



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PURPOSE		WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO ENTERTAIN	WRITING TO INFORM
Suggested Text Types		<ul style="list-style-type: none"> Stories (including re-telling) Descriptions Poetry In-character/role 	<ul style="list-style-type: none"> Recount Letter Instructions 	<ul style="list-style-type: none"> Stories (including re-telling) Descriptions Poetry In-character/role 	<ul style="list-style-type: none"> Recount Letter Instructions 	<ul style="list-style-type: none"> Stories (including re-telling) Descriptions Poetry In-character/role 	<ul style="list-style-type: none"> Recount Letter Instructions
Text Features		<ul style="list-style-type: none"> Time sequenced Begin to differentiate between past and present tense to suit purpose 	<ul style="list-style-type: none"> Appropriate use of past and present 	<ul style="list-style-type: none"> Time sequenced Begin to differentiate between past and present tense to suit purpose 	<ul style="list-style-type: none"> Appropriate use of past and present 	<ul style="list-style-type: none"> Time sequenced Begin to differentiate between past and present tense to suit purpose 	<ul style="list-style-type: none"> Appropriate use of past and present
Other Style Ideas		<ul style="list-style-type: none"> Focus on oral work first Use opportunities for reading own work aloud. 	<ul style="list-style-type: none"> Could use a writing frame to structure sections May include images 	<ul style="list-style-type: none"> Focus on oral work first Use opportunities to reading own work aloud. 	<ul style="list-style-type: none"> Use a writing frame to structure sections May include images 	<ul style="list-style-type: none"> Focus on oral work first Use opportunities to reading own work aloud. 	<ul style="list-style-type: none"> Could use a writing frame to structure sections May include images
Ideas for context for writing throughout the curriculum	Strand A	<u>Autumn</u> Poetry based on the season Author/ Book Focus Literacy Shed	<u>Autumn</u> Recount of Autumn walk <u>Ourselves</u> <u>Homes - Local study of Brotton</u>	<u>Great Fire of London</u> Poetry- London's Burning Drama/story Author/ Book Focus Literacy Shed	<u>Great Fire of London</u> Book focus: Vlad and the Great fire of London Katie in London Queen's Hat Paddington Bear	<u>Australia/ Captain Cook</u> Book Focus: Nanny Twice Diary of a Wombat Koala Who Could Possum Magic	<u>Plants</u> Instructions how to pot a plant Diary of a Sunflower Seed Book Focus: The Extraordinary Garden The Boy who grew a forest
	Strand B	<u>Toys</u> <u>Animals</u> Author/Book Focus - Dogger Poetry based on the season. Literacy Shed	<u>Toys</u> <u>Animals</u> Instructions on how to make a toy	<u>Explorers</u> <u>Famous People:</u> Frank Wild Scott of Antarctic <u>Book Focus:</u> Immi Lost and Found Frank Wild	<u>Explorers</u> Immi's Gift	<u>Seaside Holidays</u> Book Focus: 'Lucy and Tom 'by Shirley Hughes Harry by the Sea The Lighthouse Keepers Breakfast	<u>Seaside Holidays</u> Write a postcard
Throughout the year		Coordinating (compound) conjunctions: BOAS (and, but, or, so) Subordinating (complex) conjunctions: WITB (whereas, if, though, because,) Sentence types: Statement/ Question/ Exclamation / Command Adverbs					
Grammar and Sentences Focus Y1 / Y2		Past/ Present Tense Consistent Past simple / progressive Present simple/ progressive	Time adverbials As Y1	Similes, Onomatopoeia Alliteration			
Punctuation		Capital Letters, full stops, finger spaces. As above and apostrophes for possession/omission	Question Mark	Exclamation marks	Commas in a list As above	Consolidation of all skills taught	
Terminology		adjective plural fiction As above and noun, adjective, verb	Bullet points Non-fiction Report Instruction Adverbs	Conjunction As above	Consolidated throughout the year.		