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| EYFS  |  | Autumn 1Fiction  | Autumn 1Non-Fiction | Autumn 2Fiction  | Autumn 2 Non-fiction  | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Fiction  | Non-fiction  | Fiction | Non-fiction  | Fiction/ Non-fiction  | Fiction/ Non fiction  |
| FS1 | Genre | Narrative RhymesSongs | Recount  | Narrative: RhymesSongs | Instructional texts  | NarrativeRhymesSongs | Recount  | NarrativeRhymesSongs | Instructionall texts  | NarrativeRhymesSongs | Writing name writing initial letters Information text  | NarrativeRhymesSongs | Writing name writing initial lettersInformation text |
| Texts | The colour monster Something Else Poetry: Twinkle twinkle, Hot cross buns, Miss Poly, One two buckle my shoe | Somebody crunched ColinSomebody swallowed Stanley Poetry: Twinkle twinkle, Hot cross buns, Miss Poly, One two buckle my shoe | Various traditional tales e.g. Little Red Riding Hood/The three little pigs Once upon a fairy taleThe Wolf’s pancakesI’m in charge Poetry: Incy wincy spider, Dingla dangle scarecrow, Grand old duke | Peace at Last Poetry: Humpty Dumpty, Oats and beans and barley grow | The day the crayons quit Poetry: Humpty Dumpty, Oats and beans and barley grow |
| Focus | Using actions whilst joining in  | Temporal language  | Joining in chorally with actions  | Instructional language  | Story words: Once upon a time/ Finally/Happily ever after… | Prepositional language  | Story words: Once upon a time/ Finally/Happily ever after… | Instructional language | Story words: Once upon a time/ Finally/Happily ever after… | Writing first name Initial lettersInformation language  | Story words: Once upon a time/ Finally/Happily ever after… Story structure  | Writing first name Initial lettersDescriptive language  |
|  | Autumn 1Fiction  | Autumn 1 Non-fiction  | Autumn 2Fiction  | Autumn 2Non-fiction  | Spring 1  | Spring 2 | Summer 1  | Summer 2  |
| Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction | Fiction | Non-fiction |
| FS2 | Genre | Narrative RhymesSongs  | Letter formation Instructionall texts  | NarrativeRhymesSongs  | Explanation textMaking greeting cards |  NarrativeRhymesSongs  | Recount  | NarrativeRhymesSongs  | Discussion  | NarrativeRhymesSongs  | Information text | Narrative RhymesSongs  | Discussion |
| Texts | The colour monster Something Else Poetry: Number poems, There was a crooked man and Blue wellies yellow wellies  | Somebody crunched ColinSomebody swallowed Stanley Poetry: Number poems, There was a crooked man and Blue wellies yellow wellies | Various traditional tales e.g. Little Red Riding HoodI’m in charge Once upon a fairy taleThe Wolf’s pancakesPoetry: Spike Milligan Silly rhymesWriggle and Roar (any) | Peace at Last Poetry: Mrs Pirate by NicK Sharratt Commotion in the Ocean or Rumble in the Jungle  | The day the crayons quit Poetry: Mrs Pirate by NicK Sharratt Commotion in the Ocean or Rumble in the Jungle |
| Focus | Joining in with the sounds of a story  | First nameInitial lettersInstructional language  | Joining in with dialogue  | Explanation with “because” Christmas cards  | Time connecting language  | Temporal language | Temporal connectives  | Rules of holding a discussion  | Adjective, verbs and alliteration | Information languageand description  | Early dialogue  | Persuading  |
|  |  | Autumn 1 Fiction | Autumn 1Non fiction  | Autumn 2Fiction | Autumn 2Non-Fiction | Spring 1Fiction | Spring 1 Non-fiction  | Spring 2Fiction | Spring 2Non-Fiction | Summer 1Fiction | Summer 1Non-Fiction | Summer 2Fiction | Summer 2Non-Fiction |
| Year 1  | Genre | NarrativeStory style: Traditional tales Shape/calligramPoetry | Persuasion | NarrativeStory style: fairy tales | Explanation | NarrativeStory style: familiar settingsList Poetry  | Instructions for a recipe  | NarrativeStory style: well-known stories | Recount in the form of a letter  | NarrativeStory style: fantasyFree verse Poetry | Information text | Playscripts  | Discussion |
| Texts | The Naughty Bus The High Street by Alice Melvin Beware of the boys by Tony BlundellPoetry: Spaghetti, spaghetti, Feasts, Perfectly peculiar pets, Water by Shirley Hughes  | The true story of the three little pigs Poetry: There was a crooked man, Hands, A first book of the sea  | Coming to England Poetry: Rickety Train Ride, In the dark dark wood, Polar bear artic hare |
| Focus | Characterisation CL and FSWritten in the third person and past tenseUse of exclamation marks and questions Use of the conjunction “and”Poetry:Describes an objectPresented in the shapeOr layout | Non-fiction: Use the grammar and punctuation of year 1 NC | Atmosphere e.g scarinessCL and FSWritten in the third person and past tenseUse of exclamation marks and questions Use of the conjunction “and”  | Non-fiction: Explanation with “because” and connectives | Setting:Personal retellings using first person and past tenseCL and FSUse of exclamation marks and questions Use of the conjunction “and”Poetry: List of words, phrases or sentences on a subject Starter word or phraseMay or may not rhyme  | Non-fiction: Use the grammar and punctuation of year 1 NC | Openings and endings CL and FSWritten in the third person and past tenseUse of exclamation marks and questions Use of the conjunction “and” | Non-fiction: Use the grammar and punctuation of year 1 NC | DescriptionCL and FSWritten in the third person and past tenseUse of exclamation marks and questions Use of the conjunction “and” Poetry- use of coupletsRepetition  | Non-fiction: Use the grammar and punctuation of year 1 NC | Layout: Introduction: scene titlesMain bodyA scene, beginning middle, end  | Non-fiction: Language of discussion  |
|  |  | Autumn 1 Fiction | Autumn 1Non fiction  | Autumn 2Fiction | Autumn 2Non-Fiction | Spring 1Fiction | Spring 1Non-Fiction | Spring 2Fiction | Spring 2Non-Fiction | Summer 1Fiction | Summer 1Non-Fiction | Summer 2Fiction | Summer 2Non-Fiction |
| Year 2  | Genre | NarrativeStory style: adventure stories  | Persuasion | NarrativeStory style: humorousDiamonte Poetry | RecountDiary writing  | NarrativeStory style: fables  | Instructions  | NarrativeStory style: dilemmas | Discussion textAcrostic poetry | NarrativeStory style: adventure storiesFree verse Poetry | Information text  | Playscripts  | Explanation |
| Texts  | VLAD AND THE GREAT FIRE OF LONDON – Kate Cunningham | The Queen’s Handbag by Steve Antony  | The Journey by Aaron Beck  |
| Focus  | Openings and endingsWritten in the past progressive tense, third person Apostrophes used for possession and contractionConjunctions: and, so, because, when, if, that, or, butExclamation and questions marks Noun phrasesCommas in a listVerbs chosen for effect  | Non-fiction: Written in the past tense Rhetorical questionsEffective use of noun phrases  | CharacterisationWritten in the past progressive tense, third person Apostrophes used for possession and contractionConjunctions: and, so, because, when, if, that, or, butExclamation and questions marks Noun phrasesCommas in a listVerbs chosen for effect Poetry:Presented in diamond shapePrecise verbs and adjectivesCapital letter, commas between verbs and adjectives, no punctuation at end of line | Non-fiction: Use of past and present tenseProgressive verbsConjunctions for coordination and subordination Noun phrases  | Setting Written in the first person and past tenseApostrophes used for possession and contractionConjunctions: and, so, because, when, if, that, or, butExclamation and questions marks Noun phrasesCommas in a listVerbs chosen for effect  Performance poetry/Kenning | Non-fiction: Imperative verbs and command sentencesCommas in a list | CharacterWritten in the past progressive tense, third person Apostrophes used for possession and contractionConjunctions: and, so, because, when, if, that, or, butExclamation and questions marks Noun phrasesCommas in a listVerbs chosen for effect Poem- Haiku | Non-fiction: Language of discussionPoetry: First letter of each line spells out wordCapital letter at start Comma at end of sentence | Suspense/AtmosphereWritten in the past progressive tense, third person Apostrophes used for possession and contractionConjunctions: and, so, because, when, if, that, or, butExclamation and questions marks Noun phrasesCommas in a listVerbs chosen for effect Poetry:Alliteration RhymeCounting syllablesRepetitionThinking and feeling details # | Non-fiction: Use past and present tenseQuestion to form titlesQuestions and question marks Conjunctions Adjectives and comparative adjectives | Layout as for year 1Present tense, adjectives, verbs, Character’s name and colon afterwardsNew speaker, new line  | Non-fiction: Consistent use of present tense Questions used to form titlesQuestion marks used Use conjunctions so because  |
|  |  | Autumn 1 Fiction | Autumn 1Non fiction  | Autumn 2Fiction | Autumn 2Non-Fiction | Spring 1Fiction | Spring 1Non-Fiction | Spring 2Fiction | Spring 2Non-Fiction | Summer 1Fiction | Summer 1Non-Fiction | Summer 2Fiction | Summer 2Non-Fiction |
| Year 3 | Genre | NarrativeStory style: dilemmas Clerihew Poetry | Recount in the form of a newspaper  | NarrativeStory style: familiar settings  | Persuasion | NarrativeStory style: sci-ficLimerick Poetry | Explanation | NarrativeStory style: Traditional tales | Information text  | Narrative: story style Myths Free verse Poetry | Instructions | Playscript  | Explanation |
| Texts | Pebble in my PocketOGOO THE STONE AGE BOYUg the boy genius :  | The boy with the bronze axe by Kathleen Fiddler | Willow Pattern Story/Traditional Chinese stories  |
| Focus | setting Paragraphs: cohesionNouns and pronounsAdverbs: first, then, after that, finallyConjunctions: when, before, after, while, so, becausePrepositions: before, after, during, before, in, because ofInverted commas for direct speechNoun phrasesPoetry:4 lines in lengthRhyming structure AABBSubject a character named in one lineMod of poem is comic | Non-fiction: Express time, place and cause using conjunctions, adverbs and prepositionsInverted commas to punctuate direct speech | Suspense and action Paragraphs: cohesionNouns and pronounsAdverbs: first, then, after that, finallyConjunctions: when, before, after, while, so, becausePrepositions: before, after, during, before, in, because ofInverted commas for direct speechNoun phrases | Non-fiction: Express time, place and cause using conjunctions, adverbs and prepositionsUse of present perfect verbs  | Dialogue Paragraphs: cohesionNouns and pronounsAdverbs: first, then, after that, finallyConjunctions: when, before, after, while, so, becausePrepositions: before, after, during, before, in, because ofPresent perfect form used within dialogue Inverted commas for direct speechNoun phrasesPoetry:Five-line in lengthFollows AABBA structureFirst line begins with “There was a ..” and ends with the name of a person | Non-fiction: Features of an explanation text | Openings and endings Paragraphs: cohesionNouns and pronounsAdverbs: first, then, after that, finallyConjunctions: when, before, after, while, so, becausePrepositions: before, after, during, before, in, because ofPresent perfect form used within dialogue Inverted commas for direct speechNoun phrases | Non-fiction: Express time, place and cause using conjunctions, adverbs and prepositionsHeadings and subheadings | Description of people, places and objects Paragraphs: cohesionNouns and pronounsAdverbs: first, then, after that, finallyConjunctions: when, before, after, while, so, becausePrepositions: before, after, during, before, in, because ofPresent perfect form used within dialogue Inverted commas for direct speechNoun phrasesPoetry:RepetitionRhymeSimileRhythm  | Non-fiction: Express time, place and cause conjunctions, adverbs and prepositionsHeadings and sub-headings  | Layout: Introduction: scene title and setting descriptionMain body: Different scenes with diff characters and stage directionsOpening, build up, Climax, resolution Conclusion: final line which concludes the story | Non-fiction: Express time, place and causal conjunctions, adverbs and prepositionsHeadings and subheadings  |
|  |  | Autumn 1 Fiction | Autumn 1Non fiction  | Autumn 2Fiction | Autumn 2Non-Fiction | Spring 1Fiction | Spring 1Non-Fiction | Spring 2Fiction | Spring 2Non-Fiction | Summer 1Fiction | Summer 1Non-Fiction | Summer 2Fiction | Summer 2Non-Fiction |
| Year 4  | Genre | Narrative –Story style Adventure  | Recount in the form of a newspaper | NarrativeStory style: historical Kenning Poetry | Persuasion | NarrativeStory style: mystery Free verse Poetry | Explanation | Narrative Story style: legends | Discussion text  | Narrative: story style FantasyPerformancePoetry | Instructions | Playscripts  | Information text |
| Texts | Greek myths and legendsWHO LET THE GODS OUT? – Maz Evans | Roman Myths The thieves of Ostia The time-travelling cat and the Roman eagle by Julia Jarman  | Escape from Pompeii  |
| Focus  | OpeningsThird person and past tense including past progressive and present perfect Standard EnglishFronted adverbials Adverbials within and across paragraphs: therefore, howeverCohesion using nouns and pronouns ParagraphsVerbs and adverbs chosen for effectConjunctions: when, before, after, while, so, becauseExpanded noun phrasesApostrophes for plural possession | Non-fiction: Use of paragraphsExpanded noun phrasesFronted adverbials eg later that day  | Suspense and actionThird person and past tense including past progressive and present perfect Standard EnglishFronted adverbials Adverbials within and across paragraphs: therefore, howeverCohesion using nouns and pronouns ParagraphsVerbs and adverbs chosen for effectConjunctions: when, before, after, while, so, becauseExpanded noun phrasesApostrophes for plural possessionPoetry: use two-word joined with a hyphen Two words noun and verb or noun and noun Use a metaphor to describe an objectNo set number of lines per verse | Non-fiction: Create cohesion through nouns and pronounsUse adverbials eg therefore, howeverUse paragraphs, expanded noun phases | DialogueThird person and past tense including past progressive and present perfect Standard EnglishFronted adverbials Adverbials within and across paragraphs: therefore, howeverCohesion using nouns and pronouns ParagraphsVerbs and adverbs chosen for effectConjunctions: when, before, after, while, so, becauseExpanded noun phrasesApostrophes for plural possessionFull range of speech punctuationPoetry: Structure of author focus, Simile, metaphor, mood and tone, vocabulary choice  | Non-fiction: Fronted adverbialsParagraphsCreate cohesion through the use of nouns and pronouns | Openings and endings Third person and past tense including past progressive and present perfect Standard EnglishFronted adverbials Adverbials within and across paragraphs: therefore, howeverCohesion using nouns and pronouns ParagraphsVerbs and adverbs chosen for effectConjunctions: when, before, after, while, so, becauseExpanded noun phrasesApostrophes for plural possessionFull range of speech punctuation | Non-fiction: Consistent use of present tense Use of present perfect form of verbsEffective use of noun phrasesUse of paragraphs and adverbialsUse of headings and subheadings | Description of people, places and objectsThird person and past tense including past progressive and present perfect Standard EnglishFronted adverbials Adverbials within and across paragraphs: therefore, howeverCohesion using nouns and pronouns ParagraphsVerbs and adverbs chosen for effectConjunctions: when, before, after, while, so, becauseExpanded noun phrasesApostrophes for plural possessionFull range of speech punctuationPoetry: clear voice, different voices, feeling and expressions, movement and gesture, speed and tone,Additional features eg music  |  Non-fiction: Express time, place and cause conjunctions, adverbs and prepositionsHeadings and sub-headings  | Layout: as for year 3Powerful verbs/adverbsStage directions (written in brackets)Sound effects/reactions of actors (written in brackets) | Non-fiction: Create cohesion using nouns and pronounsUse of paragraphs |
|  |  | Autumn 1 Fiction | Autumn 1Non-fiction  | Autumn 2Fiction | Autumn 2Non-Fiction | Spring 1Fiction | Spring 1Non-Fiction | Spring 2Fiction | Spring 2Non-Fiction | Summer 1Fiction | Summer 1Non-Fiction | Summer 2Fiction | Summer 2Non-Fiction |
| Year 5 | Genre | NarrativeStory style: historical  | PersuasionNarrative Poetry  | NarrativeStory style: myths   | Instructions | NarrativeStory style: humorous  | Discussion text | NarrativeStory style:fantasy Performance poetry  | Explanation text | Narrative: story styleOther cultures  | Recount in the form of a newspaper report  | PlayscriptSimile and metaphor poetry | Information text  |
| Texts | Beowulf by Michael Morpurgo  | The Chocolate TreeThe hero twins graphic novel  | Queen of the Falls by Chris Van Allsberg |
| Focus | SettingThird person and past tense, present perfect or past perfectAdverbials across paragraphsModal verbs to show possibilityAdverbs of possibility: probably, definitelyParenthesis: brackets, dashes and commasLayout devices eg chapters, how it all beganRelative clauses  | Non-fiction: Modal verbs to show degree of possibilityCohesion between paragraphs Poem: rhyme, structure, archaic language, hyperbole, symbolism, personification, pathetic fallacy, repetition | Style and vocabulary Third person and past tense, present perfect or past perfectAdverbials across paragraphsModal verbs to show possibilityAdverbs of possibility: probably, definitelyParenthesis: brackets, dashes and commasLayout devices eg chapters, how it all beganRelative clauses  | Non-fiction: ParenthesisRelative clausesModal verbsVarious layout devices | Openings and endings Third person and past tense, present perfect or past perfectAdverbials across paragraphsModal verbs to show possibilityAdverbs of possibility: probably, definitelyParenthesis: brackets, dashes and commasLayout devices eg chapters, how it all beganRelative clauses  | Non-fiction: Create cohesion between paragraphs using adverbialsUse layout devices to provide additional infoCreate cohesion between paragraphs using adverbialsRelative clauses used to add additional infoUse of parenthesis  | Suspense Third person and past tense, present perfect or past perfectAdverbials across paragraphsModal verbs to show possibilityAdverbs of possibility: probably, definitelyParenthesis: brackets, dashes and commasLayout devices eg chapters, how it all beganRelative clauses Poetry: Poetry: clear voice, different voices, feeling and expressions, movement and gesture, speed and tone,Additional features eg music  | Non-fiction: Indicate degrees of possibility using adverbs and modal verbsUse layout devices Create cohesion between paragraphsUse relative  | Character and dialogue Third person and past tense, present perfect or past perfectAdverbials across paragraphsModal verbs to show possibilityAdverbs of possibility: probably, definitelyParenthesis: brackets, dashes and commasLayout devices eg chapters, how it all beganRelative clauses  | Non-fiction: Use of past perfect Modal verbsCohesion between para | Layout: Introduction: scene title and setting descriptionMain body: Different scenes with diff characters and stage directionsCharacters speak in detail and have stage directions to follow the opening, build up, climax, resolution conclusion: final line which concludes the storyPoetry: use of simile Use of metaphorLine length varies  | Non-fiction: Create cohesion with paragraphsParenthesisVarious layout devices |
|  |  | Autumn 1 Fiction | Autumn 1Non-fiction  | Autumn 2Fiction | Autumn 2Non-Fiction | Spring 1Fiction | Spring 1Non-Fiction | Spring 2Fiction | Spring 2Non-Fiction | Summer 1Fiction | Summer 1Non-Fiction | Summer 2Fiction | Summer 2Non-Fiction |
| Year 6  | Genre | Narrative-Story style Adventure NarrativePoetry | Recount in the form of a newspaper article  | NarrativeStory style: Flashback | Discussion text | NarrativeStory style: other cultures  | Information text | Narrative: story style Mystery SonnetPoetry | Persuasion | NarrativeStory style: Science fiction  | Explanation text | Playscript Performance Poetry | Daily short burst writingBasic plot patterns Revisit all non-fiction texts   |
| Texts | Stanley’s Stick or other books? The Little Ships – Louise BordenPortable Paradise – Roger RobinsonWartime Recipes, Dig for Victory – Ray AndersonRose Blanche -Roberto Innocenti |  Islamic civilisation topic  | Crime and Punishment topic Holes  |
| Focus | Adventure Vocabulary typical to informal speech and formal speech Passive voiceSubjunctive form to hypothesisePast perfect progressive form used to indicate specific points in time Cohesion across paragraphs using pronouns, nouns, adverbialsColons semi-colons and dashes Poem: rhyme, structure, archaic language, hyperbole, symbolism, personification, pathetic fallacy, repetition | Non-fiction: Use of past perfect progressiveAdapt degrees of formality/informality Create cohesion across parag | Description of people, places and objectsVocabulary typical to informal speech and formal speech Passive voiceSubjunctive form to hypothesisePast perfect progressive form used to indicate specific points in time Cohesion across paragraphs using pronouns, nouns, adverbialsColons semi-colons and dashes  | Non-fiction: Create cohesion across paragraphs using wider cohesive devicesMake informal and formal language choicesand adapt accordinglyUse of passive voiceUse subjunctive formUse semi-colons, colons and dashes  | Setting: atmosphereVocabulary typical to informal speech and formal speech Passive voiceSubjunctive form to hypothesisePast perfect progressive form used to indicate specific points in time Cohesion across paragraphs using pronouns, nouns, adverbialsColons semi-colons and dashes  | Non-fiction: Vocab typical of informal and formal speechUse of passive voiceCohesion across paragraphs | Character and dialogue Vocabulary typical to informal speech and formal speech Passive voiceSubjunctive form to hypothesisePast perfect progressive form used to indicate specific points in time Cohesion across paragraphs using pronouns, nouns, adverbialsColons semi-colons and dashes  Poetry: compare two sonnets for content, language and rhyme pattern  | Non-fiction: Make formal and informal vocab choicesAdapt degrees formality/informalityUse of passive voiceUse subjunctive form to hypothesis Create cohesion across parag | Style and vocabulary Vocabulary typical to informal speech and formal speech Passive voiceSubjunctive form to hypothesisePast perfect progressive form used to indicate specific points in time Cohesion across paragraphs using pronouns, nouns, adverbialsColons semi-colons and dashes   | Non-fiction: Adapt degrees of formality/informalityCreate cohesion between paragraphs using a wider range of devicesUse of passive voice  | Layout as per year 5Use bold/italic writing when something is spoken Use ellipsis to show pauses in speechCharacter/scene listStage directions in italicsSound effects/reactions of actors written in brackets within sentences Poetry: clear voice, different voices, feeling and expressions, movement and gesture, speed and tone,Additional features eg music  |  |