

Term One				Term Two		
Class Book: The Man Who Walked Between the Towers (Mordicai Gerstein)				Class Book: Beetle Boy		
Fiction	Non-fiction	Non-fiction	Poetry	Fiction	Non-fiction	Non-Fiction
Text: Into the Forest (Anthony Browne) Genre: Narrative: Fairy Tales	Genre: Inform: Diary	Genre: Discuss: Balanced Argument	Text: Wet – Lilian Moore Genre: Entertain: Performance Poetry	Film: Ruin (Literacy Shed Film) Genre: Narrative: Suspense/ Mystery	Genre: Inform: Non-chronological report	Genre: Persuade: Formal Letter
Writing Features: Classical phrases e.g. Once upon a time... Chronological Order Themes of magic, love, evil, talking animals Classical characters (e.g. princesses, witches) and settings (forests, castles etc.)	Writing Features: 1 st person Colloquial language Thoughts, feelings Past tense Chronological order	Writing Features: Signposts – adding, other side, conclusion etc. Formal sentence starters e.g. many people believe.. Impersonal Balanced structure	Writing Features: Alliteration Onomatopoeia Similes Personification Repetition	Writing Features: Short, snappy sentences Empty words Use of senses Showing character's fear Ellipsis Onomatopoeia Rhetorical Questions Shock	Writing Features: Subheadings Technical Vocab Fact boxes Present tense Bullet Points Comparison	Writing Features: Formal writing e.g. I am writing to inform you..., yours sincerely etc. Emotive words e.g. appalled to read... Conjunctions to link ideas e.g. furthermore
Skills Progression: Non-negotiables To use all the necessary punctuation of direct speech To expand noun phrases Write a well-structured and well-paced narrative	Skills Progression: Non-negotiables To always maintain an accurate tense throughout a piece of writing	Skills Progression: Non-negotiables To use subordinate clauses, which are in varied positions in sentences.	Skills Progression: To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	Skills Progression: To use relative clauses beginning with a relative pronoun To describe atmosphere with carefully-chosen vocabulary to enhance mood and create pace.	Skills Progression: To consistently use apostrophes for singular and plural possession Expanded noun phrases to convey complicated information concisely To produce sustained and accurate writing with appropriate structure, organisation and layout devices	Skills Progression: To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own.

Term Three				Term Four		
Class Book: The Promise (Nicola Davies)				Class Book: Street Child (Berlie Doherty)		
Fiction	Non-fiction	Non-fiction	Poetry	Fiction	Non-fiction	Non-Fiction
Film: Home Sweet Home (Literacy Shed Film) Genre: Entertain: First Person Narrative	Genre: Inform: Recount	Genre: Persuade: Advert	Text: My Grandma Genre: Entertain: Poetry	Genre: Entertain: Historical Fiction	Genre: Inform: Biography	Film: Birthday Boy (Literacy Shed Film) Genre: Inform: Newspaper Report
Writing Features: 1 st person Convey emotion through conversation Personification Pathetic Fallacy Extending description (e.g. relative clauses, noun phrases)	Writing Features: Time conjunctions Variety of sentence starters Chronological order Past Tense	Writing Features: Slogan Exaggeration Powers of 3 Rhetorical questions Quotes Statistics	Writing Features: Structure Repetition Personification	Writing Features: Historical detail Old-fashioned language Character description: movement, speech, face, how others react Variety of sentence starters	Writing Features: Clear structure of events Dates Time conjunctions Quotes Information and facts Passive voice	Writing Features: Headline Orientation and reorientation paragraphs Captions Reported speech Details
Skills Progression: To use brackets, dashes or commas to indicate parenthesis To describe settings with carefully chosen vocabulary to enhance mood and clarify meaning To proofread their work to assess the effectiveness of others' writing and to make necessary corrections and improvements	Skills Progression: To use commas consistently to clarify meaning and avoid ambiguity Complex sentences with -ed and -ing opening clauses	Skills Progression: To use modal verbs to indicate degrees of possibility To produce sustained and accurate writing with appropriate structure, organisation and layout devices	Skills Progression:	Skills Progression: To regularly use dialogue to convey character and to advance the action. To use a wide range of linking words/phrases to build cohesion (place adverbials etc.) To describe characters with carefully-chosen vocabulary to enhance mood and clarify meaning. To consider how authors have developed characters and settings in what pupils have read.	Skills Progression: To use a wide range of linking words/phrases to build cohesion (time adverbials etc.) To consistently link ideas across paragraphs. To proofread work to precis longer passages by removing unnecessary repetition or irrelevant details.	Skills Progression: To ensure the consistent and correct use of tense throughout all pieces of writing Perfect form of verbs to mark relationships of time and cause To produce sustained and accurate writing with appropriate structure, organisation and layout devices

Term Five			Term Six			
Class Book: The Phone Booth in Mr Hirota's Garden (Heather Smith)			Class Book: The Wolves of Willoughby Chase (Joan Aiken)			
Fiction	Non-fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Poetry
Film: Tsunami (The Animation Workshop) inc. Phone Booth Genre: Entertain: Narrative with a dilemma	Genre: Inform: Instructional guide	Genre: Discuss: Newspaper article	Text: Eye of the Storm (Literacy Shed film) Genre: Entertain: Narrative – Adventure	Genre: Persuade: Campaign	Film: High Flying Giraffes (Literacy Shed Film) Genre: Inform: Explanation	Text: Everything Touches Genre: Entertain: Poetry
Writing Features: Characterisation: movement, face, actions, show not tell Change of feeling/emotion overtime Powers of three	Writing Features: Subheadings Time conjunctions Suggestions and advice Imperative verbs Bullet point lists Modal verbs Diagram	Writing Features: Headline Orientation and reorientation Emotive language Opinions as facts Clear arguments Personal pronouns (us/them)	Writing Features: Pathetic Fallacy Amplification Use of senses Variety of sentence lengths Variety of sentence openers Show not tell	Writing Features: Exaggeration Powers of 3 Rhetorical questions Facts and Statistics Personal pronouns (us/them)	Writing Features: Time conjunctions Technical vocab Diagrams Casual conjunctions Time conjunctions	Writing Features:
Skills Progression: Complex sentences with an omitted relative pronoun To consider how authors have developed characters and settings in what pupils have read. To proofread their work to assess the effectiveness of their own writing and to make necessary corrections and improvements	Skills Progression: To use a range of adverbs and modal verbs to indicate degrees of possibility To produce sustained and accurate writing with appropriate structure, organisation and layout devices	Skills Progression: To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own.	Skills Progression: <i>Revisit and use Y5 grammar and vocab</i> To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.	Skills Progression: <i>Revisit and use Y5 grammar and vocab</i> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own.	Skills Progression: <i>Revisit and use Y5 grammar and vocab</i> To produce sustained and accurate writing with appropriate structure, organisation and layout devices	Skills Progression: