

# Highfield English Writing Curriculum Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p><b><u>Little Red Hen</u></b> Listen to the story and understand. Use resources to retell the story. Have a go at mark making about The little red hen</p> <p><b><u>The Gingerbread man</u></b> Listen to the story and understand. Use resources to retell the story. Have a go at mark making about The Gingerbread man Can</p> <p><b><u>Tattybogle</u></b> Listen to the story and understand. Have a go at mark making about Tattybogle</p> <p><b>Autumn writing</b> Write a sentence about what happens in Autumn</p> <p><b>Senses writing</b> Write a sentence about what they can use their hands for</p> <p><b>Book characters</b> Use flip book to introduce the characters from the reading scheme books –</p> <p><b>Writing Christmas cards and letters to Santa .</b> Write a letter to Santa, asking for a present.</p>	<p><b>Emergent writing</b> Have a go at writing about their winter holiday.</p> <p><b>Whatever the weather - non fiction.</b> Labels for Windy weather work Annotate own work.</p> <p><b>Favourite type of weather</b> Children to write a sentence explaining which type of weather they like and explain why – emergent writing.</p> <p><b>'Seasons'</b> Labels for winter clothes picture Children to label their picture of what they would wear in Winter.</p> <p><b>Rainy weather</b> Following on from the rain clothes experiment, children are to record a sentence explaining what happened and why.</p> <p><b>'1,2,3 off to the sea' - fiction.</b> Look at speech bubbles and signs.</p> <p><b>Labels for book page</b> Children to label their picture of what they can see.</p> <p><b>Alien description</b> Children to write a description of the alien they have drawn / painted. construct their own sentences</p> <p><b>'Man on the moon' 'Aliens love underpants'</b> Can children identify if a fiction / non fiction book? List for astronaut Children to write a list of what an astronaut would take to space</p> <p><b>Sentence writing - Space</b> Children to write a description of the space photograph they can see</p>	<p><b>'Jack and the Beanstalk'</b> Discuss how stories always have a beginning, middle and end.</p> <p><b>Surprise parcel writing</b> Children to write a sentence or more predicting what might be in the surprise parcel –</p> <p><b>Story sequencing</b> Recap the story. With a set of the first 4 picture cards, order the story sequentially. Record a sentence for each picture.</p> <p><b>'Jack and the Beanstalk'</b> Recap all features from previous week. Share alternative versions of Jack and the Beanstalk and discuss similarities and differences between the stories. Identify the beginning, middle and end.</p> <p><b>Story sequencing</b> <b>'Amazing Eggs'</b> List of creatures that hatch from eggs Children to write a list of creatures that hatch from eggs. Alphabetical order</p> <p><b>Life cycle of a chicken</b> Recording the lifecycle of a chicken Sequence the pictures for the lifecycle of a chicken.</p> <p><b>'Timothy Toad'</b> Recording the lifecycle of a toad Sequence the pictures for the lifecycle of a toad.</p> <p><b>'The Cautious Caterpillar'</b> Look at the conventions of thought / speech bubbles and have a go at writing our own. Recording key facts about a butterfly Sequence the pictures of the lifecycle of the</p>			

**'The Emperor's Race'**

Share the books- talk about front cover, author, illustrator and whether the book is fiction / non fiction.

**List of animals**

Children to write a list the animals in the race – Chinese New Year

**Sentence writing – Chinese New Year**

Children to write a description of the Chinese New Year photograph they can see

**'Noah's Ark'**

List of animals on Noah's boat

Children to write a list of the animals Noah would take on his boat.

**Alphabetical order**

Children then to have a go at ordering their own lists of animals.

Retelling of the Noah's Ark story

Children to write a sentence or more retelling the story of Noah's Ark

**'Rosie's Walk'**

Farm reading comprehension

Model reading a sentence and then drawing a picture to demonstrate your understanding.

**'Toot Toot'**

Look at use of punctuation, including speech marks.

**List of animals found on the farm**

Children to help write a list of farm animals.

Order the farm animals list alphabetically

Recap how to order alphabetically.

**Description of a farm animal**

Children to write a sentence or more describing a farm animal– emergent writing.

**'Pig gets stuck'**

Recount of the story.

Children to write a sentence or more retelling the story -

**Farm information books**

Writing about the farm (Picture stimulus).

Children to write a sentence or more to describe what they can see in the picture.

butterfly and label.

Annotate a butterfly to record key facts learnt.

**Handa's Surprise**

Scribe a list of words to describe Kenya. Model writing a postcard pretending you are in Africa.

Model writing clues to describe a fruit

Writing their own postcard pretending they are in Kenya

**Keeping healthy**

Write a list of healthy / unhealthy foods

Annotate a picture explaining the different ways of how to keep themselves healthy.

**Oliver's vegetables**

With the help of the children orally retell the story. Think of alternative vegetables and what they could be made into.

Model vegetable description writing.

Write a description of a vegetable, including what it looks like, where it grows, which part of the plant it is.

**The Shopping basket**

Writing about shops

Children to write about what they would buy from the different types of shop. From butchers I would buy....

**Minibeasts**

**Newby Hall writing**

Discuss the visit to Newby Hall, placing activities in chronological order and discussing likes / dislikes. Model for the children.

Children to write independently for Year 1 teachers.

		<p style="text-align: center;"><b>Easter / Spring card</b></p> <p style="text-align: center;">Copy write the message for their Easter card.</p>	
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;"><b><u>The tiger who came to tea</u></b></p> <p>Compose orally a sentence before writing</p> <p>Beginning to punctuate sentences using a capital letter, full stop, finger space</p> <p>Lists of food mum needs to buy.</p> <p>-Role play of The tiger who came to tea.</p> <p>Beginning to punctuate sentences using a capital letter, full stop, finger space</p> <p>Lists of food mum needs to buy.</p> <p>-Role play of The tiger who came to tea. Patterns in language punctuate sentences using a capital letter, full stop, finger space and!</p> <p style="text-align: center;"><b><u>Down behind the dustbin</u></b></p> <p>Rhyming words</p> <p>Performance Compose orally a sentence before writing, punctuate sentences using a capital letter, full stop, finger space</p> <p style="text-align: center;"><b>Instructions – follow biscuit recipe.</b></p> <p>Sequence and write own instructions.</p> <p style="text-align: center;"><b>Year 1 Bonfire Assembly</b></p> <p>– poetry, onomatopoeia phonics linked – saying out loud what they are going to write about</p> <p style="text-align: center;"><b><u>Going on a bear hunt</u></b></p> <p>Listening to a range of stories to become familiar</p> <p>Exclamation mark</p> <p style="text-align: center;"><b>Toy Story 3</b></p> <p>Character description using AND</p> <p>Capital letter for names</p> <p>Design own character description</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>using –ing, –ed, –where no change is needed in the spelling of root words</p> <p style="text-align: center;"><b><u>Day the Crayons quit</u></b></p> <p>Drama</p> <p>List writing</p> <p>Endings and prefix revision</p>	<p style="text-align: center;"><b>Holiday news recount</b></p> <p style="text-align: center;"><b>Introduce story of <u>Hansel and Gretel</u>,</b></p> <p>sequence pictures and write sentences.</p> <p>Beginning to punctuate sentences using a capital letter, full stop, finger space, ?</p> <p>sequence pictures and write sentences</p> <p>design and label gingerbread house</p> <p>Hot seating and drama</p> <p>Wanted poster</p> <p>Questions for the witch using ?</p> <p style="text-align: center;"><b>Continue story of <u>Cinderella</u>,</b></p> <p>-sequence pictures to write the story</p> <p>-change story where could Cinderella go instead of the ball?</p> <p>-write questions for a character from story.</p> <p>Becoming familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics</p> <p>Sequencing sentences to form short narratives</p> <p>capital letter, full stop, finger space conjunctions</p> <p style="text-align: center;"><b><u>Three Little Pigs</u></b></p> <p>-Sequencing activities (er/est).</p> <p>- Drama to explain understanding.</p> <p>-Questions for the wolf Becoming familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics.</p> <p>Joining words and joining clauses using and using – ing –ed, -er and -est where no change is needed in the spelling of the root word.</p> <p style="text-align: center;"><b>Three Little Pigs</b></p> <p>-Drawn and label house – link houses and home</p> <p>Information/ non fiction books</p> <p>Discuss features look at selection of books. Class to write own page on houses</p> <p style="text-align: center;"><b>Holiday news recount</b></p> <p>Using ‘and’ and extending sentences with time connectives. Reading to whole class share and discuss, and improve writing. Identify time connectives</p>	<p style="text-align: center;"><b>holiday news</b></p> <p style="text-align: center;"><b><u>Supertato</u></b></p> <p>Sequencing sentences to form short narratives.</p> <p>adjectives to describe good/bad superheroes</p> <p>-Writing sentences to describe superheroes (capital letter for names)</p> <p style="text-align: center;"><b><u>Evil pea</u> description</b></p> <p>-Write about where the veggies where in the classroom</p> <p>Settings: from a given picture to create a descriptive piece of writing. Adding connectives and extending with adjectives</p> <p style="text-align: center;"><b>-Asia day writing about costumes.</b></p> <p>-Asia day traditional story re-telling, wolf and babies.</p> <p style="text-align: center;"><b><u>Lighthouse Keepers Lunch</u></b></p> <p>speech bubble work</p> <p>Sequencing sentences to form short narratives.</p> <p style="text-align: center;"><b>Unit on pirates fiction and non-fiction</b></p> <p>Pirate fact writing</p> <p>Factfile on Blackbeard</p> <p>Sequencing sentences to form short narratives</p> <p>Unit on pirates fiction and non-fiction</p> <p>Diary of a pirate</p> <p>Description of own pirate drawing</p> <p>Recount of pirate day</p> <p>Pirate map making and labelling</p> <p>Using capital letters for names of people, places, the days of the week and the personal pronoun I.</p> <p style="text-align: center;"><b>Design and make a leaflet for the school fair</b></p> <p style="text-align: center;"><b>Write acrostic and shape poems on theme of Scarborough trip</b></p> <p style="text-align: center;"><b>Scarborough recount</b></p> <p>Sequencing sentences to form short narratives..</p> <p style="text-align: center;"><b><u>Oliver’s veggies</u></b></p> <p>Children sequence and write about the vegetables Oliver found.</p>

	<p><b>Letters to Santa</b></p> <p>Elf On Shelf sentences</p> <p>Capital letters</p> <p>Finger spcaes</p> <p>Fullstops</p> <p>Conjunctions</p> <p>Endings ed</p>	<p>Comprehension Checking that the text makes sense to them as they read. Making inferences on the basis of what has been read so far.</p> <p>Becoming familiar with stories and retelling</p> <p><b>“Tiddler”</b></p> <p>-Tiddler comprehension</p> <p>-book review</p> <p>-description of mermaid and chest</p> <p>Joining words and joining clauses using and .</p> <p>Sequencing sentences to form short narratives</p> <p>capital letter, full stop, finger space ? ED endings</p> <p>Sequence and write the Tiddler story</p> <p>Tiddler description</p> <p>Joining words and joining clauses using and .</p> <p>Sequence and write the Tiddler story.</p> <p>Description on under the sea setting</p> <p>Description of Tiddler</p> <p><b>-Follow instructions to make jellyfish</b></p>	
<p>Year 2</p>	<p><b><u>Oscar got the Blame</u></b></p> <p>Year 1 Common exception words</p> <p><b>Traditional tales – <u>The Three Little Pigs</u></b></p> <p>Compared the traditional tale to an alternative version</p> <p>Nouns</p> <p>Capital letters and full stops</p> <p><b>Traditional tales – <u>The Gruffalo</u></b></p> <p>Character descriptions and sequencing</p> <p>Adjectives and sentence openers</p> <p><b>Traditional tales – <u>Billy Goats Gruff</u></b></p> <p>Sentence construction</p> <p>Verbs, adjectives and nouns</p> <p>Sentence construction</p> <p>Irregular past tense verbs</p> <p><b><u>Six Dinner Sid</u></b></p> <p>Conjunctions</p> <p><b><u>Magic Bike</u></b></p> <p>Conjunctions</p> <p><b>Letters</b></p>	<p><b><u>To the Rescue</u> story</b></p> <p><b>Writing fictional narrative</b></p> <p>subordination and coordination</p> <p><b><u>Race to the finish</u> story</b></p> <p>To learn how to use subordination and coordination</p> <p>Writing narratives about personal experiences</p> <p><b><u>NRM school trip</u> recount</b></p> <p>To learn how to use the past tense correctly</p> <p>Adverbial phrases to indicate time</p> <p>Writing narrative about real events</p> <p><b><u>Rainhill Trials</u> story</b></p> <p>To learn how to use the past tense correctly</p> <p>Adverbial phrases to indicate time</p> <p><b><u>interviews – Amelia Earhart</u></b></p> <p>To learn how to use sentences with different forms (statements, commands and questions)</p> <p>Contractions</p> <p><b>Train Poetry</b></p> <p><b>Poetry</b></p>	<p><b><u>Tiger Child (Assessed Writing)</u></b></p> <p><b>Story sequencing</b></p> <p>Retelling</p> <p>Past tense verbs</p> <p><b><u>The Smartest Giant in Town</u></b></p> <p><b>Retelling</b></p> <p>Nouns, verbs, adjectives and adverbs</p> <p>Substituting story ideas</p> <p><b>Non-chronological Reports (Linked to School environment)</b></p> <p>Features of leaflets</p> <p>Identify and use <b>persuasive writing</b></p> <p>Adjectives, sentence openers, subject specific vocabulary, persuasive verbs</p> <p><b>Non-chronological Reports (Linked to Skipton Castle Visit)</b></p> <p>Features of leaflets</p> <p>Identify and use <b>persuasive writing</b></p> <p>Adjectives, sentence openers, subject specific vocabulary, persuasive verbs</p>

	<p>Introducing letters  <u>Dear Miss Letters (assessed writing)</u>  <b>Fantasy stories</b>  Conjunctions  <b>Instructions</b>  <b>Features of instructions</b>  How to make a Paper Plate fish and Christingle  How to make a Bauble</p>	<p>Adjectives  Check-it skills  <u>Hector and the Big Bad Knight</u>  Possessive apostrophes.  Adjectives  Conjunctions  Punctuation (commas)  Check-it skills  <b>Materials</b>  Non –chronological reports  Contractions  Adjectives  Conjunctions  Punctuation (commas)  Check-it skills  <b>Whistleless (Animation)</b>  <b>Diary</b>  Sequencing  <b>Easter &amp; Spring Symbols &amp; celebration</b>  non chronological report</p>	<p><b>Diary of a Knight</b>  Past tense  <b>Performance Poetry</b>  Listen and express views  Reading with pace and rhythm  Castles/Knight Poems  <b>Letter to next teacher</b>  Reflection on the year  Similarities / differences</p>
Year 3	<p><u>Street Child</u>  <u>The Lion the Witch and the Wardrobe</u>  <b>Settings</b>  Pictures of settings – describe them. How does weather affect the tone of writing?  Noun phrases  <b>Wizard of Oz</b> – describing the land  Co-ordinating and subordinating conjunctions  <b>Secret Garden</b> – analysing text, writing our own setting  Noun phrases, co-ordinating conjunctions, subordinating conjunctions (clauses)  editing and redrafting  <b>Newspaper Reports</b>  <b>Mary had a Little Lamb</b>  Features of newspapers reports (including the stylistic features)  Questions, exclamations  Inverted Commas</p>	<p><u>Secrets of a Sun King</u>  <u>The Boy Who Grew Dragons</u>  <u>Egyptian Cinderella</u>  <b>Comparing different versions of the story</b>  Feelings  Story map  Verbs  Planning and writing An Egyptian Sleeping Beauty  Noun phrases  Subordinate clauses  Editing and rewriting  <b>Instruction Writing</b>  Adverbs  How to mummify  Tenses, conjunctions, adverbs  edit and rewrite  <b>Historical Fiction</b>  <b>Howard Carter</b>  Prepositions, adverbs</p>	<p><u>The Firework Maker’s Daughter</u>  <u>Caterpillar Shoes</u>  <b>Story writing</b>  Retell the story  <b>Butterflies</b>  <b>Non-Chronological Reports</b>  Organising information in paragraphs  Adverbs  Paragraphs  using subheadings  Edit and rewrite  <b>Play Scripts</b>  <u>The Luck Child</u>  Conjunctions  Commas  Edit the scene. Rewrite the scene.  Prepare and perform their scene.  <b>Persuasive Writing</b>  <b>Should we wear school uniform?</b></p>

	<p>Present Perfect Form Re-cap all taught grammar</p> <p><b>Poetry</b> <b>Firework Poetry</b> Personal and possessive apostrophes</p> <p><b>Poetry</b> <b>Mill Poetry</b></p> <p><b>Fables</b> A/an</p> <p><b><u>The Wise Little Hen, The Ant and the Grasshopper</u></b> Paragraphs <b><u>The Boy who cried Wolf,</u></b> Adverbs of cause editing and redrafting</p> <p><b>Instructions</b> <b>How to make Victoria Sponge Cake</b> Adverbs of time Adverbs of place How to make a Victorian Christmas Decoration Prepositions of time and cause</p>	<p>Analysing diary entry for tone and mood. Paragraph Adverbs Inverted commas Revision of grammar features</p> <p><b><u>The Scarab's Secret</u></b> <b>Narrative Fiction</b> <b>How does your garden grow?</b> Life cycle of an apple tree, <b>chronological report writing</b></p>	<p>Persuasive Writing Tenses, conjunctions Editing and redrafting Recap of all grammar features</p> <p><b>Which famous person from Leeds deserves a statue?</b> <b>Debate,</b> planning, writing Commas Editing and redrafting Recap of all grammar features</p> <p><b>Poetry</b> <b>10 Things found in a Wizard's Pocket</b> Planning and writing Recap of all grammar features</p> <p><b>Poetry</b> <b>10 Things found in Moortown</b> Editing and rewriting Recap of all grammar features</p>
Year 4	<p><b><u>Scene description of Peter's Place</u></b> <b><u>Stig of The Dump</u></b> <b>Descriptive Writing</b> Grammar Apostrophes to mark possession Expanded noun phrases</p> <p><b>Peter's Place drama-day of disaster</b> <b>Diary Writing</b> Fronted adverbials Features of a diary Peter's Diary</p> <p><b>Robin Hood's Bay residential</b> <b>Poem</b> – RHB is... <b>Diary</b> of RHB <b>Description</b> of Robin Hood's Bay Robin Hood's Bay is.... <b>Poem</b> <b>Scarecrow description</b> <b>Postcard Writing</b></p>	<p><b>Myths</b> <b>Romulus &amp; Remus</b> <b>Birth of the stars</b> <b>How the Seasons Came to Be'</b> Grammar and Punctuation Commas Missing commas and apostrophes</p> <p><b>Legends</b> <b><u>Robin Hood</u></b> Key features Write own legend 'Robin Hood and the Golden Arrow'</p> <p><b>Instructions</b> <b>Siege machine instructions.</b> Imperative verbs <b>Wing It Alien Film</b> features of speech punctuation Grammar Adverbs Adverbials</p>	<p><b><u>Charlotte's Web</u></b> <b>Rainforest Story</b> <b>Plan, draft and write rainforest story</b> <b>Toucan Reports</b> Features of report texts Draft report on toucans 50 word description of a newly discovered rainforest bird</p> <p><b>Rare Bird Report</b> <b>Letter Writing</b> Write letter to Mr Wardill about rare bird sighting</p> <p><b>Diary Writing</b> <b><u>The Windmill Farmer</u></b> Assessment week <b>Informal Letters</b> <b>Pip and Mara</b> <b>Persuasive Writing</b> <b>Worm burger</b> <b>Instructions for potato salad</b> Imperative verbs</p>

	<p><b>Thank you letters</b>          Informal Letter          Pronouns and nouns          Prepositions</p> <p><b>Features of informal letters</b></p> <p><b>Letter to Peter's friend</b></p> <p><b>Allotment Writing</b></p> <p><b>Non-chronological report writing</b>          Autumn facts          Allotment in autumn</p> <p><b>Story of Lego</b></p> <p><b>Biographies</b>          Features of a biography          Chronological order</p> <p><b>the biography of Mary Anning</b></p> <p><b>Newspaper Writing</b>          Writing newspaper report          Sequencing          Headlines          Opening paragraph          Direct Speech</p> <p><b>Coming Home Poetry</b>          Expanded noun phrases          Emotions</p>	<p>Fronted adverbials          Commas after fronted adverbials          Pural 's' or possessive 's'          Grammar and Comprehension          Possive pronouns</p> <p><b>Biographies</b></p> <p><b>King Alfred the Great</b></p> <p><b>The Battle of Collyholt-Viking Invasion</b></p> <p><b>Narrative Writing</b>          Drama</p> <p><b>Diary Writing</b></p> <p><b>Recount of Murton Park</b></p> <p><b>Roman Invasion</b></p>	<p><b>Allotment Writing</b></p> <p><b>None chronological report writing</b>          Summer facts</p>
Year 5	<p><b>Emergency Zoo</b></p> <p><b>Letter writing to Miriam Halahmy (author)</b></p> <p><b>The Piano</b></p> <p><b>Diary entry</b>          Albert's 8th Birthday          Determiners          Expanded Noun Phrases          The Piano-interpret music using objects          Storyboard of Albert's birthday The Piano</p> <p><b>The Piano Biography</b>          Modal Verbs          Draft and re-draft A Biography of Albert James          Osbourne</p> <p><b>Alan Turing</b></p>	<p><b>The Boy at the Back of The Class</b></p> <p><b>Letter writing to Onjali Q'Rauf</b></p> <p><b>Recount</b>          A recount of Ahmet's first 48 hours in the first person          Higher level conjunctions          Possessive apostrophes</p> <p><b>Formal Letter of Complaint</b>          Features of a formal letter          Higher level conjunctions          Formal letter of complaint plan, draft and re-draft</p> <p><b>Performance Poetry</b>          Perform Shopping Trolley by Brian Moses          Literary devises          Write own verse of performance poem and perform with instruments</p>	<p><b>Usborne Space Book (non-fiction)</b></p> <p><b>Persuasive Formal Letter Writing-</b>          Writing to a local business for our summer fair-draft and redraft</p> <p><b>Non-Chronological Reports</b>          Reading and annotating an example- solar system headings and paragraphs          Draft writing a non-chronological report          Redraft          Homophones- including its and it's</p> <p><b>Greek Myths and Legends</b></p> <p><b>Theseus and the Minotaur-</b></p> <p><b>Narrative writing</b>          Apostrophes          The story of a Trojan soldier          Question Marks.</p>

	<p style="text-align: center;"><b>Biography</b></p> <p>Alan Turing comprehension-who was he? Why is he a key historical figure from WW2? Relative clauses Plan, draft and re-draft A Biography of Alan Turing</p> <p style="text-align: center;"><b>World War Two Evacuation (Kings Cross Station)</b></p> <p style="text-align: center;"><b>Descriptive writing features –</b> organisation, similies and metaphors, senses,</p> <p style="text-align: center;"><b><u>The Emergency Zoo</u></b></p> <p style="text-align: center;"><b>Key features of a newspaper</b> Fronted adverbials Plan, draft and re-draft</p> <p style="text-align: center;"><b><u>The Bear and the Piano</u></b></p> <p style="text-align: center;">Prepositional phrases Plan, draft and re-draft magazine article about</p>	<p style="text-align: center;"><b>River Poetry</b></p> <p style="text-align: center;"><b>Compare River by Valerie Bloom and River Runs Free by David Windle</b></p> <p>River poem plan-adjectives and verbs to describe a river Draft and re draft own river poems</p> <p style="text-align: center;"><b>Stone Age Boy</b></p> <p style="text-align: center;"><b>Time slip story ideas</b> Story boarding time slip story idea Opening with subordinate clauses Hyphens</p> <p style="text-align: center;"><b>Are Zoos morally correct?</b></p> <p>Plan draft and re-draft a <b>discussion text</b>, presenting a balanced argument</p> <p style="text-align: center;"><b>Jack and Buster</b></p> <p>Plan, draft and re-draft Jack and Buster <b>recount</b>. Split speech punctuation between Jack and Buster,</p>	<p style="text-align: center;">Paragraphs</p> <p style="text-align: center;"><b>Letter Of Persuasion Writing- The Battle of Marathon</b></p> <p>Storyboard of the battle Using drama to tell the story Direct and indirect speech</p> <p style="text-align: center;"><b>Persuasive Letter</b></p> <p style="text-align: center;"><b>King Agamemon's letter to the Spartans.</b></p> <p>Using a graphic organiser to plan Draft the letter using known history Commas- revisiting</p> <p style="text-align: center;"><b>Health and Wellbeing Week- Poetry-Mindfulness- Leisure by W.H. Davies</b></p> <p>Understanding the poem Comparative Writing</p> <p style="text-align: center;"><b>Lions and tigers comparison</b></p> <p>Writing a <b>comparison text</b></p> <p>Practise organising and structuring paragraphs Using relative clauses</p> <p style="text-align: center;"><b>Descriptive Writing</b></p> <p style="text-align: center;"><b>The Abandoned Fairground</b></p> <p>Using powerful adjectives and sense impressions to plan a journey through an abandoned fairground Organisation and structure of piece of writing Draft the journey through the fairground Redraft.</p> <p style="text-align: center;"><b>Improving Instructions</b></p> <p>Complex Instructions for making your fairground ferris wheel</p> <p style="text-align: center;"><b>CONSOLIDATE</b></p> <p style="text-align: center;"><b>Piece of writing for year six</b></p>
Year 6	<p style="text-align: center;"><b>What the Ladybird Heard</b></p> <p style="text-align: center;"><b>Character Description</b></p> <p>Revise basic punctuation – fullstops. Noun phrases and word classes Setting Description Onomatopoeia</p> <p style="text-align: center;"><b><u>Rogues' Gold</u></b></p> <p style="text-align: center;">Room Description</p>	<p style="text-align: center;"><b><u>Skellig</u></b></p> <p style="text-align: center;"><b>Narrative writing</b></p> <p>Introduction to the book – make predictions about story lines and characters from the front cover, supporting them with evidence. Discuss and evaluate how authors use language,</p>	<p style="text-align: center;"><b><u>The Iron Man</u></b></p> <p style="text-align: center;"><b>SATs preparation</b></p> <p style="text-align: center;"><b>Poetry,</b></p> <p style="text-align: center;"><b><u>Highway man</u></b></p> <p style="text-align: center;"><b>character description</b> shifts in formality</p>

	<p>Prepositions Noun Phrases Rog Prepositions <b>Oakwell Hall</b> Noun phrases Conversation Plan Speech marks</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. <b>Macbeth (abridged version (Shakespeare workshop day))</b></p> <p>Poetry – retell the story of Macbeth in the style of a rap. <b>Poetry Fire</b></p> <p>Alliteration, Personification Onomatopoeia, Assonance Imagery Rhythm Rhyme <b>A Christmas Carol (Theatre visit)</b></p> <p>A Christmas Carol by Charles Dickens Scrooge Similes synonyms Idioms Vocabulary building (tension)</p>	<p>including figurative language, to create an impact on the reader. Five senses Personification, metaphors and similes. <b>Skellig</b> <b>Write Michael’s diary.</b></p> <p>To portray the perspective of a character through writing in role. Features of a diary Subordinating conjunctions Main and subordinate clauses First person Rhetorical questions Colloquialisms Powerful verbs and adjectives Redrafting <b>Skellig</b> <b>Letter of complaint with persuasion</b></p> <p>To portray the perspective of a character through writing in role. Features of a letter of complaint/persuasion Redrafting Modal verbs <b>Barbara Hepworth</b> <b>Biography</b> Time-slip Shifts in formality, <b>Pictures at an Exhibition (Visit to The Hepworth Gallery)</b> <b>Recount</b> Prepositions Conjunctions Expanded noun phrases Passive Adverbials</p>	<p><b>Instructions. How to make a sandwich.</b> Adverbials, time conjunctions, prepositional phrases, headings, sub-headings, bullet points.</p> <p><b>Marrick Week Year 6 Residential Diary</b> <b>Formal letter of thanks.</b> <b>End of Year Play – Drama/Oracy focus</b></p>
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