

Genre	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	<p><b>Traditional Tales</b></p> <p>Throughout the year Reception will listen to a range of traditional tales linked to our topics. They will learn to listen attentively and maintain attention and concentration during class story times. They will enjoy listening to 'Jack and the Beanstalk' and 'The enormous turnip' relating to our topic learning all about plants and growing. This will allow the children to build up their own vocabulary. We will focus on the traditional stories 'The Three Little</p>	<p><b>Traditional Tales</b></p> <p>In this unit children will continue the work on traditional tales from Reception. Pupils will look at traditional tales in more detail. Focusing on the different features that are prominent in traditional tales. There will be a focus on consolidating an understanding that stories have characters, settings and events. Children will be taught to identify the main events in a story. Children will work in recognising patterns in texts, (e.g.) repeated</p>	<p><b>Traditional Tales with a twist</b></p> <p>In this unit children will consolidate the structure of a traditional tale and identify the common themes, predicting endings and word choices. After retelling the tale verbally, they will write their own story in the style of a traditional tale, using typical characters, settings and events. Once children are familiar with this structure, they will begin to make changes to the story to include a twist to a plot line or character. Children will look</p>	<p><b>Historical Fiction-</b> Stone Age Boy by Satoshi Kitamura</p> <p>In this unit the children will build upon their understanding of narratives by looking at a historical fiction text that links directly with our history topic. Specifically, they will look at the story of Stone Age Boy (history link) where a young boy mysteriously travels back in time and learns all about the stone age people. The children will use this text to understand how a historical fiction text is written to entertain but also to teach the reader</p>	<p><b>Issues and dilemmas – Was Romulus right to kill his twin brother?</b></p> <p>In this unit children will develop their work with narrative texts by reading stories that contain a dilemma or issue to be faced is a really tricky one to deal with. Children will analyse the structure and chronology of a story. They will comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over.</p>	<p><b>Legends- The Trojan Horse Atlantis</b></p> <p>In this unit children will build on the work they have completed in Year 3 where they looked at the Folktales that have been passed down through generations. They will read and evaluate a range of different legends from the Ancient Greeks and explore the difference between a myth and a legend. They will review the different ways to introduce and build up a character and look at how the character is described. They will compare different versions of the same story and note patterns and</p>	<p><b>Flashbacks</b></p> <p><b>Kensuke's Kingdom –</b> flashbacks to when Michael was back at home with his family. In this unit, children will identify the language, grammar, organisational and stylistic features of balanced written discussions which: summarise different sides of an argument, clarify the strengths and weaknesses of different positions, signal personal opinion clearly and draw reasoned conclusions based on available evidence Children will recognise and understand the distinction between the persuasive presentation of a particular view and the discursive</p>

	<p>Pigs' and 'Goldilocks and the Three Bears' during role play situations within the construction area, and home corner. This will allow children to join in with repeated refrains in rhymes and stories and to use language to imagine and recreate experiences in play situations. We will also cover 'The Gruffalo', 'Elmer' and 'Room on the Broom' at different times throughout the year for children to listen to and join in with. Lots of other traditional tales will be available in our reading corner for the children to show interest in and handle</p>	<p>phrases and refrains (The Three Little Pigs). Before writing children will make predictions about events and endings or about how characters will behave. They will be able to recognise the beginning, middle and end in stories. As well as recognise typical phrases for story openings and endings. Verbally children should be able to orally re-tell a familiar story in sequence and including some story language. Children should then be able to write their own version of a familiar story using a series of sentences to sequence events. They should also be able to write</p>	<p>carefully at the characters and create character descriptions. They will begin to think about what characters might say. Children will listen to stories that contain a twist in the original tale to gather ideas for their own stories.</p>	<p>about a time or event in history. The children will recap and extend their ability to use adjective to describe a setting and really show what a place looks like to help the readers understanding. Historical settings need detail to make them authentic and to give important 'mapping' clues to the reader. When was this happening? Whereabouts is this story taking place? Where appropriate archaic language is used, including old-fashioned words that have fallen out of usage, e.g. Let me carry thy basket, old dame. The children will look at how to include accurate historical detail to create the setting.</p>	<p>Pupils will discuss the decisions that the author has made in setting up issues for the characters and choosing how to resolve them. Children will comment on the success of the writing and whether children agree or disagree with the way that the problem was solved. They will look for evidence of a distinctive voice for the narrator and any comments they make on the events. Children will explore the way key characters respond to a dilemma, make deductions about their motives and feelings. They will explore alternative outcomes to the main issue.</p>	<p>similarities amongst a range of different legends. Children will then use their reading to help them plan and write a Greek legend of their own or a variation of a Greek legend that they have already read about.</p>	<p>presentation of a balanced argument. Children will explore orally and then write a balanced report summarising fairly the competing views, analysing strengths and weaknesses of different positions, drawing reasoned conclusions where appropriate using formal language and presentation as appropriate.</p>
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	themselves and choose to read as a class during our end of day story time.	their own story with a linear structure; beginning, middle and end; good and bad characters.			Analyse dialogue. Pupils will judge the extent to which characters reveal their true feelings/motives. Pupil will use improvisation to explore alternative actions and outcomes to a particular issue. They will write in role as a character from a story. Children will plan and write a longer story where the central character faces a dilemma that needs to be resolved. They will use a clear story structure and organise into paragraphs. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive		
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					language to build detail.		
	<p><b>Stories from Other Cultures</b> Children will look at stories from other cultures throughout the year, but in particular during our ‘celebrations’ topic. During this time we will look at Bonfire night, Remembrance Day, Diwali and Christmas. Some of the stories we will cover during this time are ‘Sparks in the Sky’ - Bonfire Night ‘Rama and Sita’ - Diwali and the ‘Nativity Story’ - Christmas. We will also look at Handa’s surprise relating to our Healthy Eating topic to allow</p>	<p><b>Stories from other cultures-</b> This unit will continue on from Receptions work on stories from other cultures. Our main focus will be in February when Chinese New Year is celebrated. We will look at a book (Dragons in the City) The book is based from the perspective of a young child. Therefore, pupils will be able to compare their experience of our New Years to the experience of a Chinese child of their New Year.</p> <p><b>RRS:</b></p>	<p><b>Stories from other cultures-</b> In this unit children will link their work on Kenya in Geography to read stories from this culture. The children will identify the setting of the story and make predictions about events in the story and explore the similarities and differences to a familiar setting story.</p> <p><b>RRS/Educate and celebrate links</b></p> <p><b>RRS:</b> Article 12 - Every child has the right</p>	<p><b>Stories from other cultures-</b> In this unit children will continue to build upon their work from previous year groups. The story they will be looking at is the Egyptian Creation story which links to their work on Egypt in History. By reading this story they will deepen their understanding of the culture and beliefs of ancient Egyptians. Through discussions this creation story will be compared to those of our own culture, specifically the Christian creation story and</p>	<p><b>Stories from other cultures- Toki – Literacy Shed</b> In this unit children will build on their skills by reviewing the structure and features of different types of story, (e.g.) traditional tales, contemporary stories in the context of reading stories from other cultures. Children will discuss the customs and beliefs of the culture that a story is from and the way that this effects characters’ behaviour and actions. They will make predictions</p>	<p><b>Stories from other cultures-</b> Cloud Tea Monkeys (Mal Peet and Elspeth Graham)</p> <p>Children will have the opportunity to explore where tea comes from and how the culture in the book is different from their own. Children will deepen their understanding of character’s viewpoints and personal experiences They will infer from the text to make predictions, building on their work in Year 4. Children will explore the themes of poverty and look at the way the</p>	<p><b>Stories from other cultures-</b> <b>The Breadwinner</b> In this unit children will distinguish between biography and autobiography, recognising the effect of the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Children will develop the skills of biographical and autobiographical writing in role as Parvana.</p>

	<p>children to learn about different fruits from around the world. Stories will be followed up on in the environment with activities linking to each. Nativity role play and Handa's Surprise Role Play will allow children to play cooperatively and as part of a group to develop and act out a narrative.</p>	<p>Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p>	<p>to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p>	<p>the theory of 'The Big Bang'.</p> <p><b>RRS/Educate and celebrate links</b></p>	<p>about actions and consequences and discuss whether they behaved in expected or unexpected ways. Children will also make deductions about characters' motives and feelings. Pupils will look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. They will make predictions about how characters will behave in such a setting.</p> <p>The children will work in role to 'interview' story characters. Re-tell a story from another culture using techniques to entertain the audience, e.g. gestures,</p>	<p>characters in the book link to real-life.</p> <p>Gender Equality</p> <p>RRS/Eco/Educate and celebrate links-</p>	<p>When planning and writing, children will select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different text types. Children will use the language conventions and grammatical features of the different types of text as appropriate. Children will write a setting description of the marketplace as well as creating social media pages and magazine articles.</p>
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					repetition, traditional story openings and endings.		
<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>	<b>Whole school author as a theme</b>
Julia Donaldson	Julia Donaldson	Julia Donaldson	Julia Donaldson	Julia Donaldson	Julia Donaldson	Julia Donaldson	Julia Donaldson
	<b>Stories by the same author</b>  As a class, children will begin to look at different stories that are written by the same author. Children will be able to explain what an author is and identify who the author is by looking at the cover of a book. We will look at the themes of their books and how they are similar or different. During story times	<b>Stories by the same author</b>  Children will study work of a different author to Year 1 and begin to identify elements of the author's style: repeated characters, themes or settings. Children will begin to sustain interest in longer narratives. The children will analyse the sequence of events in different stories using the basic story	<b>Fables</b>  This will most likely be the first time that the children have looked specifically at fables. They will focus on the fact that fables are written to teach the reader a moral. The children will look at how fables are mostly based in fantasy with animals or objects given human qualities to relay a lesson. The children will look at how the main focus of a fable is to impart its moral, so they do	<b>Fantasy Adventure - Beowulf</b>  In this unit pupils will build on prior learning by reviewing the structure and features of adventure stories. They will identify examples of figurative and expressive language to build a fuller picture of a character. Children will discuss characters' behaviour and the extent to which it is changed by the imaginary world. Pupils will identify	<b>Historical narrative (Mayans- The Chocolate Tree)</b>  Link to the children's work in History. In this unit pupils will be introduced to historical narrative where they will tell a story from a character's point of view that contains relevant historical information. They will explore The Chocolate Tree and identify key historical information and terms. They will explore the characters from the time and use both	<b>Classic Fiction</b>  <b>Goodnight Mr Tom</b>  In this unit children will compare the structure and features of a story with its film adaptation. We will spend time looking for different ways that information is revealed or events are presented, eg. dreams, flashbacks, letters.  Children will consider when a story was first published and discuss the audience that the author had in mind. They will recognise that the narrative	

		children will be able to compare the workings of authors such as Julia Donaldson, Roald Dahl and David Walliams.	structure. The children will talk about the similarities and differences between stories. As children become familiar with repeated elements from the author's work they will discuss their predictions.	not have detailed descriptions or settings like in other narrative writing. The children will look at different well-known fables and the morals behind them. They will then create their own fable to impart a moral.	and discuss the narrative voice. They will collect evidence from stories to build up a picture of an imagined world. Children will use drama to explore consequences of introducing new characters. They will plan and write a longer adventure story set in an imagined world. Pupils will organise into paragraphs using the structure: introduction, build-up, climax or conflict, resolution. They will include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	drama and their wider reading to gain a deeper insight into characters thoughts and feelings.	viewpoint can be changed when adapting for film. Discuss the effect that this has on the story and the reader's/ viewer's response.  Children will compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what children had imagined when reading. Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc.
	<b>Stories with simple repeating patterns.</b>	<b>Stories with repeating patterns</b> In Year 1 children will continue the	<b>Stories with familiar settings.</b> Children have previously read	<b>Folktales</b> - The Lambton Worm  This will most likely be the first time	<b>Fiction from our literary past</b> - Romulus and Rumus	<b>Myths Ancient Greece- 12 Labours of Heracles.</b>	Science Fiction? <b>Historical Narrative</b>  Goodnight Mr Tom

	<p>Within EYFS we will cover a range of stories that include simple repeating patterns over the year linking to our topics and maths sessions. Stories with repeating patterns such as 'The Enormous Turnip', 'The Tiger who came to Tea', 'The bad tempered Ladybird' and 'Do pigs have stripes' will all be available within the environment for children to handle carefully an look at independently. Children will become familiar with the story and suggest how it might end and develop their own narratives and act upon adding another pattern to the</p>	<p>work from Reception by looking at stories that contain repeating patterns. This will link into the fairy tale units in stories such as The Three Little Pigs when phrases are repeated. Children will also look at stories that have key events or actions repeated. For example, the Cautions Caterpillar' each time she meets a new animal they tell her something good about changing then she repeated the same phrase. Children will also identify how a story can create a loop meaning that the end of the story is the start of the same pattern (the butterfly meeting</p>	<p>many stories from familiar settings such as a home. They will read and respond to stories with a wider range of familiar setting such as a park. Work will centre around analysing settings in order to write their own story. Their final piece will be set in a familiar setting based on their own experiences and follow beginning, middle and end structure. In their story they will include descriptions of the settings and characters.</p>	<p>that the children have looked specifically at folk tales. They will focus on the local folk tale of the Lambton Worm. The children will look at how folktales are linked to specific areas and include local myths, legends, fables and traditional tales. The children will look at how folktales were often passed by word of mouth and oral storytelling before the days of books and how with each retelling the tales themselves would often change slightly but the main facts would be the same. To help with this the children will look at 2 or three different versions of the Lambton Worm story and draw comparisons between them. They will also look</p>	<p>In this unit children build on prior learning by recognising the stages in a story, identifying the introduction, build-up, conflict and resolution. They will notice how the passing of time is conveyed &amp; key words/phrases used to introduce paragraphs. Children will identify events in more detail and those that are skimmed over. Pupils will express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy of dislike. They will recognise the way historical settings effects characters' appearance,</p>	<p><b>Pandora's Box</b></p> <p>Children will continue to explore the difference between myths and legends and investigate the super human powers that some of the characters have. Children will create their own mythical creature and write their own myth based on some of the stories they have read.</p>	<p>Pupils will learn how historical narrative need detailed information about the setting to make them authentic and to give important 'mapping' clues to the reader. Pupils will learn that the text can also include models of sentence grammar no longer commonly or informally used which indicates the time period or region dialect. Pupils will learn that historical fiction requires a historical setting but can also be a mystery. They can also give a fictionalised account of real events or additional, fictional detail to things that really happened, such as: being an evacuee during the war.</p>
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	<p>story using loose parts/resources provided. Children may do this practically, draw an illustration or write simple sentences. Children will be expected to hold books the correct way up and turn pages accurately and show an interest to the illustrations and print in the books within the environment.</p>	<p>another cautious caterpillar at the end of the book). Pupils will then be able to write stories that include repeating patterns.</p>		<p>at how folktales were often retold as songs. They will then write their own retelling of the folktale.</p>	<p>actions and relationships. Children will comment on differences between what characters say/what they do. They will make deductions about the feelings/motives that might lay behind their words. The children will look at the way that a historical setting is created using small details and longer descriptions. When writing children will plan, tell and write short stories set in the past. This will include descriptive detail to evoke the historical setting and make it more vivid. Pupils will sequence events clearly and show how one event</p>		
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					leads to another. Children will use a range of connectives to show changes in time and place.		
Non-Fiction	<p><b>Recount of familiar events</b></p> <p>Throughout the year children will be able to use their vocabulary to give recounts of familiar events. To develop this we will use stories, an example being: 'Pete The Cat', 'Incredible Me', 'I like Myself', 'Guess how much I Love You'. These story books in particular link to starting school, and learning about myself and my family relating to our 'All about me' topic. Stories like this relating to familiar events</p>	<p><b>Recounts in postcards</b></p> <p>In this unit children will learn to listen to other's recounts and ask relevant questions. Children should be able to read recounts and identify the structure such as the ordered, sequence of events, use of words like first, next, after and when. Pupils will write simple first person recounts maintaining consistency in tense and person.</p> <p><b>Recount of familiar events</b></p> <p>This unit links back to Receptions work</p>	<p><b>Recount in Letters</b></p> <p>This unit will be the introduction of letters as a genre</p> <p>The children will look at the features of letters and read letters to use as a model for writing.</p> <p><b>Recount in Diaries</b></p> <p>This unit will be the introduction of diaries as a genre. Children should read examples of diaries. In both examples of the genre children will base their</p>	<p><b>Recount in Diaries</b></p> <p>This unit will build on from the work completed in Year 2. They will focus on including greater levels of description through the use of the five senses, thoughts and feelings. They will create diary entries as different characters from books and other stimuli rather than from personal experiences as done previously.</p> <p>Stone Age Boy – diary entry recounting the main characters journey into the past.</p>	<p><b>Recount in Newspapers - Romulus Killing Remus</b></p> <p>In this unit pupils will build upon prior learning by: Watching and listening to third person recounts such as news or sports reports on television, radio or podcast. Children will identify the sequence of main events and read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a</p>	<p><b>Recount in Autobiography</b></p> <p>Recount in diaries in role of character (In role of Liam in Cosmic)</p> <p>Recount from Tim Peake's point of view about his lunch/landing from the ISS.</p> <p>This unit builds on the work children did in Year 3 based on diaries. Children will explore both a fictional character as well as Tim Peake and write two diary entries about their trip into space.</p> <p>Remembrance week- Children will</p>	<p><b>Recount in biographies and autobiographies</b></p> <p><b>Goodnight Mr Tom –</b> Biography of Mr Tom told from William's perspective</p> <p><b>Kensuke's Kingdom –</b> Autobiography of Michael</p> <p><b>The Breadwinner -</b> Magazine article - Recount in Newspapers with a historical context – Battle of Britain event</p> <p>In this unit, pupils will build upon their prior learning by distinguishing between biography and autobiography, recognising the effect on the reader of the choice between first</p>

	<p>will allow children to use new vocabulary and forms of speech that they are increasingly influenced by their experience and exposure to a range of books. They will learn to develop their own explanations by connecting ideas and events that have already happened. By listening and joining in with stories will allow children to introduce this into their play. Children may give recounts of a familiar event verbally, to retell a simple past event in the correct order, illustrate, through their play or by writing simple sentences.</p>	<p>of writing a recount of a family event. We will recap what a recount is and the features of this style of writing. Children will be able to describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'. We will work on key skills such as writing in the past tense. Pupils will write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. This year when writing a recount, children will go</p>	<p>recount on their own experiences. They will sequence ideas using time words and include questions in their final diary. They will use first person.</p>	<p>Remembrance week – Diary entry of a soldier</p> <p><b>Recount in Newspapers</b></p> <p>This unit will be an introduction to newspaper reports as a genre. Children will read examples of newspapers and identify the key features included in them. They will look at a number of example texts and pull out the features before planning and writing their own.</p>	<p>news report ensuring agreement in the use of pronouns. · Children will learn to write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader Girls with swirling hijabs danced to the.... · Include recounts when creating paper or screen based information texts.</p>	<p>write a short letter home in the role of a soldier during WW2.</p>	<p>and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Pupils will develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, composing a biographical account based on research or describing a person from different perspectives. When planning writing, pupils will select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Pupils will use the language conventions and grammatical features of the different types of text as appropriate.</p>
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		into more detail than they did when in Reception.					
		<p><b>Non-chronological reports</b></p> <p>In this unit we will begin to look at the term non-chronological and what it means. Children will find out about a George Stephenson (history link) by listening and following text as information books are read, watching a video and trips. Pupils will contribute to discussions on the subject as information is assembled. Following this children will write a simple non-chronological report on George Stephenson by writing sentences</p>	<p><b>Non-chronological reports</b></p> <p>Children will begin discussing what they know about a topic or something they have observed in a practical activity. They will write in sentences about the topic distinguishing between different types of items within the category e.g. food - fruit &amp; vegetables, dogs – poodles and Labradors</p> <p>The children will develop their research skills to find out more information</p>	<p><b>Non-chronological reports</b></p> <p>In these units the children will analyse a number of report texts and note their function, form and typical language features: e.g. introduction, sub-headings, paragraphs, factual language and mostly present tense. The children will develop research and note-taking techniques using information from provided texts and computer research. They will use spider diagrams to aid in planning before creating their own non-chronological reports.</p>	<p><b>Non-chronological reports</b> - Science – states of matter; solids, liquids and gases.</p> <p>In this unit we will be on prior learning by: Collecting information to write a report in which two or more subjects are compared, (e.g.) Science –states of matter; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</p>	<p><b>Formal report writing- Lemur Monkeys (Based on Cloud Tea Monkeys)</b></p> <p>This unit links to the work children will have already completed in English based on our text ‘Cloud Tea Monkeys’. Children will research the monkeys through extensive reading and develop and understanding of their significance. They will then use this information to write a detailed formal report, focusing on the grammatical and text features of non-chronological reports e.g sub-headings, present tense, formal tone and detailed description.</p>	<p><b>Non-chronological and chronological formal report writing</b></p> <p><b>The Breadwinner</b>– chronological report documenting the differences in gender equality in Afghanistan</p> <p><b>Goodnight My Tom</b> – non-chronological report about evacuees/ Battle of Britain</p> <p>In this unit pupils will continue to build on their prior learning by: securing our understanding of the form, language conventions and grammatical features of non--chronological reports. Pupils will write reports as part of a presentation on a non--fiction subject. Pupils will choose the appropriate style and</p>

		to describe aspects of his life and accomplishments.	about a topic (use alphabet knowledge, contents pages, skim and scan techniques to find key words in text and on screen. They will create their own report maintaining purpose and tense and include diagrams. they will create a glossary page to match their text.	Autumn – fact file on a Stone Age animal – link with computing? Children could type this up.  Spring - Non-chronological report about the mythical creature dragons. - links to the Folklore unit on the Lambton worm as a mythical creature.	Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Children will plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.		form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
		<b>Instructions</b> In this unit we will begin to look at instructions and why they are important. Children will start by listening to and follow a single more detailed instruction and a longer series of instructions. They then will think of	<b>Instructions</b> In this unit children will begin by listening and follow instructions that are more complex than those in Year 1. They will be able to give clear instructions to a group. They will	<b>Instructions</b> In this unit children will recap the learning from previous years by listening to and following instructions that increase in complexity and in how specific they need to be. They	<b>Instructions - Saxon Bread</b> In this unit we will build on prior learning by looking at: giving clear oral instructions to achieve the completion of a common task. Children will follow oral		

		<p>and give clear oral instructions. Children should be able to read and follow short series of instructions in shared context. In lessons pupils should be able to contribute to class composition of instructions with an adult scribing. At the end of the unit children should be able to Write two consecutive instructions independently.</p>	<p>read and follow basic sets of instructions in the form of recipes, including diagrams. When analysing instructions, the children will be able to find the features and sequence of instructions, find direct and imperative language, use of adjectives and adverbs used to give essential information Children will produce their own set of instructions about something they are familiar with and have experience of making or playing.</p>	<p>will read and follow basic sets of instructions in the form of recipes, including diagrams in D.T. They will learn the importance of detailed clear steps in instructions through their computing work. When analysing instructions, the children will find the key features such as imperative language, use of adjectives and adverbs, time conjunctions, equipment lists and numbering/bullet points.</p> <p>Autumn - Stone Age Boy– To write a set of instructions on how to prepare and use animal skins.</p> <p>Summer - History link – How to make a mummy.</p>	<p>instructions of increased complexity. Pupil will evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Children will identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes – Saxon Bread). Instructions will be compared in terms of audience/purpose and form (structure and language features).</p>		
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		<p><b>Basic persuasive poster (e.g. wanted poster)</b></p> <p>At the start of the unit children will focus being able to read captions, pictures, posters and adverts that are trying to persuade. Children should begin to recognise what they are trying to do and some of the ways they do it. Through games and role play children should begin to explore what it means to persuade or be persuaded, and what different methods might be effective. Children will then create their own wanted poster using persuasive writing techniques about</p>	<p><b>Persuasion in poster or advertisement</b></p> <p><i>Linked to Holiday adverts and posters to visit places</i></p> <p>Children will build on the range of simple persuasive texts they read as part of a wider topic e.g. posters and adverts</p> <p>Evaluate a poster or TV advert to say why they would buy it.</p> <p>The children will create signs using words and other media to persuade people to do or buy something.</p>	<p><b>Persuasive letter</b></p> <p>In this unit the children will build upon the work they have done previously by reading and evaluating a wider range of simple persuasive texts, explaining and evaluating responses orally. They will begin to use words, pictures and other communication modes to persuade others. Through role play and drama they will explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.</p>	<p><b>Persuasive letter or leaflet – linked to science -</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>In this unit children will build on prior learning as they will read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Pupils will distinguish between texts which try to persuade and those that simply inform, whilst</p>	<p><b>Persuasive letter or brochure (Visit Greece Holiday Brochure)</b> Builds on persuasive leaflets in Year 4.</p> <p>Persuasive letter from Liam in Cosmic persuading his friend to join him on an adventure into space.</p> <p>In this unit children will build on their letter and leaflet writing in Year 3 and 4. They will research modern day Greece as a holiday destination and explore persuasive techniques used in holiday brochures. They will then use this to write their own holiday brochure for a Greek island.</p> <p>Through their reading of Cosmic children will develop an</p>	<p><b>Persuasive letter, leaflet and brochure.</b></p> <p>Goodnight Mr Tom - Persuasive letter of complaint to government complaining about evacuee procedure. Persuasive letter of application to become a host of an evacuee.</p> <p>Kensuke’s Kingdom – Information Leaflet about the tropical island</p> <p>The Breadwinner- Brochure of places of interest in Afghanistan</p> <p>In this unit, children will build on their persuasive writing skills from yea 4 &amp; 5 by recognising how persuasive arguments are constructed to be effective through: expression, sequencing points illustration, evidence, pre-empting political objections and</p>
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		how to catch the Big Bad Wolf.	They explore persuasion in real life events through role play and drama activities.		recognising that some texts might contain examples of each of these. They will analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Children will evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information	understanding of the character's viewpoint and will use their knowledge of both persuasive techniques and the character's personalities to explore the way Liam manages to persuade his friend to go on a space adventure with him.	appealing to the feelings of the audience. Pupils will develop their oral and written persuasive arguments by using persuasive techniques to deliberately influence the listener. Pupils will develop points logically and effectively. They will support points with illustrations and ICT where appropriate. Pupils will consider possible objections and harness the know views, interests and feelings of the audience. Where appropriate, pupils will also tailor their writing to formal presentations. Pupils will use what they have read to investigate conditionals, persuasive uses and to create a bank of useful terms and phrases used in persuasive argument. Overall, pupils will participate in whole
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					<p>about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words · Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. · Use writing frames if necessary to back up points of view with illustrations and examples · To present a point of view both orally and in writing,( e.g. in the form of a letter, a report or presentation) linking points</p>		<p>class debates using the conventions and language of debate including standard English. In oral and written texts, pupils build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>
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					<p>persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.)</p> <p>Children will explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'</p>		
				<p><b>Discussion: Debates</b></p> <p>This unit will introduce children to the basic format and structure of a verbal debate. To do this the children will watch and analyse some example debates. They will look at the</p>	<p><b>Discussion: Debates for and against</b></p> <p>History – After studying the Romans, Anglo-Saxons and Vikings who would we they rather be?</p>	<p>Discussion: Formal debate:</p> <p>Should humans still travel into space?</p> <p>In this unit children will be introduced to the formal debating procedures and terms. They will</p>	<p><b>Discussion: Formal writing stemming from formal debate.</b></p> <p>Goodnight Mr Tom - Should children have been evacuated?</p> <p>The Breadwinner– Shauzia's choice and whether her decision</p>

				<p>key features of a debate plan and create their own based on the class novel 'Bills new frock' - Should there be separate areas for boys and girls on the playground? Linked to chapter 2. They will look at working in groups to form arguments and counter arguments then will debate their ideas against an opposing group.</p>	<p>In this unit pupils will build on prior learning by making relevant comments or ask questions in a discussion or a debate. Children will seek clarification by actively seeking to understand others' points of view. Pupils will learn to respectfully challenge opinions or points, offering an alternative. Children will have opportunities to vary language between formal and informal according to the situation.</p>	<p>prepare and conduct their own debate into whether humans should travel into space. This unit will build on the work children have already completed in Year 3 and 4 but this unit will focus on the etiquette of debating and the more formalised debating process.</p>	<p>to leave her family is the right thing to do.</p> <p>In this unit, pupils will build on their prior knowledge by identifying the language, grammar, organisational and stylistic features of balanced written discussions which: summarise different sides of an argument, clarify the strengths and weaknesses of different positions, signal personal opinion clearly, draw reasoned conclusions based on available evidence. Pupils will recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. Pupils will first explore orally and then write a balanced report of a controversial issue:</p>
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							<p>summarising fairly the competing views, analysing strengths and weaknesses of different positions, drawing reasoned conclusions where appropriate, using formal language and presentation as appropriate. Pupils will use reading to: investigate conditionals and their persuasive uses, build a bank of useful terms and phrases for persuasive argument. Overall, pupils will build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>
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<p>Poetry</p>	<p><b>Traditional Rhymes/ nursery rhymes</b></p> <p>Children will listen to and learn a range of traditional nursery rhymes throughout the year. Some of these include '1,2,3,4,5 Once I Caught a Fish Alive', '5 Little Ducks', 'Hickory, Dickory Dock', 'Incy Wincy Spider' and 'Old McDonald Had a Farm'. Each nursery rhyme will link to a specific area of learning throughout the year - linking to counting and maths, or to our topics such as minibeasts etc. Children will learn to join in with repeated refrains</p>	<p><b>Traditional Rhymes</b></p> <p>In Year 1 we will continue the work on traditional rhymes which children began to look at in Reception. We will sing traditional rhymes that children know by heart from the previous year. As a class we will also look at Spanish traditional nursery rhymes. Children will perform all these rhymes and poems in unison.</p> <p>Children will discuss their own response and what they think the poem is about. They will talk about their favourite words or parts of a poem. They will</p>	<p><b>Structure: Riddles and shape poems.</b></p> <p>Children will continue to discuss the poems they hear and share their favourite words. They will identify the patterns of poems and explore alliteration. They will perform poems in English and extend known Spanish rhymes with increasing clarity. They will use actions and sound effects to enhance their performances. At the end of the unit children will write their own shape poem and explore word</p>	<p><b>Haiku</b></p> <p>The children will be introduced to the Haiku style of poetry which is a form of Japanese poetry. They are very short poems that follow a specific syllable pattern where each line has a set number of syllables as follows: 5, 7, 5.</p> <p><b>Shape Poems/ Calligrams</b></p> <p>Building on their understanding of the different forms of poetry this unit will introduce the children to calligrams also known as shape poems. They will look at how calligrams can be single words, a phrase or a full poem. They do not need to rhyme but will create a shape or visual image linked to its subject.</p>	<p><b>Haiku – to describe a Saxon Settlement</b></p> <p><b>Calligrams -</b></p> <p>Mount Vesuvius eruption</p> <p>In this unit pupils will build on prior skills by describing poem's impact and explaining their own interpretation by referring to the poem. Children will comment on the use of similes and expressive language to create images, sound effects and atmosphere. They discuss the poem's form and suggest the effect on the reader. They will vary volume, pace and use appropriate expression when performing. Children will also use actions, sound</p>		<p><b>Performance Poetry</b></p> <p>Jack and the Beanstalk- Roald Dahl</p> <p>Jack's Tale- Judith Nicholls</p> <p>Goldilocks on CCTV – John Aggard</p> <p>All of us knocking on the stable door – David Harmer</p> <p>Children will use language imaginatively to create surreal, surprising, amusing and inventive poetry. They will use simple metaphors and personification to create poems based on real or imagined experience.</p> <p>Select pattern or form to match meaning and own voice.</p> <p>Children will develop expanded noun</p>
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	in rhymes, learn to continue a rhyming string and add actions to their singing.	be encouraged to focus on and notice the poem's pattern.	choices for a riddle.	The children will investigate different examples of calligrams and then create their own linked to bonfire night.	effects, musical patterns and images to enhance a poem's meaning. Children will use language playfully to exaggerate or pretend. Pupils will use similes to build images and identify clichés in own writing. They will write free verse; use a repeating pattern; experiment with simple forms.		phrases to create vivid images. They will discuss how fairy tales often present stereotypical characters.  To use alliteration within their poetry and use the subjunctive form when making commands.
					<b>Poems with figurative language -</b>  Mount Vesuvius eruption  In this unit pupils will build on prior skills by describing poem's impact and explaining their own interpretation by referring to the poem.	<b>Poems with figurative language</b>  Based on the topic of Earth and Space.  In this unit children will build on the work they have completed in the Year 4 unit. They will use a range of different language feature such as similes, personification,	<b>Poems with figurative language. Classic poems</b>  <b>Tyger – William Blake</b>  In this unit, children will interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. They will

					<p>Children will comment on the use of similes and expressive language to create images, sound effects and atmosphere. They discuss the poem's form and suggest the effect on the reader. They will vary volume, pace and use appropriate expression when performing. Children will also use actions, sound effects, musical patterns and images to enhance a poem's meaning. Children will use language playfully to exaggerate or pretend. Pupils will use similes to build images and identify clichés in own writing. They will write free verse; use a repeating pattern;</p>	<p>alliteration and metaphors to create an image in the reader's head. They will read a range of poems and discuss the impact that this has on the reader. They will read a range of poems aloud using varying tone and expression.</p>	<p>explain the impact of figurative and expressive language, including metaphor.</p> <p>Pupils will comment on poems' structures and how these influence meaning. Pupils will compare visual imagery to symbolic imagery used within the poem and how the poet uses this for effect.</p>
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					experiment with simple forms.		
						<p><b>Classic Poems and poets-</b></p> <p><b>In Flander's Fields- John McCrae 1915</b></p> <p>Children will listen to and read the poem 'In Flander's Fields'. They will discuss the impact on the reader and the imagery created. And explore how this links to their historical knowledge. They will infer meaning from the poem and their write their own poem based on remembrance of those who have given their lives in battle.</p>	<p><b>Classic poems and poets</b></p> <p><b>The Tyger – William Blake 1794</b></p> <p>In this unit, pupils will learn and understand the historical context of the poem and compare it to life in the present. Pupils will learn how poems use the same language features as other text types, but each feature is often used more intensively to achieve a concentrated effect and how the use of imagery or repetitive rhythm. Rhyme is used almost exclusively by poetic texts. Pupil will learn how many traditional forms use rhyme patterns which are usually described</p>

						<p>using an alphabetic system. The usual order of clauses or words is sometimes deliberately rearranged to create a rhyme at the end of a line. For example, Did he smile his work to see? Did he who made the lamb make thee? (William Blake 'The Tyger'.) Pupils will learn how to play with rhyme and creating nonsense poems as an important element in exploring and manipulating language. Children also will learn how to avoid the danger of 'forced rhyme' where they use a word simply because it rhymes, not because it is what they want to say. Children will explore rich vocabulary and unusual word combinations or inventions that the poet used to convey their thoughts.</p>
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				<p><b>Nonsense poems</b></p> <p>In this unit pupils will be introduced to nonsense poetry. They will look at the key characteristics of nonsense poetry and begin to say what they like and dislike about it. They will look at a number of examples identifying the key skills used and what makes it a nonsense poem. They will vary volume, pace and use appropriate expression when performing pieces of poetry. The children will also be given the opportunity to create their own nonsense poetry.</p>	<p><b>Non-sense poems - Creatures linked to class text Beowulf</b></p> <p>In this unit pupils will build on prior skills by describing poem's impact and explaining their own interpretation by referring to the poem. Children will comment on the use of similes and expressive language to create images, sound effects and atmosphere. They discuss the poem's form and suggest the effect on the reader. They will vary volume, pace and use appropriate expression when performing. Children will also use actions, sound effects, musical patterns and images to</p>		
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					<p>enhance a poem's meaning. Children will use language playfully to exaggerate or pretend. Pupils will use similes to build images and identify clichés in own writing. They will write free verse; use a repeating pattern; experiment with simple forms.</p>		
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