| Guided Reading | Kensuke’s Kingdom Outlaw- Robin Hood retold (legend)or Robin Hood | Nowhere Emporium (Fantasy adventure)Cloud Busting (Poem Verse) | Beetle BoyLittle People Big Dreams Westwood (NF)  | Midsummer Night’s DreamLetters to Africa (NF) | Room 13 If – Kipling (Poem) | Tom’s Midnight GardenThat’s Life (NF) |
| **GENRES** |
| Lost Giraffe:Narrative- contemporary fictionInstuctionsKensuke’s Kingdon:Narrative- adventurePoetry- Haiku Wallace and Gromit Cracking ContraptionExplanation | The Lost WordsPerformance poemsFlotsam Persuasion- advertNarrative- Setting DescriptionRecount- Diary | Nowhere Emporium:Narrative- SuspenseBiography PW- Kai and the Monkey ChiefMyth | Piano: Narrative- emotive historicalDiscussionVoices in the Park:Narrative- PoV DialogueNarrative- playscript/dialogueRecount- LetterNarrative- Character Description | The ExplorerRecount- DiaryNarrative- adventure storyThe Liver Bird:Non Chronological reportNarrative- historical/ dilemmaNarrative- Script | Midsummer Night’s Dream Narrative- fantasyNarrative- MonologueTuesday Narrative- contemporary storyRecount- 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 BustingInvent nonsense words and situations; experiment with unexpected word combinations; use language imaginatively to create surreal and inventive poemsUse 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?MacbethDr 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 LandladyNarrative- character descriptionNarrative- dialogueDiscussion- debateRecount- letter Narrative- mystery/ suspense ending and sequelHarry PotterRecount- Letter of complaintPersuasion- Letter of apologyDiscussion | The Lost Happy Endings:Narrative- setting descriptionNarrative- character descriptionRecount/ narrative hybrid- scriptRecount- NewspaperAlma:Narrative-dialogue/ emotive/ dilemma | King Kong:Narrative- monologuePoem- structured on a themeNarrative hybrid- character/ setting/ scene/ dialogueRecount- diaryRecount- postcardChronological report (film clip)Fantastic BeastsNon- chronological report | A Monster Calls:Narrative- suspense openerNarrative- continuation of contemporary storyPW- The Selfish GiantClassic narrative | Inside the Villains:Narrative- MonologueThe Dragon SlayerInstructionsTale of the Three Brothers Narrative- poetry | Should SATS be Abolished?DiscussionDr Xargle’s Book of Earthlets:Chronological reportExplanationMacbeth: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 poemsUse 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 BrigadeWrite free verse; borrow or invent patterns or forms to match meaning and own voice |

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