

Year 1 Autumn term

| How am I making history? What is it like here? | Fiction | Non-fiction |
|--|--|--|
| Purpose | Writing to entertain | Writing to inform |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Poetry – Once in a lifetime - Description (e.g. of ourselves/ our school) - Grandad’s Island - Owl Babies - Peace at Last - The Start of Something Big | <ul style="list-style-type: none"> - Labels (for maps) - Captions (for photos of the school/ playground) - Lists (how the playground can be improved) |
| SPaG to be covered letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark | <ul style="list-style-type: none"> - How words combine to make sentences - Separation of words using spaces - Capital letters and full stops to demarcate sentences - Joining words and clauses using and - Regular plural noun suffixes –s –es | |

Year 1 Spring term

| How have toys changed? What is the weather like in the UK? | Fiction | Non-fiction |
|---|--|--|
| Purpose | Writing to entertain | Writing to instruct |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Poetry - Description (e.g. of weather/ toys) - Snow Glade Story - Katie in London | <ul style="list-style-type: none"> - Instructions – how to dress for the weather - How to use a toy - Nocturnal Animals |
| SPaG to be covered letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark | <ul style="list-style-type: none"> - How words combine to make sentences - Joining words and clauses using and - How the prefix un- changes the meaning of the word (e.g. undo, untie) - Introduction of question marks and exclamation marks to demarcate sentences | |

Year 1 Summer term

| How have explorers changed the world? What is it like to live in ___? | Fiction | Non-fiction |
|---|---|---|
| Purpose | Writing to entertain | Writing to recount |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Poetry - Description (e.g. of a character) - Handa's Surprise - Giraffes Can't Dance | <ul style="list-style-type: none"> - Diary entry from explorer's POV - Diary entry from visiting _____ - Recount of trip or experience |
| SPaG to be covered letter, capital letter, word, singular, plural, sentence, punctuation, full stop, exclamation mark | <ul style="list-style-type: none"> - Suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helper, helped) - Sequencing sentences to form short narratives - Capital letters for name and the personal pronoun I | |

Year 2 Autumn term

| <p>How was school different in the past? Would you prefer to live in a hot or cold place?</p> | <p>Fiction</p> | <p>Non-fiction</p> |
|--|---|--|
| <p>Purpose</p> | <p>Writing to entertain</p> | <p>Writing to inform</p> |
| <p>Suggested outcomes/ links/ Literacy Shed + units</p> | <ul style="list-style-type: none"> - Firework, Remembrance, winter poems - Winter's Child - Mog's Christmas | <ul style="list-style-type: none"> - Non-chronological reports (e.g. on schools/ places) - Caterpillar Shoes - Meerkat Mail |
| <p>SPaG to be covered noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> | <ul style="list-style-type: none"> - Formation of nouns using suffixes such as –ness, -er and compounding - Formation of adjectives using suffixes such as –ful –ness - Expanded noun phrases for description and specification - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | |

Year 2 Spring term

| How did we learn to fly? Why is our world wonderful? | Fiction | Non-fiction |
|--|---|--|
| Purpose | Writing to entertain (setting description) | Writing to instruct |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none">- Description of setting (e.g. oceans, natural habitats)- Bog Baby- Dear Earth | <ul style="list-style-type: none">- How to look after natural habitats- How to build a model aeroplane- Cottonwool Colin |
| SPaG to be covered noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | <ul style="list-style-type: none">- Use the suffixes –er, -est in adjectives and the use of –ly to turn adjectives into adverbs- Subordination (using when, if, that, because) and co-ordination (using or, and, but)- Correct choice and consistent use of present tense and past tense throughout writing- Commas to separate items in a list- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | |

Year 2 Summer term

| What is a monarch? What is it like to live by the coast? | Fiction | Non-fiction |
|--|--|--|
| Purpose | Writing to entertain (suspense/ adventure) | Writing to persuade |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Adventure story – visit to the coast - Castles adventure story - Charlie & the Chocolate Factory | <ul style="list-style-type: none"> - Tourist information – come and visit the coast - Writing to persuade the King to do something - The Day the Crayons Quit - Persuasive letter beach clean up |
| SPaG to be covered noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | <ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command - Use of the progressive form of verbs in the present and past tense to mark actions in progress - Recap | |

Year 3 Autumn term

| <p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Why do people live near volcanoes?</p> | <p>Fiction</p> | <p>Non-fiction</p> |
|--|---|--|
| <p>Purpose</p> | <p>Writing to entertain (poetry)</p> <p>Narrative writing (setting and character)</p> | <p>Writing to instruct</p> <p>Writing recounts</p> |
| <p>Suggested outcomes/ links</p> | <ul style="list-style-type: none"> - Poetry Lit shed: poetry units. - Lit shed: Stone Age Boy or Escape from Pompeii. | <ul style="list-style-type: none"> - Instructions on How to wash a woolly mammoth - Lit shed: instructions - Lit shed: recounts - Recount of school trip |
| <p>SPaG to be covered preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p> | <ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs or prepositions - Formation of nouns using a range of prefixes - Use the forms a or an according to whether the next word begins with a consonant or vowel | |

Year 3 Spring term

| Why did the Romans settle in Britain? Who lives in Antarctica? | Fiction | Non-fiction |
|--|---|---|
| Purpose | Writing to entertain (setting description) | Writing to inform |
| Suggested outcomes/ links | <ul style="list-style-type: none"> - Roman myths & legends - Lit shed: The Iron Man or Escape from Pompeii (if not taught Autumn term). - WBD poetry from Lit Shed. | <ul style="list-style-type: none"> - Antarctica non-chronological reports - Lit shed: information |
| SPaG to be covered preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech | <ul style="list-style-type: none"> - Word families based on common words showing how words are related in form and meaning - Expressing time, place and cause using conjunctions, adverbs or prepositions - Introduction to paragraphs as a way to group related material - Heading and subheadings to aid presentation | |

Year 3 Summer term

| What did the ancient Egyptians believe? Are all settlements the same? | Fiction | Non-fiction |
|--|--|--|
| Purpose | Writing to entertain (character/ dialogue) | Writing to explain |
| Suggested outcomes/ links | <ul style="list-style-type: none">- Adventure stories.- Lit shed: Fantastic Mr Fox or Marcy and the riddle of the Sphinx | <ul style="list-style-type: none">- How did the Ancient Egyptians mummify?- How did the Egyptians build pyramids?- Lit shed: explanation |
| SPaG to be covered preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') | <ul style="list-style-type: none">- Expressing time, place and cause using conjunctions- Use of the present perfect form of verbs instead of the simple past- Introduction to inverted commas to punctuate direct speech | |

Year 4 Autumn term

| <p>How have children's lives changed? Why are rainforests important to us?</p> | <p>Fiction</p> | <p>Non-fiction</p> |
|---|--|---|
| <p>Purpose</p> | <p>Writing to entertain (settings suspense):</p> | <p>Writing to inform</p> |
| <p>Suggested outcomes/ links/ Literacy Shed + units</p> | <ul style="list-style-type: none"> - Change story - The Firework Maker's Daughter | <ul style="list-style-type: none"> - Rainforest non-chronological reports - Non-chronological reports on the jobs of children |
| <p>SPaG to be covered determiner, pronoun, possessive pronoun, adverbial</p> | <ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Use of paragraphs to organise ideas around a theme - Use of commas after fronted adverbials | |

Year 4 Spring term

| How hard was it to invade and settle in Britain? Where does our food come from? | Fiction | Non-fiction |
|--|---|---|
| Purpose | Writing to entertain (character) | Writing to recount |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Warning story - Pugs of the Frozen North | <ul style="list-style-type: none"> - Kensuke's Kingdom - Recount unit |
| SPaG to be covered determiner, pronoun, possessive pronoun, adverbial | <ul style="list-style-type: none"> - The grammatical difference between plural and possessive –s - Standard English forms for verb inflections instead of local spoken forms - Apostrophes to mark plural possession | |

Year 4 Summer term

| Were the Vikings raiders, traders or settlers? What are rivers and how are they used? | Fiction | Non-fiction |
|--|--|---|
| Purpose | Writing to entertain (dialogue) | Writing to persuade |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Losing tale - How to Train your Dragon | <ul style="list-style-type: none"> - Persuasion unit |
| SPaG to be covered determiner, pronoun, possessive pronoun, adverbial | <ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | |

Year 5 Autumn term

| What was life like in Tudor England? What is life like in the Alps? | Fiction | Non-fiction |
|---|--|--|
| Purpose | Writing to entertain: <ul style="list-style-type: none"> - Poetry - Setting description | Writing to: <ul style="list-style-type: none"> - Inform - Persuade |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Tudor poetry/ Shakespeare - Tudor portal stories - Alps setting description - Lost Words - Rooftoppers | <ul style="list-style-type: none"> - Non-chronological reports on Alps/ Tudors/ rainforests - Come and visit the Alps! - Cosmic |
| SPaG to be covered modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | <ul style="list-style-type: none"> - Indicating degrees of possibility using adverbs or modal verbs - Converting nouns or adjectives into verbs using suffixes - Relative clauses beginning with whom which, where, when, whose, that - Devices to build cohesion within a paragraph | |

Year 5 Spring term

| What did the Greeks ever do for us? Why do oceans matter? | Fiction | Non-fiction |
|---|---|--|
| Purpose | Writing to entertain: <ul style="list-style-type: none"> - Character - Suspense | Writing to: <ul style="list-style-type: none"> - Recount - Explain |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Greek myths – defeat the monster story - Ocean suspense tale - Poetry whole school - Who Let the Gods Out - The Dreamgiver | <ul style="list-style-type: none"> - How the oceans are important. - How did the Ancient Greeks___? - Newspaper report or recount - The Barnabus Project |
| SPaG to be covered modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | <ul style="list-style-type: none"> - Verb prefixes - Linking ideas across paragraphs using adverbials of time, place and number or tense choices. - Brackets, dashes or commas to indicate parenthesis | |

Year 5 Summer term

| <p>How did the Maya civilisation compare to the Anglo-Saxons? Would you like to live in the desert?</p> | <p>Fiction</p> | <p>Non-fiction</p> |
|---|---|---|
| <p>Purpose</p> | <p>Writing to entertain:</p> <ul style="list-style-type: none"> - Openers and endings - Dialogue | <p>Writing to:</p> <ul style="list-style-type: none"> - Instruct - Discuss |
| <p>Suggested outcomes/ links/ Literacy Shed + units</p> | <ul style="list-style-type: none"> - Tale of fear - Wishing tale - The Middler - Red Miss Take | <ul style="list-style-type: none"> - How to survive in the desert - Mayan discussion text e.g. Would it be easy to live in a rainforest? Or 'Would it be easier to live in a desert or rainforest?' - Survivors - How to Live Forever |
| <p>SPaG to be covered modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,</p> | <ul style="list-style-type: none"> - Revisiting prior learning based on children's needs and recapping what has already been covered | |

Year 6 Autumn term

| <p>What does the census tell us about the local area? Why does the population change?</p> | <p>Fiction</p> | <p>Non-fiction</p> |
|---|---|---|
| <p>Purpose</p> | <p>Writing to entertain:</p> <ul style="list-style-type: none"> - Character and setting descriptions - Dialogue - Flashbacks | <p>Writing to:</p> <ul style="list-style-type: none"> - Recount - Discuss - Inform |
| <p>Suggested outcomes/ links/ Literacy Shed + units</p> | <ul style="list-style-type: none"> - Wild Boy narratives and descriptions - Holes narratives and descriptions - Warning story based on Holes - dialogue | <ul style="list-style-type: none"> - Persuasive letter to government about children working in factories - Non-chronological report/ blogs - Wild Boy/ Holes units - Informal letters |
| <p>SPaG to be covered subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> | <ul style="list-style-type: none"> - Subject and object of a sentence - The difference between informal and formal speech and writing - Layout devices - Semi-colon, colon and dash to mark boundary between independent clauses - Speech punctuation - Synonyms and antonyms | |

Year 6 Spring term

| What was the impact of WWII on the people of Britain? Where does our energy come from? | Fiction | Non-fiction |
|---|---|---|
| Purpose | Writing to entertain: <ul style="list-style-type: none"> - Poetry - Dialogue/ character - Viewpoints | Writing to: <ul style="list-style-type: none"> - Instruct - Report - Persuade |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Letters from the Lighthouse narratives - Whole school poetry - Hidden figures memoirs | <ul style="list-style-type: none"> - How to keep safe during an air raid - Newspaper report on the Blitz - Radio broadcast - Hidden Figures – persuasive letter |
| SPaG to be covered subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | <ul style="list-style-type: none"> - Use of the passive voice - Linking ideas across paragraphs using a wider range of cohesive devices - Punctuation of bullet points to list information - Use of the colon to introduce a list and semi-colons within lists - Relative clauses - Parenthesis | |

Year 6 Summer term

| Unheard histories: Who should feature on the £10 note? Can I carry out an independent fieldwork enquiry? | Fiction | Non-fiction |
|---|---|---|
| Purpose | Writing to entertain: <ul style="list-style-type: none"> - Bringing everything together - Suspense - Character description | Writing to: <ul style="list-style-type: none"> - Explain - Report |
| Suggested outcomes/ links/ Literacy Shed + units | <ul style="list-style-type: none"> - Alma stories – 3rd person narratives, setting descriptions and emotions, dual narratives - 3 Little Pigs – changing narrative | <ul style="list-style-type: none"> - How does the circulatory system work? - High Flying Giraffes |
| SPaG to be covered subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | <ul style="list-style-type: none"> - How hyphens can be used to avoid ambiguity - Subjunctive form | |