



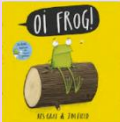

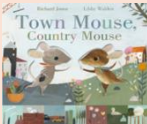
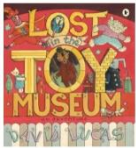


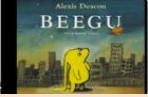





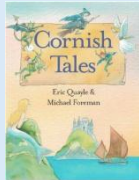






# Writing Yearly Overview

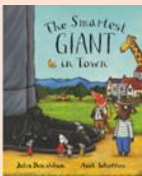

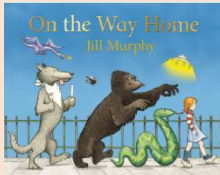

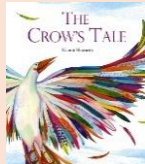
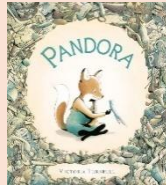
## Year One

Year One						
Narrative	Stories with predictable phrasing Class Texts - Peace at Last, A Dark, Dark Tale, Stick Man (3 x 2wks)		Traditional tales – Fairy Tales Class Texts – The Ugly Duckling, The Little Red Hen, Jack and the Beanstalk (3x2wks)		Contemporary fiction – stories reflecting children’s own experience Class Texts – Look Up, The Storm Whale (2 + 2 weeks)	
						
Suggested final written outcome	A series of simple sentences to retell parts of a familiar story using ‘predictable language’ using third person and past tense.		Write a re-telling of a traditional story including a coordinating clause (and) repetitive language.		Write a narrative to retell events based on personal experience (introduce question marks and exclamation marks).	
Non-fiction	Labels, lists and captions Class Text – Tree (1 week)	Reports Class Text – Toys and Games (1 week)	Recount Class Text – The Ugly Duckling (1 week)	Reports – non-chronological Class Text - The Big Book of the UK (1 week)	Recount Class Text – Dear Earth...From Your Friends in Room 5 (2 weeks)	Instructions Class Text – The Lighthouse Keeper’s Lunch (1 week)
						
Suggested final written outcome	Write labels and sentences for a purpose	A non-chronological report with a series of simple sentences to describe aspects of the subject.	Write simple first-person, past-tense recounts based on personal experience	A simple non-chronological report with a series of sentences to describe aspects of the subject; using a question-and-answer format.	Write simple first-person recounts based on personal experience, using adverbs of time to aid sequencing.	Following a practical experience, write up the instructions for a simple recipe.
Poetry	Vocabulary building The Star by Jane Taylor	Structure – rhyming couplets Firework Night by Andrew Collett	Vocabulary building Now We Are Six	Structure – rhyming couplets	Take one poet – poetry appreciation Class Text – Oi Frog	Structure – rhyming couplets

	<b>(1 week)</b> 	<b>(1 week)</b> 	<b>by A. A. Milne</b> <b>(1 week)</b> 	<b>The Nursery Rhymes of England: Obtained Principally from Oral Tradition (1843)</b> <b>(1 week)</b> 	<b>(1 week)</b> 	<b>Class Text – Sharing a Shell</b> <b>(1 week)</b> 
Suggested final outcome	Listen to, enjoy and repeat nursery rhymes.	Join in with familiar poems by heart	Listen to, enjoy and perform familiar poems	Join in with familiar poems by heart. Experiment with creating a two-line rhyming 'poem'.	Express a view on favourite poems with reasons	Write class poem
<b>Take one book (Subject Focus)</b>	<b>Which way do I go? Town Mouse and Country Mouse</b> <b>(1 week)</b> 	<b>How do our favourite toys and games compare to those in the past? Lost in the Toy Museum</b> <b>(1 week)</b> 	<b>Where do we live and what is it like? Coming to England</b> <b>(1 week)</b> 	<b>What does it mean for someone to make history? The Queens Hat</b> (1 week) 	<b>What is the Earth Like? Beegu</b> <b>(1 Week)</b> 	<b>Sustainability week Clean Up!</b> <b>(1 week)</b> 
Suggested final written outcome	<b>Linked to theme – compare and contrast Report</b>	<b>Linked to theme – Life in the museum for a toy Narrative</b>	<b>Linked to theme – Compare Trinidad and England – same/different Non-Chronological</b>	<b>Link to a theme – historical features of London Narrative</b>	<b>Link to a theme – Beegu's Day on Earth Recount</b>	<b>Link to a theme – How To Clean Up A Beach Instructions</b>
<b>Oracy</b>	Orally rehearse a simple sentence dictated by the teacher.		Orally rehearse a simple sentence dictated by the teacher. Say a sentence aloud before writing.		Say a sentence aloud before writing.	

# Year Two

Year Two						
Narrative	Stories with recurring language Class Texts: On the Way Home, The Smartest Giant in Town (2wks. +2wks.) 		Traditional Tales – Fairy Tales Class Texts: Little Red Riding Hood, George and the Dragon (2wks. + 2wks.) 		Traditional Tales – Cornish theme Class Text: Cornish Tales (2wks. +2wks.) 	
	Suggested final written outcome		Innovate on a familiar traditional tale, changing a character or setting when retelling.		Write a Cornish Tale based on ones read changing a setting or character. <b>Choose - The Legend of Saint Piran, The Spriggans, The Old Man of St. Michael's Mount, The Cornish Pixies</b>	
Non-fiction	Report Class Text: The Great Fire of London (2 weeks) 	Instructions Class Text: The Couch Potato (2 weeks) 	Explanation Class Text: How Does a Lighthouse Work? (2 weeks) 	Recount: Class Text: Little Red Riding Hood (2 weeks) 	Explanation Class Text: Trees, Leaves, Flowers and Seeds (2 weeks) 	Report Class Text: Trees, Leaves, Flowers and Seeds (2 weeks) 
	Suggested final written outcome	Assemble information on a subject, sorting and categorising information; use conjunctions to aid explanation (when, because).  Diary or report on events	Following a practical experience, write up the instructions for a simple recipe, use command sentences and commas in lists.  How to Stay Healthy	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation (using conjunctions).  Category from book as focus	Write first person recounts retelling events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person (introduce progressive forms).  From the perspective of an alternative character	Produce a flowchart, ensuring content is clearly sequenced  Explain the life cycle of a plant

<b>Poetry</b>	<b>Vocabulary building Poems Out Loud!: First Poems to Read and Perform (1 week)</b>	<b>In the style of- list poem Angry by Joshua Seigal (1 week)</b>	<b>Vocabulary building Poems Out Loud!: First Poems to Read and Perform (1 week)</b>	<b>Structure – rhyming couplets The Beetle – Nadine Wild-Plamer (1 week)</b>	<b>Vocabulary building Poems Out Loud!: First Poems to Read and Perform (1 week)</b>	<b>Take one poet – poetry appreciation Julia Donaldson (1 week)</b>
Suggested final outcome	Read, enjoy and perform familiar poems, improvising own adaptations.	Write additional lines for or a new poem in the style of a list poem.	Read, enjoy and perform familiar poems, improvising own adaptations.	Read familiar poems with rhyming couplet structure and innovate.	Read, enjoy and perform familiar poems, improvising own adaptations.	Express a view on favourite poems with reasons
<b>Take one book</b>	<b>Narrative (description) Class Text: The Smartest Giant in Town (1 week)</b> 	<b>Instructions Class Text: The Great Fire of London (1 week)</b> 	<b>Recount Class Text: On the Way Home (1 week)</b> 	<b>Explanation Class Text: Little Red Reading Hood (1 week)</b> 	<b>Narrative Irish myth Class Text: The Crows Tale (1 week)</b> 	<b>Report Sustainability week (1 week)</b> 
Suggested final written outcome	<b>Describe one of the characters in detail</b>	<b>How to Put Out a Fire.</b>	<b>Create own journey to recall</b>	<b>Describe how the character it different to the original story.</b>	<b>Reversal of story – How the crow regained his colours</b>	<b>Follow sustainability planning Design a vehicle of the future</b>
<b>Oracy</b>	Speaking in full sentences to answer questions clearly. Expressing personal opinions about stories, books, or events.		Participating in group discussions by listening to others and sharing thoughts. Using varied vocabulary to describe objects, people, or events.		Asking relevant questions during conversations or when learning new things. Using clear articulation and expression when speaking in front of the class.	

# Year Three



<b>Narrative</b>	<b>Adventure Stories</b> <b>Class Texts: James and the Giant Peach, The Secrets of Black Rock (2wks+2wks)</b> 		<b>Traditional tales – Alternative versions</b> <b>Class Texts: The True Story of the Three Little Pigs, The Three Little Wolves and the Big Bad Pig</b> 		<b>Legends (Cornish focus)</b> <b>Class Texts: Lutey and the Mermaid, The Mousehole Cat (2wks+2wks)</b> 	
Suggested final written outcome	Write an adventure story focusing on the plot		Write a traditional tale from a key character’s perspective		Innovate on a Cornish legend or create a ‘sequel’.	
<b>Non-fiction</b>	<b>Persuasion</b> <b>Class Text: Owen and the Soldier (2 weeks)</b> 	<b>Instruction</b> <b>Class Text: James and the Giant Peach (2 weeks)</b> 	<b>Explanation</b> <b>Class Text: The Last Bear (2 weeks)</b> 	<b>Recount</b> <b>Class Text: Anisha Accidental Detective: Granny Trouble (2 weeks)</b> 	<b>Persuasion</b> <b>Class Text: Wolves in the Walls (2 weeks)</b> 	<b>Report</b> <b>Class Text: Skeletons and Muscles (2 weeks)</b> 
Suggested final written outcome	Write a list of persuasive sentences to convince the teacher/ headteacher of an achievable change  <b>Link to Owen’s poem to save the garden.</b>	Write and evaluate a range of instructions, including directions e.g. a treasure hunt  <b>How to Travel Inside the Giant Peach</b>	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively  <b>Why Do Polar Bears Need Ice to Survive? or How Do Polar Bears Adapt to the Arctic?</b>	Write a news report of an ‘unfolding event’, including detail expressed in ways that will engage the reader/ viewer  <b>Write a recount from Anisha (witness statement of crime).</b>	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader  <b>Persuade mum that there are wolves in wall usings evidence</b>  <b>OR persuade the wolves that this is not the house for them.</b>	Demonstrate research and note-taking techniques using information and ICT texts on a small, focussed subject to contribute to a class spidergram/ Padlet to organise the information. Introduce paragraphs  <b>Non-Chronological Report - Animal of Choice</b>



Poetry	Vocabulary building Watch Me Bloom – Krina Patel-Sage (1 week)	Structure – Haiku/ Tanka Watch Me Bloom – Krina Patel-Sage  (1 week)	Vocabulary building The Morning Rush By John Foster (1 week)	Structure – narrative poetry Colour by Christina Rossetti (1 week)	Vocabulary building Slowly by James Reeves (1 week)	Take one poet – poetry appreciation James Carter – A Ticket to Kalamazoo (1 week)
Suggested final outcome	Read, enjoy and perform familiar poems, improvising own adaptations.	Read and create your own	Read, enjoy and perform familiar poems, improvising own adaptations.	Read and innovate	Read, enjoy and perform familiar poems, improvising own adaptations.	Express a view on poems with reasons
Take one book	Narrative Class Text: Stony Age Boy (1 week) 	Instructions Class Text: James and the Giant Peach (1 week) 	Instructions Class Text: The Last Bear (1 week) 	Explanation Class Text: Anisha Accidental Detective: Granny Trouble (1 week) 	Recount Class Text: The Firework Makers Daughter (1 week) 	Sustainability week Class Text: King of the Swamp (1 week) 
Suggested final written outcome	Sequencing the story  <b>Waking up, going back in time, meeting Om, return</b>	Instructions - Ideas include: <b>How to Sail on the Giant Peach How to Grow a Giant Peach How to Escape from the Seagulls How to Defeat a Shark (and Protect Your Peach</b>	Instructions  <b>How to Catch a Bear</b>	Non-Chronological- Character Analysis – why they are important to the story and what might happen if they were not included.  <b>Choose Anisha, Granny, etc.</b>	Write a diary entry  <b>Lila describes her journey to Mount Merapi:”</b>	<b>Report Follow Sustainability week planning</b> History of the Red River
Oracy	Summarising main points from a story or lesson to show understanding. Asking and answering questions with increasing detail and explanation.		Contributing to group discussions by giving clear, thoughtful responses. Using a range of vocabulary to describe feelings, opinions, and ideas.		Explaining ideas and instructions in a clear and logical sequence. Demonstrating empathy by listening and responding appropriately to others’ ideas.	

# Year Four

<b>Narrative</b>	<b>Stories to develop character (4 weeks)</b> <b>Class Texts: Anglo Saxon Boy, Varjak Paw (2wks+2wks)</b>		<b>Traditional tales – story settings and character</b> <b>Class Texts: How to Train Your Dragon, The Girl Who Speaks Bear (2 wks. + 2 wks.)</b>		<b>Myths and quests</b> <b>Class Texts: The Train to Impossible Places, The Wild Robot (2wks. + 2wks.)</b>	
						
Suggested final written outcome	Story about a single character using action and dialogue to describe.		Write a section of a narrative (or several narratives) focusing on the setting and character		Write a myth/quest focusing on effective characterisation e.g. descriptions (link dialogue to effective characterisation, interweaving speech and action).	
<b>Non-fiction</b>	<b>Persuasion</b> <b>Class Text: Varjak Paw (2 weeks)</b>	<b>Reports</b> <b>Class Text: Anglo-Saxon Boy (2 weeks)</b>	<b>Discussion</b> <b>Class Text: The Girl Who Speaks Bear (2 weeks)</b>	<b>Report</b> <b>Class Text: Once Upon a Rain Drop (2 weeks)</b>	<b>Discussion</b> <b>Class Text: The Wild Robot (2 weeks)</b>	<b>Explanation</b> <b>Class Text: The Train to Impossible Places (2 weeks)</b>
						
Suggested final written outcome	Assemble and sequence points to plan the presentation of a point of view, using graphs, images, and visual aids to make the view more convincing  <b>Which City is Best?</b>	Write your own report independently based on notes gathered from several sources, organised into paragraphs by theme.  <b>Life as an Anglo-Saxon Warrior</b>	Record different sides of an argument around an issue that children experience first-hand. <b>Should people embrace what makes them different?</b>  <b>Yanka's journey of accepting her bear-like traits.</b>	Write your report independently based on notes gathered from several sources, using nouns and pronouns to avoid repetition and create cohesion with paragraphs inc. headings and subheadings.  <b>The Water Cycle</b>	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.  <b>Roz's perspective, sharing her journey of learning to survive and understand the natural world.</b>	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style  <b>Explain any of the following in detail:</b> The Impossible Postal Express, Gravity-Defying Tools, Magical Mail Sorters, The Cursed Package, The Thought-Snatcher,

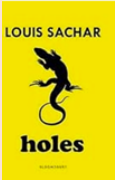



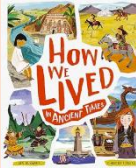
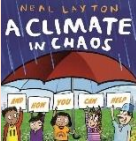
						Portal Switches, Science-Magic Blends
<b>Poetry</b>	<b>Vocabulary building</b> <b>The Sound Collector</b> <b>By Roger McGough</b> <b>(1 week)</b>	<b>Structure – rap</b> <b>Gran Can You Rap?"</b> <b>by Jack Ousbey</b> <b>(1 week)</b>	<b>Vocabulary building</b> <b>(alliteration)</b> <b>The River</b> <b>by Valerie Bloom</b> <b>(1 week)</b>	<b>Structure – narrative</b> <b>poetry</b> <b>The Spider and the Fly"</b> by Mary Howitt. <b>(1 week)</b>	<b>Vocabulary building</b> <b>(simile)</b> <b>The Moon by Robert Louis Stevenson</b> <b>(1 week)</b>	<b>Take one poet – poetry appreciation</b> <b>Ken Nesbitt –I'm Growing a Truck in My Garden Collection (1 week)</b>
Suggested final outcome	Read, enjoy and perform familiar poems, improvising own adaptations.	Listen to, read and respond to raps. Experiment with writing their own.	Read, enjoy and perform familiar poems, improvising own adaptations.	Listen to, read and respond to narrative poetry. Experiment with writing their own.	Read, and explore how poems use figurative language. Imitate features in short verse.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
<b>Take one book</b>	<b>Narrative</b> <b>Class Text: Varjak Paw (1 week)</b> 	<b>Persuasive</b> <b>Class Text: Anglo-Saxon Boy (1 week)</b> 	<b>Discussion</b> <b>Class Text: Weslandia (1 week)</b> 	<b>(Report</b> <b>Class Text: Gut Garden (1 week)</b> 	<b>Discussion</b> <b>Class Text: The Great Chocoplot (1 week)</b> 	<b>Sustainability week</b> <b>Class Text: Old Enough to Save the Planet (1 week)</b> 
Suggested final written outcome	Story about a single character using action and dialogue to describe.  <b>Create a journey that Varjak takes</b>	Provide a viewpoint and make a convincing argument  <b>When Magnus's father tries to persuade Magnus to follow in his footsteps as a warrior (or vice versa).</b>	Record different sides of an argument around an issue that children experience first-hand. <b>Should people embrace what makes them different?</b>  <b>Wesley's journey.</b>	Write your own report independently based on notes gathered from several sources, create cohesion with paragraphs inc. headings and subheadings.  <b>Digestion</b>	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.  <b>Book stimulus - last Chocolate</b>  <b>What would you save and why?</b>	Sustainability week Poem/song  <b>Follow Sustainability week Planning</b>



<b>Oracy</b>	Using effective questioning to encourage conversation or deepen understanding. Clarifying and elaborating on ideas when speaking, to explain points clearly.	Using appropriate body language (eye contact, gestures) to communicate more effectively. Expressing opinions confidently and supporting them with reasons and examples.	Summarising discussions to ensure everyone's point of view is understood. Listening actively to others and giving respectful feedback or responses.
--------------	---	--	--




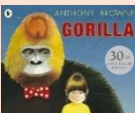


# Year Five

<b>Narrative</b>	<b>Suspense and mystery (2wks + 2wks)</b> <b>Class Texts: Holes, Sky Song</b>   		<b>Traditional tales – other cultures (2 wks. + 2 wks.)</b> <b>Class Texts: Kick, I Believe in Unicorns</b>   		<b>Fiction from our literary heritage (classic text) (2 wks. + 2wks.)</b> <b>Class Texts: The Boy at the Back of the Class, Wonder</b>   	
Suggested final written outcome	Develop skills of building up the atmosphere in writing e.g. passages building up tension  <b>Sky Song – The encounter between Eska and Sigrid</b> <b>Holes - The mystery surrounding the Holes' importance, the Yelnats family curse or history of Green Lake</b>		Reflect on the main character of the tale from different viewpoints. Re-tell the story from several different perspectives.  <b>Kick - The main character – view from work, friends and family.</b> <b>I Believe in Unicorns – view from the old lady</b>		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their contemporary version/ add a new chapter.  <b>Boy at the Back of the Class - Joining a new class – your own journey</b>  <b>Wonder – The New Kid on the block – first impressions and changes over time.</b>	
<b>Non-fiction</b>	<b>Recount</b> <b>Class Text: David Attenborough (2 weeks)</b> 	<b>Explanation</b> <b>Class Text: The Explorer (2 weeks)</b> 	<b>Persuasion</b> <b>Class Text: Kick (3 weeks)</b> 	<b>Instruction/ procedural Class</b> <b>Text: I Believe in Unicorns (1 week)</b> 	<b>Discussion</b> <b>Class Text: Wonder (2 weeks)</b> 	<b>Report</b> <b>Class Text: The Boy at the Back of the Class (2 weeks)</b> 
Suggested final written outcome	Compose a biographical account based on research	Write explanations linked to knowledge from across the curriculum, including causal conjunctions, a range of sentence structures, relative	Present an argument adapted for two different audiences.	Detailed instructions with a clear introduction and conclusion. Include parentheses, relative clauses, modals and layout devices	Write up a balanced discussion presenting two sides of an argument, following a debate. Include a conclusion to summarise the writer's opinion.	Write a report, in the form of an information leaflet, in which two or more subjects are compared.  <b>London Leaflet</b>

		clauses and parentheses. <b>Habitats – Amazon</b>		<b>How to save the library</b>	<b>Are we an all-inclusive school</b>	
<b>Poetry</b>	<b>Vocabulary building Snow by Walter de la Mare (1 week)</b>	<b>Structure – kennings The Snowman by Raymond Briggs (1 week)</b>	<b>Vocabulary building The Elf and The Dormouse By Oliver Herford (1 week)</b>	<b>Structure – ballad The Owl and the Pussycat by Edward Lear (1 week)</b>	<b>Take one poet – poetry appreciation Michael Rosen – Chocolate Cake/My Brother (2 weeks)</b>	
Suggested final outcome	Read, enjoy and perform familiar poems, improvising own adaptations.	Read and respond to Kennings. Experiment with writing own.	Listen to, enjoy and perform familiar poems, improvising own adaptations.	Listen to, read and respond to ballads. Experiment with writing their own.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. Write a stanza in the style of or using a similar topic.	
<b>Take one book</b>	<b>Holes (1 week)</b> 	<b>Queen Victoria (1 week)</b> 	<b>Kick (1 week)</b> 	<b>I Believe in Unicorns (1 week)</b> 	<b>How We Lived in Ancient Times (1 week)</b> 	<b>A Climate in Chaos (1 week)</b> 
Suggested final written outcome	Linked to a theme – (Science) habitats (deserts)  <b>Descriptive narrative to add suspense</b>	Linked to a theme – The Victorian Era – A dark or golden age?  <b>Recount</b>	Linked to a theme - Why is Fair Trade Fair?  <b>Diary Entry</b>	Linked to a theme - (British Values)  <b>Persuasive The importance of reading .</b>	Linked to a theme - Which is the most important legacy of the Ancient Greeks?)  <b>Report Greek Timeline</b>	Linked to a theme - - Sustainability week  <b>Discussion Viewpoint</b>
<b>Oracy</b>	Articulating more complex thoughts and ideas with clarity and precision. Engaging in debates or discussions, taking different viewpoints into account.		Using persuasive language to influence or explain an argument. Speaking with appropriate tone and emotion, depending on context (formal or informal).		Listening critically to others' viewpoints and considering different perspectives. Organising and structuring presentations logically, including an introduction, main points, and conclusion.	

# Year Six

<b>Narrative</b>	<b>Flashback/ timeslip (3 weeks)</b> <b>Class Text – The Wizards of Once</b>  <b>Alternative example:</b> <b>Kensuke’s Kingdom</b> 			<b>Dystopian narrative (3 weeks)</b> <b>Class Text – Scavengers</b>  <b>Alternative Example: Alma</b> 		<b>Playscripts (4 weeks)</b> <b>Class Reader – The Hobbit</b>  <b>Alternative example:</b> <b>Shakespeare</b> 	
Suggested final written outcome	Create a story or sections of more than one narrative to include flashback/ timeslip.			Plan and write a full narrative by applying their writing skills.		Create a play script based on a familiar story (or sections drawn from more than one).	
<b>Non-fiction</b>	<b>Explanation</b> <b>Class Text:</b> <b>Where the Sky Falls (2 weeks)</b>   <b>Alternative example:</b> <b>Letters from the Lighthouse</b> 	<b>Discussion</b> <b>Class Text:</b> <b>The Wizards of Once (2 weeks)</b>   <b>Alternative example:</b> <b>The Journey</b> 	<b>Report</b> <b>Class Text:</b> <b>Where the Sky Falls (2 weeks)</b>   <b>Alternative example:</b>  <b>Once</b> 	<b>Recount</b> <b>Class Text:</b> <b>Scavengers (2 weeks)</b>   <b>Diary entry</b>  <b>Alternative example: The Barnabus Project</b> 	<b>Persuasion</b> <b>Class Text:</b> <b>Swimming Against the Tide (2 weeks)</b>   <b>Alternative example:</b> <b>Greta Thunberg</b> 	<b>Debating skills</b> <b>Class Text: – Quiet Storm (2 weeks)</b>   <b>Alternative example:</b> <b>The Island by Armin Greder</b> 	
Suggested final written outcome	Write a formal explanation based on knowledge from a wider curriculum	A debate followed by a formal write-up which presents and evaluates the	Write reports as part of a presentation on a NF subject. Choose an	Write in the role, adapting distinctive voices, e.g. of characters, through preparing a CV; composing a	Construct an argument in full text to persuade others of a point of view and present the case to the class or a group; use standard English	A series of live debates on various subjects. Children work in groups/pairs/ individually to prepare and present points of views	

	including conclusions, causal relationships, and passive voice.  <b>Life as an evacuee</b>	opinions of multiple differing viewpoints with an introduction and concluding paragraph.  <b>Witches or Wizards?</b>  <b>Refugees or Natives?</b>	appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.  <b>Children and WWII</b>	biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. Explore a range of formality  <b>Misunderstood protagonist</b>	appropriately; evaluate its effectiveness  <b>Climate change, environmental concerns or endangered species (importance and impact of change)</b>	<b>British Values, social influence, prejudice, social expectations</b>
<b>Poetry</b>	<b>Take one theme – poetry appreciation</b> <b>World War II – Soldier’s Pocket by Ian MacMillan (1 week)</b>		<b>Take one theme -evolution</b> <b>Moth by Isobel Thomas (1 week)</b>	<b>Structure – sonnets</b> <b>William Shakespeare (2 weeks)</b>	<b>Structure (Lyric poetry)</b> <b>If by Rudyard Kipling (3 weeks)</b>	
Suggested final outcome	Read and respond		Read and respond	Read and perform sonnets, experiment with writing, which follow the ‘rules’.	Writing based on curriculum theme, feelings, and figurative language e.g. migration/ war/environment ( <b>Personal qualities – The Porthleven Way</b> )	
<b>Take one book</b>	<b>The Journey (1 week)</b> 	<b>A Christmas Carol (1 week)</b> 	<b>Tyger (1 week)</b> 	<b>Gorilla (1 week)</b> 	<b>Hansel and Gretel (1 week)</b> 	<b>Sustainability Week (2 weeks)</b> 
Suggested final written outcome	Linked to a theme – refugees <b>Report</b>	Linked to a theme – Flashbacks <b>Narrative</b>	Linked to a theme – Dystopian <b>Descriptive Narrative</b>	Link to a theme – Animal Captivity <b>Report</b>	Link to a theme – The Porthleven Way <b>Playscript</b>	Link to a theme – Conservation <b>Persuasion</b>
<b>Oracy</b>	Leading discussions by asking thought-provoking questions and guiding the conversation. Using formal and informal language appropriately depending on the context.		Justifying opinions or decisions with logical arguments and evidence. Using advanced vocabulary and varied sentence structures to convey complex ideas.		Giving constructive feedback to peers, and respecting their opinions while offering suggestions.	



			Delivering presentations confidently, using visual aids or supporting materials to enhance the message