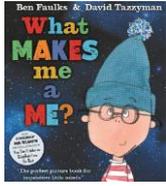
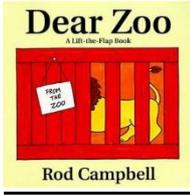
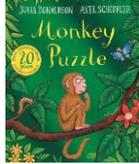
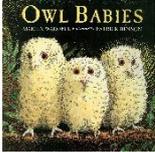
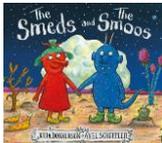
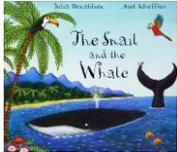


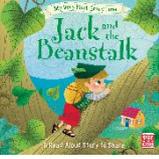


# Writing Unit Overview

| EYFS   | Primary Text   |   | Skill focus   |  |
|--|--|---|---|--|
| <b>Autumn 1</b><br><br><i>We are all unique</i>              | 'What Makes Me a Me' by Ben Foulkes<br><br>               | Dear Zoo by Rod Campbell<br><br>                     | Name recognition and name writing.<br><br>Linking sounds with letters.<br>Hear initial sounds in words.<br>Letter formation using a variety of mark making materials.<br><i>Chorally retell the story of Dear Zoo (link with our pets).</i><br><br><b>Writing Focus:</b><br>Name Writing<br>Drawing and labelling family members.<br>Writing a letter to the Zoo. |  |
| <b>Autumn 2</b><br><br><i>Festivals and Celebrations</i>     | Little Glow by Katie Sahota and Harry Woodgate<br><br>    |   | Linking sounds to letters<br>Form letters with care<br>Hear and initial and final sounds in words<br>Sequence stories<br><br><b>Writing Focus:</b><br>Name writing<br>Label writing<br>Writing a list.<br>Labelling toys<br>Writing a Christmas Card.   |  |
| <b>Spring 1</b><br><br><i>Clean, Green World (Explorers)</i> | 'Say Hello to the Snowy Animals' by Ian Whybrow<br><br> | Monkey Puzzle by Julia Donaldson<br><br>           | Owl Babies by Martin Waddell<br><br>   | Initial and final sounds<br>Reading and writing CVC words<br>Rhyme<br><br><b>Writing Focus:</b><br>Begin to write a simple sentence e.g. This is a ...<br>I can see a ...<br>Writing a speech bubbles for characters in stories we have read.<br>Linking sounds to letter and writing with increased independence.   |
| <b>Spring 2</b><br><br><i>Clean, Green World (Explorers)</i> | The Smeds and the Smoos by Julia Donaldson<br><br>      | The Snail and the Whale by Julia Donaldson<br><br> |   | Extend vocabulary through retelling<br>Use phonic knowledge to<br>Spell simple words and write simple captions.<br>Writing simple sentences independently.<br><br><b>Writing Focus:</b><br>Writing labels to name planets.<br>Writing labels to name sea creatures.<br>Writing sentences linked to stories/books we have read.<br>Writing sentences to retell a part of a story we have read in class. |

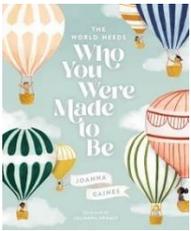
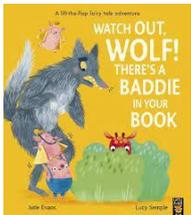
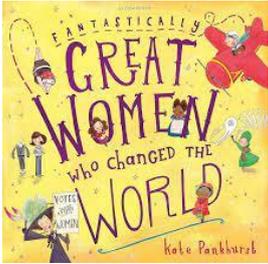
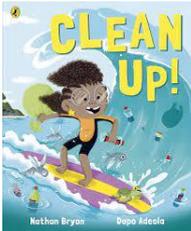
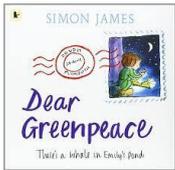
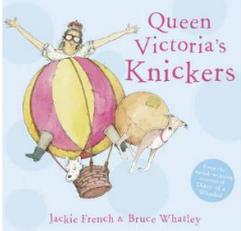


# Writing Unit Overview

|  |  |  |   |
|--|--|--|---|
| <p><b>Summer 1</b></p> <p><i>Freedom and Equality: Castles and Traditional Tales</i></p> | <p>Lullabyhullabaloo<br/>by Mick Inkpen</p>       | <p>Jack and the Beanstalk<br/>– Traditional tale</p>  | <p>Write simple sentences<br/>Read and write high frequency words</p> <p><b>Writing Focus:</b><br/>Writing a speech bubble for a character from stories read in class e.g. 'Lullabyhullabaloo' and 'Jack and the Beanstalk'.<br/>Writing sentences to retell a part of a familiar story, using capital letters, full stops and finger spaces.</p> |
| <p><b>Summer 2</b></p> <p><i>Minibeasts</i></p>  | <p>The Very Hungry Caterpillar by Eric Carle</p>  | <p>The Very Busy Spider by Eric Carle</p>             | <p>Use our Phonic knowledge to read our own work out aloud.<br/>Read and write high frequency words</p> <p><b>Writing Focus:</b><br/>Write a retell of 'The Very Hungry Caterpillar'.<br/>Writing facts about minibeasts.<br/>List writing.</p>   |

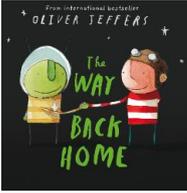


# Writing Unit Overview

| Year 1   | Primary Texts   |  | Secondary Texts  | Writing Purpose   | Y1 Knowledge Focus and Prior Knowledge   |
|--|---|--|--|---|--|
| <b>Autumn 1</b><br><br><i>We are all unique</i>                            | The World Needs Who You Were Made to be by Joanna Gaines<br><br>             | Watch Out Wolf! There's a Baddie in Your Book by Jude Evans<br><br> | <ul style="list-style-type: none"> <li>• What Makes Me Me by Ben Faulks</li> <li>• My Daddy's Going Away by Christopher MacGregor</li> <li>• Fairy Tales with different family set ups</li> </ul>                          | <b>Writing to Inform:</b><br>Sentences about ourselves  | -Capital letters<br>-Full stops<br>-Finger spaces<br>-Adjectives<br>-Conjunctions and + but  |
|  |   |  |  | <b>Writing to Entertain:</b><br>Character description of a 'baddie'.  | -Capital letters<br>-Full stops<br>-Finger spaces<br>-Adjectives<br>-Conjunctions and + but + because                                |
| <b>Autumn 2</b><br><br><i>History topic</i><br><br><i>Mary Seacole</i>     | 'Fantastically Great Women who Changed the World' by Kate Pankhurst<br><br> |  | <ul style="list-style-type: none"> <li>• Books about Mary Seacole.</li> <li>• Books about Mary Anning.</li> <li>• Books about Rosa Parks.</li> </ul>   | <b>Writing to Entertain:</b><br>Writing in role as Mary Seacole   | -Capital letters<br>-Full stops<br>-Finger Spaces<br>-Adjectives<br>-Verbs<br>-Exclamation sentences<br>-Conjunctions and + but + so |
|  |   |  |  | <b>Writing to Inform:</b><br>Letter to Santa.   | -Capital letters<br>-Full stops<br>-Finger spaces<br>-Adjectives<br>-Conjunctions (and because but)<br>-Question marks               |
| <b>Spring 1</b><br><br><i>Clean, Green World</i><br><br><i>(Recycling)</i> | Clean Up by Nathan Bryon<br><br>   | Dear Greenpeace by Simon James<br><br>                            | <ul style="list-style-type: none"> <li>• Dougal's Deep Sea Diary by Simon Bartram</li> <li>• Captain Green and the Plastic Scene by Evelyn Bookless</li> <li>• George Save the World by Lunchtime by Jo Readman</li> </ul> | <b>Writing to inform:</b><br>A recount of a plastic hunt around the local area.                                       | -Technical vocabulary<br>-Capital letters<br>-Full stops<br>-Finger spaces<br>-Conjunctions because + but + so<br>-Exclamation marks |
|  |   |  |  | <b>Writing to Inform:</b> Non-chronological report on a sea creature  | -Capital letters<br>-Full stops<br>-Finger spaces<br>-Adjectives<br>-Conjunctions<br>-Question marks                                 |
| <b>Spring 2</b><br><br><i>History topic</i>                                | Queen Victoria's Knickers by Jackie French and Bruce Whatley<br><br>       |  | <ul style="list-style-type: none"> <li>• Various information books about the Victorian era</li> <li>• Daisy Saves the Day by Shirley Hughes</li> <li>• Street Child by Berlie Doherty</li> </ul>                           | <b>Writing to Entertain:</b> a descriptive piece of writing about the knickers they have designed for Queen Victoria. | -Capital letters<br>-Full stops<br>-Finger spaces<br>-Exclamation marks<br>-Suffixes -er + -est<br>-Question marks                   |

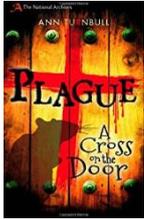
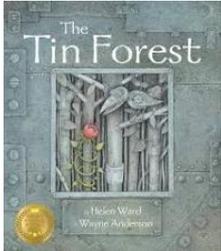


# Writing Unit Overview

|  |  |  |  |  |
|--|--|--|--|--|
| <p><b>Summer 1</b></p> <p><i>Freedom and Equality</i></p> <p><i>Refugees</i></p> | <p>Way Back Home by Oliver Jeffers</p> <p>Jungle Book by Rudyard Kipling</p>   | <ul style="list-style-type: none"> <li>• There's a Tiger in the Garden by Lilly Stewart</li> <li>• Leaf by Sandra Dieckmann</li> <li>• The Promise by Nicola Davies</li> <li>• The Journey Home by Frann Preston-Gannon</li> </ul>   | <p><b>Writing to inform:</b><br/>Message to an alien about our school.</p>   | <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Finger spaces</li> <li>-Noun phrases</li> <li>-Exclamation marks</li> <li>-Suffixes -ing, -er and -est</li> </ul>                                     |
|  | <br> |  | <p><b>Writing to entertain:</b><br/>Through the window of a jungle jeep</p>  | <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Finger spaces</li> <li>-Capital letters for proper nouns</li> <li>-Exclamation marks</li> <li>-Suffixes -ing, -er and -est</li> <li>-Verbs</li> </ul> |
| <p><b>Summer 2</b></p> <p><i>Geography topic</i></p>                             | <p>I Like Weather Series by Sarah Nelson</p>   | <ul style="list-style-type: none"> <li>• Froggy Day by Heather Pindar</li> <li>• Lila and the Secret of Rain by David Conway</li> <li>• Tree: Seasons Come, Seasons Go by Patricia Hegarty</li> <li>• Little Cloud by Anne Booth</li> <li>• The Rhythm of Rain by Grahame Baker-Smith</li> <li>• Secrets of Winter by Carron Brown</li> <li>• The Wind Blew by Pat Hutchins</li> <li>• The Weather Girls by AKI</li> <li>• The Shakespeare Stories by Tony Ross</li> </ul> | <p><b>Writing to entertain:</b><br/>Weather poem</p>   | <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Finger spaces</li> <li>-Adjectives</li> <li>-Prefixes</li> <li>-Suffixes</li> </ul>   |
|  |    |  | <p><b>Writing to inform:</b><br/>Shakespeare Midsummer Nights' dream.<br/>Instructions – how to make a love potion</p> | <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Finger spaces</li> <li>-Time conjunctions</li> <li>-Imperative verb</li> </ul>  |



# Writing Unit Overview

| Year 2   | Primary Texts   |  | Secondary Texts  | Writing Purpose  | Y2 Knowledge Focus and Prior Knowledge  |
|--|---|--|--|--|---|
| <b>Autumn 1</b><br><br><i>We are all unique</i>                                    | The Proudest Blue – Ibtihaj Muhammad<br><br>               | The Iron Man – Ted Hughes<br><br> | <ul style="list-style-type: none"> <li>Amazing Grace by Mary Hoffman Sulwe by Lupita Nyong'o</li> <li>Weirdo by Zadie Smith &amp; Nick Laird</li> <li>Eyes that kiss at the Corners by Joanna Ho</li> <li>No Matter Who You Are</li> <li>Everybody's Welcome by Patricia Hegarty</li> <li>Can I Join Your Club? by John Kelly</li> </ul> | <b>Writing to Entertain:</b> Poem about the 'proudest colour'.                         | -Nouns<br>-Adjectives<br>-Expanded noun phrases<br>-Present tense.  |
|  |   |  |  | <b>Writing to Entertain:</b> Character description of Iron Man.                        | -Adjectives<br>-Nouns<br>-Power of 2, conjunctions<br>-Past tense.  |
| <b>Autumn 2</b><br><br><i>History topic</i>  | Plague: A cross on the door by Ann Turnbull<br><br>       |  | <ul style="list-style-type: none"> <li>Tragedy in London: Plague and Fire by Richard Platt and Barbara Gibson.</li> </ul>  | <b>Writing to Inform:</b> Recount of Eyam trip   | -Past tense<br>-Conjunctions<br>-Varied openers<br>-Commas in a list  |
|  |   |  |  | <b>Writing to persuade:</b> Letter to santa to convince him to put us on the good list | -Use of CE words<br>-Emotive language<br>-Conjunctions<br>-Varied openers<br>-Commas in a list              |
| <b>Spring 1</b><br><br><i>Clean, Green World</i><br><br><i>(Plastic pollution)</i> | The Tin Forest by Helen Ward and Wayne Anderson<br><br>  |  | <ul style="list-style-type: none"> <li>What a Load of Rubbish by Martin Etheridge</li> <li>Somebody Swallowed Stanley by Sarah Roberts</li> <li>The Adventures of a Plastic Bottle by Alison Inches</li> </ul>   | <b>Writing to Entertain:</b> A setting description of a jungle                         | -Nouns<br>-Adjectives<br>-Power of 2<br>-Adverbs<br>-Suffixes<br>-Technical vocabulary                      |
|  |   |  |  | <b>Writing to entertain:</b> Poetry based on the tin forest                            | -Power of 2<br>-Adverbs<br>-Similes   |
| <b>Spring 2</b><br><br><i>History topic</i>  | The Great Fire of London (Usborne Young Readers)<br><br> |  | <ul style="list-style-type: none"> <li>Vlad and the Great Fire of London By Kate Cunningham</li> <li>London's Burning By Pauline Francis and Alessandro Baldanzi.</li> <li>The Great Fire of London By Emma Adams and James Weston Lewis</li> </ul>  | <b>Writing to Inform</b><br>A retell of the Great Fire of London.                      | -Adverbs<br>-Adjectives<br>-Conjunctions<br>-Capital letters<br>-Full stops<br>-Past tense                  |
| <b>Summer 1</b><br><br><i>Freedom and Equality</i><br><br><i>Suffragettes</i>      | Traction Man by Mini Grey   |  | <ul style="list-style-type: none"> <li>Vlad and Florence Nightingale by Kate Cunningham</li> <li>Titanic: Usborne by Katie Daynes and Anna Claybourne.</li> </ul>  | <b>Writing to entertain:</b><br>A character description of Traction man.               | -Nouns and noun phrases<br>-Apostrophes for possession<br>-Coordinating conjunctions and compound sentences |

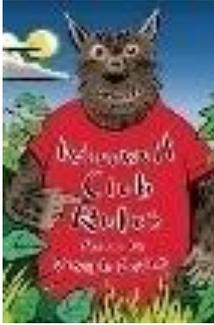
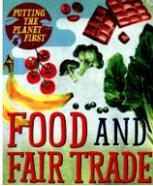
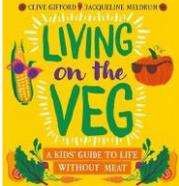
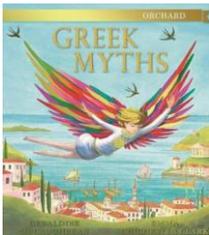


# Writing Unit Overview

|   |  |  |   |  |
|---|--|--|---|--|
|   |   | <ul style="list-style-type: none"> <li>• Little People, Big Dreams. Emmeline Pankhurst by Lisbeth Kaiser</li> <li>• My Best Friend the Suffragette by Sally Morgan</li> </ul>        | <p><b>Writing to entertain:</b><br/>View from a rocket window</p>   | <ul style="list-style-type: none"> <li>-Similes</li> <li>-Expanded noun phrases</li> <li>-Emotive vocabulary</li> </ul>  |
| <p><b>Summer 2</b><br/><i>Geography topic</i></p> | <p>Coming to England by Floella Benjamin</p>  | <ul style="list-style-type: none"> <li>• Katie in London by James Mayhew</li> <li>• Katie in Scotland by James Mayhew</li> <li>• Buildings that Made London by David Long</li> </ul> | <p><b>Writing to Inform</b><br/>A letter home to Trinidad all about England.</p>  | <ul style="list-style-type: none"> <li>-Suffixes –ing, -est, -er.</li> <li>=Capital letters</li> <li>-Full stops</li> <li>-Conjunctions</li> <li>-Past tense</li> <li>-Paragraphs</li> </ul> |
|   | <p><b>Writing to Entertain:</b><br/><br/>Romeo and Juliet retelling</p>  |  | <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Past tense</li> <li>-Conjunctions</li> <li>-Expanded noun phrases</li> <li>-Paragraphs</li> <li>-Use of suffixes</li> <li>-Use of CEWs.</li> </ul> |  |

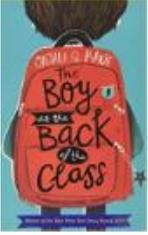
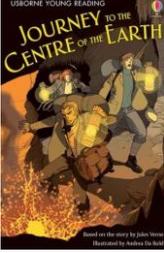


# Writing Unit Overview

| Year 3  | Primary Texts   | Secondary Texts   | Writing Purpose  | Y3 Knowledge Focus and Prior Knowledge  |  |
|---|---|---|--|---|--|
| <b>Autumn 1</b><br><br><i>We Are All Unique: Incredible Me</i>                                | The Werewolf Club Rules by Joseph Coelho<br>                   | My Beautiful Voice by Joseph Coelho & Allison Colpoys<br><br>The Boy at the Back of the Class by Onjali Q Rauf (first half of book) | <b>Writing to Entertain:</b> writing a poem to be performed.   | -Onomatopoeia<br>-Metaphors<br>-Similes<br>-Alliteration<br>-Repetition.  |  |
|   |   |   | <b>Writing to Inform:</b> writing a letter to introduce ourselves to children at our linking school. | -Commas in a list<br>-Apostrophes for contraction<br>-Expanded noun phrases<br>-Subordinating conjunctions.                             |  |
| <b>Autumn 2</b><br><br><i>History topic: The Stone Age</i>                                    | How to Wash a Woolly Mammoth – Marissa Rivera<br>             | Stone Age Boy by Satoshi Kitamura<br><br>Stone Age Bone Age by Mick Manning   | <b>Writing to Inform:</b> set of instructions about how to wash a Stone Age creature.                | -Subordinating conjunctions<br>-Ellipsis,<br>-Rhetorical questions<br>-Commas in a list<br>-Exclamation marks<br>-Expanded noun phrases |  |
|   |   |   | <b>Writing to Persuade:</b> travel guide to persuade visitors to visit a Winter Wonderland           | -Rhetorical question<br>-Co-ordinating conjunctions -<br>Subordinating conjunctions<br>-Imperative verbs<br>-Exclamation marks.         |  |
| <b>Spring 1</b><br><br><i>Clean, Green World</i><br><br><i>(Should we all be vegetarian?)</i> | Food and Fair Trade: Paul Mason<br>                          | Living on the Veg by Gifford and Meldrum<br>     | Food and Fair Trade by Paul Mason  | <b>Writing to entertain:</b> Narrative based on The Wind in the Willows   | -Direct speech<br>-Subordinating conjunctions<br>-Expanded noun phrases<br>-Fronted adverbials<br>-Similes |
|   |   |   |  | <b>Writing to Persuade:</b> Writing about the pros and cons of eating meat  | -Rhetorical questions<br>-Imperative verbs<br>-Complex sentences   |
| <b>Spring 2</b><br><br><i>History topic: Ancient Greeks – Thinkers or Fighters?</i>           | The Orchard Book of Greek Myths by Geraldine McCaughrean<br> | Greek Gods & Heroes by Sylvie Baussier<br><br>Greek Myths by Marcia Williams  | <b>Writing to Entertain:</b> Own version of a Greek adventure myth.                                  | -Adverbs<br>-Direct speech<br>-Fronted adverbials<br>-Technical vocabulary  |  |
| <b>Summer 1</b><br><br><i>Freedom and Equality topic</i>                                      | The Boy at the Back of the Class<br>Yusra Mardini: Refugee Hero and Olympic   | When stars are scattered by Victoria  | <b>Writing to inform:</b> Diary entry in role as a refugee   | -First person<br>-Present perfect tense<br>-Adverbs<br>-Fronted adverbials  |  |

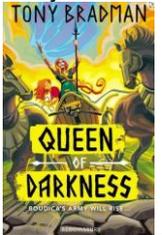
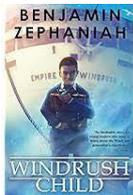


# Writing Unit Overview

|  |  |   |   |   |  |
|--|--|---|---|---|--|
| <p>(Refugees)</p>  | <p>(second half of book)</p>                                  | <p>Swimmer by Kelly Spence</p>                           | <p>Jamieson and Omar Mohamed</p> <p>The Journey by Francesca Sanna</p>  | <p><b>Writing to entertain:</b><br/>View from the window of a safari jeep</p>   | <ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Fronted adverbials</li> <li>-Possessive apostrophes</li> <li>-Complex sentences</li> </ul> |
| <p><b>Summer 2</b></p> <p>Geography topic: Angry Earth</p> | <p>Journey to the Centre of the Earth by Sarah Courtauld</p>  | <p>The Pebble in my Pocket by Meredith Hooper</p> <p>Volcanoes and Earthquakes by DK</p> <p>Earth – Shattering Events by Robin Jacobs</p> | <p><b>Writing to Entertain:</b><br/>Adventure narrative</p>   | <ul style="list-style-type: none"> <li>-Inverted commas</li> <li>-Paragraphs</li> <li>-Fronted adverbials</li> <li>-Adverbs</li> <li>-Punctuation to create tension (... and !)</li> <li>-Similes</li> </ul>                  |  |
|  |  |   | <p>Shorter pieces of writing:</p> <p><b>Entertain:</b> poem<br/><b>Persuade:</b> Letter<br/><b>Entertain:</b> Diary</p> | <ul style="list-style-type: none"> <li>-Revision of previous taught grammar:</li> <li>-Similes</li> <li>-Metaphors</li> <li>-Fronted adverbials</li> <li>-Year 3 and 4 words</li> </ul> <p>Focus on revising and editing.</p> |  |

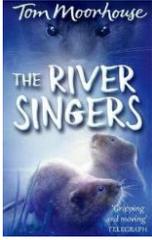


# Writing Unit Overview

| Year 4   | Primary Texts   | Secondary Texts   | Writing Purpose   | Y4 Knowledge Focus and Prior Knowledge   |
|--|---|---|---|--|
| <b>Autumn 1</b><br><br><i>We are all unique: Not Disabled – Differently-abled</i>    | Double Felix by Sally Harris<br><br>         | <ul style="list-style-type: none"> <li>Noah Scape, Can't Stop Repeating Himself by Guy Bass</li> <li>Can You See Me? by Libby Scott</li> <li>Runaway Robot by Frank Cottrell Boyce</li> <li>Wonder by R.J. Palacio</li> </ul>   | <b>Writing to Inform:</b><br>Write a biography of a famous individual with a disability.    | -Possessive apostrophes -<br>Subordinating conjunctions<br>-Fronted adverbials<br>-Headings and subheadings<br>-Third person         |
|  |   |   | <b>Writing to Entertain:</b><br>Autumn poetry   | -Expanded noun phrases<br>-Repetition<br>-Similes<br>-Stanzas & different types of poetry  |
| <b>Autumn 2</b><br><br><i>History topic: The Romans</i>                              | Queen of Darkness by Tony Bradman<br><br>   | <ul style="list-style-type: none"> <li>Roman Diary - The Journey of Iliona by Richard Platt</li> </ul>  | <b>Writing to Persuade:</b><br>Persuasive poster to persuade someone to join the Roman army | -Rhetorical questions<br>-Subordinating conjunctions<br>-Expanded noun phrases   |
|  |   |   | <b>Writing to entertain:</b><br>Setting description of the Great Hall at Hogwarts           | -Expanded noun phrases<br>-Paragraphs<br>-Fronted adverbials<br>-Direct speech   |
| <b>Spring 1</b><br><br><i>Clean, Green World</i><br><br><i>(We Are All Greta)</i>    | Greta and the Giants by Zoe Tucker<br><br> | <ul style="list-style-type: none"> <li>The Lonely Polar Bear by Khoa Le</li> <li>Swimming Against the Storm by Jess Butterfield</li> <li>Leaf by Sandra Dieckmann</li> <li>Climate action by Georgina Stevens</li> <li>Old Enough to Save the Planet by Loll Kerby</li> </ul> | <b>Writing to persuade:</b><br>Persuasive letter to local MP                                | -Formal language<br>-Persuasive language<br>-Complex sentences<br>-Fronted adverbials<br>-Commas in a list                           |
|  |   |   | <b>Writing to entertain:</b><br>Narrative (suspense)  | -Similes<br>-Fronted adverbials<br>-Expanded noun phrases<br>-Onomatopoeia<br>-Ellipsis<br>-Direct speech                            |
| <b>Spring 2</b><br><br><i>History topic: Anglo-Saxons</i>                            | Beowulf by Michael Morpurgo<br><br>        | <ul style="list-style-type: none"> <li>Anglo-Saxon Boy by Tony Bradman</li> <li>Men, Women and children in Anglo-Saxon Times by Jane Bingham</li> </ul>   | <b>Writing to inform:</b><br>Beowulf's diary  | -First person<br>-Fronted adverbials<br>-Past tense<br>-Informal language<br>-Paragraphs   |
| <b>Summer 1</b><br><br><i>Freedom and Equality</i><br><br><i>Windrush Generation</i> | Windrush Boy by Benjamin Zephaniah<br><br> | <ul style="list-style-type: none"> <li>Coming to England by Floella Benjamin</li> <li>John Agard's Windrush Child by John Agard</li> <li>Granny Came Here on the Empire Windrush by Patrice Lawrence</li> <li>Black and British by David Olusoga</li> </ul>                   | <b>Writing to inform:</b><br>Newspaper report about Empire Windrush arriving in Britain     | -Direct speech<br>-Reported speech<br>-Third person<br>-Formal language<br>-Newspaper structure<br>-Commas after a fronted adverbial |
|  |   |   | <b>Writing to entertain:</b><br>A window into spring (Haikus)                               | -Expanded noun phrases<br>-Similes<br>-Syllables<br>-High level vocab  |

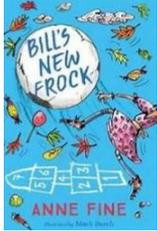


# Writing Unit Overview

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|---|---|---|--|--|
| <b>Summer 2</b><br><i>Geography topic:</i><br><i>Rivers</i> | The River Singers by Tom Moorhouse<br> | <ul style="list-style-type: none"><li>• Why Water's Worth It by Lori Harrison</li><li>• Water Cycles by DK.</li><li>• Song of the River by Joy Cowley &amp; Kimberly Andrews.</li><li>• A River by Marc Martin</li><li>• The Rhythm of the Rain by Grahame Baker-Smith</li><li>• Amazing Rivers by Julie Vosburgh Agnone &amp; Kerry Hyndman.</li><li>• Amazon River by Sangma Francis &amp; Romolo D'Hipolito.</li><li>• Water by Melissa Stuart;</li><li>• Flood by Alvaro F. Villa</li></ul> | <b>Writing to Inform:</b> A script for a documentary.                  | -Expanded noun phrases<br>-Technical language<br>-Relative clauses<br>-Subordinating conjunctions<br>-Fronted adverbials |
|   |   |   | <b>Writing to Entertain:</b> Shakespeare Hamlet – writing a soliloquy. | -First person<br>-Speech punctuation<br>-Formal language<br>-Expanded noun phrases                                       |

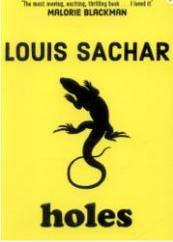


# Writing Unit Overview

| Year 5  | Primary Texts   | Secondary Texts  | Writing Purpose   | Y5 Knowledge Focus and Prior Knowledge   |
|---|---|--|---|--|
| <b>Autumn 1</b><br><br><i>We are all unique:</i><br><br><i>Free to be Me</i>  | Bill's New Frock by Anne Fine<br><br>  | <ul style="list-style-type: none"> <li>• Julian is a Mermaid by Jessica Love</li> <li>• Little People, Big Dreams: Ru Paul by Maria Vegara</li> <li>• Little People, Big Dreams: Elton John by Maria Vegara</li> <li>• Gender Swapped Fairy Tales by Karrie Fransman</li> </ul>                                      | <b>Writing to Entertain:</b><br>Story opening based on Chapter 1 of 'Bill's New Frock'. | -Expanded noun phrases<br>-Conjunctions<br>-Fronted adverbials<br>-Parenthesis.<br>-Direct speech                    |
|   |   |  | Sentence level work   | -Compound sentences<br>-Complex sentences  |
| <b>Autumn 2</b><br><br><i>History topic</i><br><br><i>Viking Raiders: Britain's First Immigrants</i>                | Viking Boy – Tony Bradman<br><br><br><br>The Dragon's Hoard: Stories from the Viking Sagas by Lari Don<br><br> | <ul style="list-style-type: none"> <li>• Anglo-Saxon Boy by Tony Bradman</li> <li>• You Wouldn't Want to Be a Viking Explorer! By Andrew Langley</li> <li>• You Wouldn't Want to Be an Anglo-Saxon Peasant! By Jacqueline Morley</li> <li>• Eyewitness Book - Viking</li> </ul>                                      | <b>Writing to Entertain:</b><br>Setting description based on Viking Boy.                | -Expanded noun phrases<br>-Similes<br>-Metaphors<br>-Subordinate clauses<br>-Relative clauses<br>-Fronted adverbials |
|   |   |  | <b>Writing to Entertain:</b><br>Winter poetry   | -Fronted adverbials<br>-Similes<br>-Prepositional phrases<br>-Compound verbs   |
| <b>Spring 1</b><br><br><i>Clean, Green World</i><br><br><i>(Be More David Attenborough – The Amazon Rainforest)</i> | The Explorer by Katherine Rundell<br><br>  | <ul style="list-style-type: none"> <li>• You Wouldn't Want to Work in a Victorian Mill by Jon Malam</li> <li>• The Secret Diary of Jane Pinny, a Victorian House Maid by Philip Ardagh</li> <li>• Oliver Twist and Other Great Dickens Stories by Marcia Williams</li> <li>• DK Eyewitness The Victorians</li> </ul> | <b>Writing to inform:</b><br>A recount in the form of a diary                           | -Modal verbs<br>-Passive voice<br>-Adverbs<br>-Parenthesis   |
|   |   |  | <b>Writing to Discuss:</b><br>Debate (balanced argument) about deforestation.           | -Adverbials<br>-Modal verbs<br>-Relative clauses<br>-Passive voice<br>-Subordinating conjunctions                    |
| <b>Spring 2</b><br><br><i>History topic</i><br><br><i>World War One</i>   | War Game by Michael Foreman<br><br>  | <ul style="list-style-type: none"> <li>• War Horse by Michael Morpurgo</li> <li>• White Feather by Catherine and David MacPhail</li> <li>• Stories of the First World War – Jim Eldridge</li> <li>• Walter Tull: Footballer, Soldier, Hero by Dan Lyndon.</li> </ul>   | <b>Writing to Persuade:</b><br>propaganda speech to recruit soldiers to the army.       | -Colons<br>-Semi colons<br>-Imperative verbs<br>-Modal verbs   |
| <b>Summer 1</b><br><br><i>Freedom and Equality</i>  | Haunted by Andersen Press   | <ul style="list-style-type: none"> <li>• You Wouldn't Want to Work in a</li> </ul>   | <b>Writing to Entertain:</b><br>View from a river boat window                           | -Relative clauses<br>-Commas to clarify meaning  |

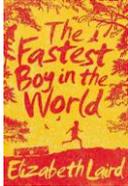
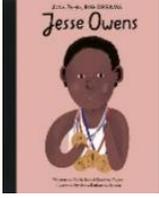
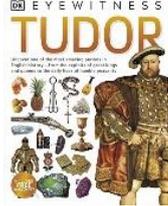
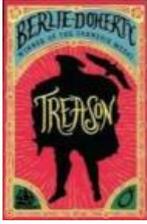
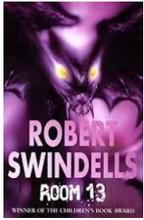
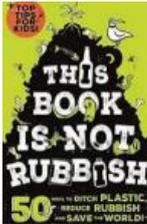
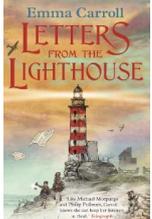
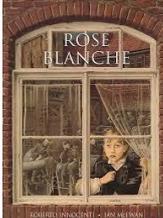


# Writing Unit Overview

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|--|--|---|--|--|
| <p><i>Industrial<br/>Revolution</i></p>                        |                               | <p>Victorian Mill by John Malam</p> <ul style="list-style-type: none"> <li>• Street Child by Berlie Doherty</li> <li>• Gaslight by Eloise Williams</li> <li>• The Mermaid and The Millpond by Lucy Strange</li> <li>• The Bluest of Blues by Fiona Robinson</li> </ul>                                  | <p><b>Writing to Entertain:</b><br/>Victorian ghost story</p>                  | <ul style="list-style-type: none"> <li>-Subordinate clauses</li> <li>-Adjectives</li> <li>-Adverbs</li> <li>-Fronted adverbials</li> <li>-Varied sentence length</li> <li>-Punctuation to create tension</li> <li>-Parenthesis</li> <li>-Similes</li> <li>-Metaphors</li> <li>-Technical vocabulary</li> </ul> |
| <p><b>Summer 2</b><br/><i>Geography topic:<br/>Deserts</i></p> | <p>Holes by Louis Sachar</p>  | <ul style="list-style-type: none"> <li>• Desert Habitats by Paul Bennett</li> <li>• Trekking the Sahara Desert by Sonya Newland</li> <li>• Who Eats Who In The Desert? by Andrew Campbell</li> <li>• Desert Biomes by L &amp; R Spillsbury</li> <li>• Shakespeare Stories by Marcia Williams</li> </ul> | <p><b>Writing to Entertain:</b><br/>Character description of The Warden.</p>   | <ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Similes or metaphors</li> <li>-Hyphens to avoid ambiguity</li> <li>-Relative clauses</li> <li>-Modal verbs</li> </ul>  |
|  |  |   | <p><b>Writing to persuade:</b><br/>Shakespeare Macbeth – Persuasive letter</p> | <ul style="list-style-type: none"> <li>-Imperative verbs</li> <li>-Emotive language</li> <li>-Passive voice</li> <li>-Subordinate clauses</li> <li>- Similes and metaphors</li> </ul>  |

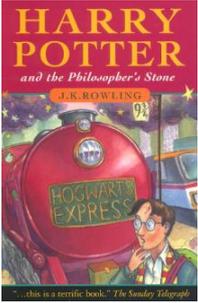


# Writing Unit Overview

| Year 6   | Primary Texts   |   | Secondary Texts   | Writing Purpose  | Y6 Knowledge Focus and Prior Knowledge   |
|--|---|---|---|--|--|
| <b>Autumn 1</b><br><i>We are all unique</i><br><i>We All Matter</i>                | The Fastest Boy in the World – Elizabeth Laird<br> | Little People, Big Dreams: Jesse Owens<br>             | <ul style="list-style-type: none"> <li>• Armistice Runner' by Tom Palmer</li> <li>• Black brother, Black brother by Jewell Parker Rhodes</li> <li>• Mo Farah' by Michael Hurley</li> <li>• Ellie Simmonds by Clive Clifford</li> </ul>  | <b>Writing to Entertain</b><br>Descriptive narrative about a sporting race.                        | -Expanded noun phrases<br>-Similes - Metaphors<br>-Complex sentences   |
|  |   |   |   | <b>Writing to Inform</b><br>Newspaper article – Gertrude Ederle swimming the Channel.              | -Passive voice<br>-Relative clauses<br>-Formal language<br>-Subjunctive<br>-Direct and reported speech   |
| <b>Autumn 2</b><br><i>History topic</i><br><i>The Tudors: Rebels or Romantics?</i> | Eyewitness: Tudor by DK<br>                        | Treason by Berlie Doherty<br>                         | <ul style="list-style-type: none"> <li>• The Queen's Fool by Ally Sherrick</li> <li>• Diver's Daughter: A Tudor Story by Patrice Lawrence</li> <li>• A Stage Full of Shakespeare Stories by Angela McAllister</li> <li>• Bravo Mr William Shakespeare by Marcia Williams</li> </ul> | <b>Writing to Inform</b><br>Biography of King Henry VIII   | -Third person<br>-Parenthesis<br>-Complex sentences<br>-Subordinate clauses<br>-Apostrophes for possession   |
|  |   |   |   | <b>Writing to Entertain/Inform</b><br>Instructions: How to Steal Christmas – based on 'The Grinch' | -Imperative verbs<br>-Rhetorical questions<br>-Fronted adverbials<br>-Expanded noun phrases<br>-Semicolons   |
| <b>Spring 1</b><br><i>Clean, Green World</i><br><i>(Plastic Pollution)</i>         | Room 13 by Robert Swindells<br>                  | This book is not rubbish' by Isabel Thomas<br>       | <ul style="list-style-type: none"> <li>• Kids Fight Plastic by Martin Dorey</li> <li>• Alba the Hundred-Year-Old Fish</li> <li>• by Lara Hawthorne</li> <li>• A Planet Full of Plastic by Neal Layton</li> <li>• Hope Jones Saves the World by Josh Lacey</li> </ul>                | <b>Writing to Entertain</b><br>-A horror narrative.  | -Complex sentences<br>-Direct speech<br>-Personification<br>-Semicolons and dashes   |
|  |   |   |   | <b>Writing to Inform:</b><br>Non-chronological about a sea creature affected by plastic.           | -Complex sentences<br>-Semicolons<br>-Parenthesis<br>-Colons to introduce a list<br>-Formal language   |
| <b>Spring 2</b><br><i>History topic:</i><br><i>WW2</i>                             | Letters from the Lighthouse by Emma Carroll<br>  | Rose Blanche by Ian McEwan and Roberto Innocenti<br> | <ul style="list-style-type: none"> <li>• Once by Morris Gleitzman</li> <li>• The Usborne Introduction to the Second World War</li> <li>• Rationing by Martin Parsons</li> <li>• When Hitler Stole Pink Rabbit by Judith Kerr</li> </ul>   | <b>Writing to Inform:</b><br>-Evacuee letter   | -First person<br>-Informal language<br>-Relative clauses<br>-Expanded noun phrases<br>-Dash/ semicolon to separate clauses<br>-Range of sentence openers |



# Writing Unit Overview

|  |   |   |   |  |
|--|---|---|---|--|
| <p><b>Summer 1</b></p> <p><i>Freedom and Equality</i></p> <p><i>Indian Migration</i></p> | <p>Harry Potter and the Philosopher's Stone by JK Rowling</p>  | <ul style="list-style-type: none"> <li>• Cinnamon by Neil Gaiman</li> <li>• India, Incredible India by Jasbinder Bilan</li> </ul>   | <p><b>Writing to persuade:</b><br/>Complaint letter about a faulty wand</p> <p><b>Writing to entertain:</b><br/>Characterisation of Hagrid or the BFG</p> | <ul style="list-style-type: none"> <li>-Formal language</li> <li>-Persuasive language</li> <li>-Semicolon/dash to separate clauses</li> <li>-Relative clauses</li> <li>-Direct Speech</li> <li>-Adverbials of time and place</li> <li>-Subordinate clauses</li> <li>-Emotive language</li> <li>-Semicolons</li> <li>-Varied sentence length</li> </ul> |
| <p><b>Summer 2</b></p> <p><i>Geography topic</i></p> <p><i>Nepal</i></p>                 | <p>The Final Year by Matt Goodfellow</p>                      | <ul style="list-style-type: none"> <li>• Asha and the Spirit Bird by Jasbinder Bilan</li> <li>• Running on the Roof of the World by Jess Butterworth</li> <li>• Home by Carson Ellis</li> </ul> |   | <p>Recapping all previously taught content.</p> <p>Focus on editing and republishing previous pieces</p>   |