



Higher Failsworth Primary School



Writing Subject Leaders:

Mrs O'Mara, Miss Prendergast and Mrs Gately



Writing Intent, Implementation and Impact Statements

| Intent Statement | Implementation Statement | Impact Statement |
|---|--|--|
| <p>English is a crucial part of our curriculum. It is our intention to ensure that all pupils regardless of background, gender, ability or additional need will access the key skills taught in English enabling them to approach materials in all curriculum areas with confidence.</p> <p>We intend to provide a strong foundation for their learning throughout their school career enabling learners to flourish and establish the skills they need to become confident and proficient readers and writers.</p> <p>We endeavour to fully equip our pupils with all the skills necessary so they are able to grow their knowledge and passion for the world by utilising their literacy skills making them a lifelong learner.</p> | <p>In EYFS the children take part in ‘Squiggle, wiggle’ and ‘Drawing club’ to develop mark making skills. In Reception and KS1 the children follow the RWI writing programme alongside the texts that they are using within the sessions. In the latter parts of KS1 and KS2, all classes follow a writing cycle which encourages plenty of oracy and vocabulary work followed by reading into writing.</p> <p>From the latter part of Y1 – Y6, we start each unit with RAFTs (Reason, Audience, Purpose, Tone and Spelling) This provides children with a success criteria for their end goal. Children are exposed to a WAGOLL which has been planned in advance by the class teacher to allow the children to identify the good features of the particular genre that they are focusing on.</p> <p>We then give the children opportunities to develop the vocabulary that may be included in a specific piece of writing. We try to play games and orally rehearse these words in lesson time. We then teach a key skill (Usually SPAG based) which is included in the RAFTs from earlier within the cycle. We teach this in context of the piece that we are writing. The children are then given time to plan and write their piece of writing, using the RAFTs continuously to focus the children throughout.</p> <p>After this, in KS1, we teach the children how to proofread and to start to make small changes and revision to their work, then in KS2 the children are taught to suggest improvements and make changes to their work to make corrections and enhance their writing.</p> <p>In addition to being referred to and taught alongside other subjects, Handwriting and Spelling is also taught discreetly to ensure our children are prepared and equipped with the skills to practise and produce a neat, legible and fluent style using explicitly taught spelling rules.</p> | <p>All pupils, regardless of background, gender, ability or additional need will have made progress from their starting points.</p> <p>Pupils enjoy English lessons and are keen, enthusiastic writers.</p> <p>Pupils have the knowledge and skills to write a variety of text types, being able to draw upon a range of internal structures of texts they have memorised.</p> <p>Pupils are able to write creatively and will do so independently.</p> <p>Pupils at HFPS will achieve alongside pupils in our Local Authority (Oldham) and at a National Level.</p> |

Writing - Threshold Concepts



Writing Progression- Spoken Language

| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
|--|---|--|
| <ul style="list-style-type: none"> • Children's' vocabulary will be developed when they listen to books read aloud and when they discuss what they have heard. • Role play is used to help pupils identify and explore characters, and to try out language they have listened to. • Question and sentence stems are used to develop and embed spoken vocabulary. • Children will begin to speak audibly and fluently with an increasing command of Standard English • Opportunities for public speaking in front of a wider audience are provided throughout the year through class assemblies, Collective Worship/Reflection; role play, circle time, PSHE, paired talk, presentations and show and tell • Children will answer and ask questions predicting what might happen on the basis of what has been read so far and to extend their understanding and knowledge • Children are aware of and follow agreed rules for effective discussion. • Children will respond with increasing appropriateness to adults and their peers. | <ul style="list-style-type: none"> • Children are given opportunities to discuss language, including vocabulary, extending children's' interest in the meaning and origin of words. • Children are encouraged to use drama approaches to perform plays and poems to support their understanding of the meaning. • Effective use of vocabulary is used to gain and maintain the interest of the listener. • Children can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Children can speak audibly and fluently with an increasing command of Standard English • Children can articulate and justify answers • Children will ask relevant questions to extend their understanding and knowledge • Children will consider and evaluate different viewpoints, attending to and building on the contributions of others • Children develop, agree on and evaluate rules of effective discussion with the expectation that all pupils take part • Children give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | <ul style="list-style-type: none"> • Children can give well-structured descriptions, explanations and narratives for different purposes, including the expression of feelings • Children can use relevant strategies to build their vocabulary e.g. use of descriptosaurus, ICT, dictionaries, thesaurus. • Children can effectively and respectfully articulate and justify arguments and opinions. • Children can use spoken language to develop understanding through speculating and hypothesising. • Effective use of vocabulary is used to gain and maintain the interest of the listener. • Children can speak audibly and fluently with an increasing command of Standard English • Children can gain and maintain the interest of the listener • Children will consider and evaluate and respond to different viewpoints, attending to and building on the contributions of others. |

Writing Progression – Reason for Writing

| Purpose for Writing | EYFS (Verbal with some written) | Y1 (Independent Writing) | Y2 (Independent Writing) | Y3 (Independent Writing) | Y4 (Independent Writing) | Y5 (Independent Writing) | Y6 (Independent Writing) |
|---------------------|--|--|---|--|---|---|--|
| To Entertain | <ul style="list-style-type: none"> Labels and Captions Description Story (Retell) Poetry | <ul style="list-style-type: none"> Labels and Captions Description Story (Retell & some innovation) Poetry | <ul style="list-style-type: none"> Description (character and setting) Story (Retell & some innovation) Poetry | <ul style="list-style-type: none"> Description (character and setting) Story Poetry | <ul style="list-style-type: none"> Description (character and setting) Story Poetry | <ul style="list-style-type: none"> Description (character and setting) Story Poetry | <ul style="list-style-type: none"> Description (character and setting) Story Poetry |
| To Inform | <ul style="list-style-type: none"> Labels and Captions Recounts Letters Lists | <ul style="list-style-type: none"> Labels and Captions Recounts Letters Fact Files Instructions | <ul style="list-style-type: none"> Recounts Letters Non-chronological reports Instructions | <ul style="list-style-type: none"> Diaries Letters Non-chronological reports Instructions Biography | <ul style="list-style-type: none"> Diaries Letters Non-chronological reports Instructions Explanation Biography | <ul style="list-style-type: none"> Diaries Letters Reports Instructions Explanation Biography | <ul style="list-style-type: none"> Diaries Letters Reports (including formal and mixture) Instructions Explanation Biography |
| To Persuade | | | | <ul style="list-style-type: none"> Advertising Simple Letter | <ul style="list-style-type: none"> Letter Speech | <ul style="list-style-type: none"> Letter Speech | <ul style="list-style-type: none"> Letter Speech (including formal) |
| To Discuss | | | | | | <ul style="list-style-type: none"> Argument Review | <ul style="list-style-type: none"> Argument (including formal) Review Debate |

Writing Progression – Audience

| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
|--|--|--|
| <ul style="list-style-type: none">• Children can discuss what they have written with the teacher or other pupils• Children can read their writing aloud, clearly enough to be heard by their peers and the teacher• Children will develop positive attitudes towards and stamina for writing• Children can begin to write narratives about personal experiences and those of others (real and fictional); real events; poetry• Children will write for different purposes• Children can read aloud what they have written with appropriate intonation to make the meaning clear | <ul style="list-style-type: none">• Children will begin to plan and write with an understanding of purpose and audience.• Children will show increasing confidence when reading their own writing aloud to a group or the whole class.• Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.• These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. | <ul style="list-style-type: none">• Children can write for a range of purposes and audiences confidently, selecting appropriate grammar and vocabulary to match the purpose.• Children can produce sustained and accurate writing from different narrative and nonfiction genres with appropriate structure• Children can plan their writing with increasing confidence by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |

Writing Progression – Features of Writing (1 of 2)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|---|--|
| <ul style="list-style-type: none"> • To write sentences in order to create short narratives and non-fiction texts. • To use some features of different text types • To use adjectives to describe • To use simple sentence structures • To use the conjunction, 'and' to link ideas and sentences. • To use capital letters for names, places, days of the week and the personal pronoun, 'I'. • Finger spaces • Full stops to end sentences • Question marks • Exclamation marks | <p>Pupil(s) can write a simple, coherent narrative about their own and others'</p> <ul style="list-style-type: none"> • experiences (real and fictional), after discussion with the teacher: • writing about real events, recording these simply and clearly • demarcating most sentences with: capital letters and full stops • and with use of: question marks. • using present and past tense mostly correctly and consistently • using co-ordination (or / and / but) • using some subordination (when / if / that / because) | <ul style="list-style-type: none"> • To begin to use ideas from own reading and modelled examples to plan their writing. • To demonstrate an increasing understanding of purpose and audience. • To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • To proofread their own and others' work to check for errors with increasing accuracy, and make improvements. • To make deliberate ambitious word choices to add detail. • To begin to create settings, characters and plot in narratives. • To begin to organise their writing into paragraphs around a theme. | <ul style="list-style-type: none"> • To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • To write narratives with a clear beginning, middle and end with a coherent plot. • To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. • To create more detailed settings, characters and plot in narratives to engage the reader. • To consistently organise their writing into paragraphs around a theme. | <ul style="list-style-type: none"> • To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. • To describe settings, characters and atmosphere to consciously engage the reader. • To use dialogue to convey a character and advance the action with increasing confidence. • To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. • To begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To create paragraphs that are usually suitably linked. • To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. | <ul style="list-style-type: none"> • The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing): in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action |

Writing Progression – Features of Writing (2 of 2)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--------|---|--|--|---|
| | | <ul style="list-style-type: none"> • To maintain the correct tense (including present perfect tense) throughout a piece of writing. • To use the full range of punctuation from previous year groups. • To use inverted commas in direct speech. • To use subordinate clauses. • To begin to use conjunctions, adverbs and prepositions to show time, place and cause. • To use 'a' or 'an' correctly most of the time. | <ul style="list-style-type: none"> • To maintain an accurate tense throughout a piece of writing. • To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. • To use the full range of punctuation from previous year groups. • To use all the necessary punctuation in direct speech mostly accurately. • To use apostrophes for singular and plural possession with increasing confidence. • To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. • To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. | <ul style="list-style-type: none"> • To use the full range of punctuation from previous year groups. • To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. • To use a wider range of linking words/phrases between sentences and paragraphs • To build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. • To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) • To use brackets, dashes or commas to begin to indicate parenthesis. • To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. | <ul style="list-style-type: none"> • To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • To use verb tenses consistently and correctly throughout their writing • To use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) |

Writing Progression – Tone of Writing

| Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
|---|---|--|
| <ul style="list-style-type: none">• Children can read aloud what they have written with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none">• Children can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.• Children are beginning to write according to the tone of the piece of writing including atmosphere. | <ul style="list-style-type: none">• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.• Children can write in an atmospheric way which is appropriate to the tone of the writing outcome. |

Writing Progression – Spelling and Handwriting

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|---|---|
| <ul style="list-style-type: none"> To spell most words containing previously taught phonemes and GPCs accurately. To spell most Y1 common exception words and days of the week accurately (from English Appendix 1). To use -s and -es to form regular plurals correctly. To use the prefix 'un'. To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word). To write lower case and capital letters in the correct direction, starting and finishing in the right place. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. | <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, Spelling many of these words correctly and making phonically-plausible attempts at others Spelling many KS1 common exception words Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Using spacing between words that reflects the size of the letters | <ul style="list-style-type: none"> To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell many words with suffixes correctly, e.g. usually, poisonous, adoration. To begin to spell homophones correctly, e.g. which and witch. To spell some of the Year 3 and 4 statutory spelling words correctly. To use a neat, joined handwriting style with increasing accuracy. | <ul style="list-style-type: none"> To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. To consistently use a neat, joined handwriting style. | <ul style="list-style-type: none"> To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc. To spell many words correctly from the Y5/6 statutory spelling list. To write legibly, fluently and with increasing speed. | <ul style="list-style-type: none"> To spell correctly most words from the year 5 / year 6 spelling list,* and To use a dictionary to check the spelling of uncommon or more ambitious vocabulary To maintain legibility in joined handwriting when writing at speed. |

Writing Cycle: Y1 (Spring 1) – Y6

Hook

Pupils are introduced to RAFTs (Reason, Audience, Features, Tone, Spelling) for the genre being taught. They will take part in an immersion activity directly linking to the piece that they will write.

Word Work

Pupils will explore effective vocabulary, effective phrases and statutory spellings linking with the writing piece. These should be immersive and if possible game based to ensure retention of effective vocabulary.

Key Skill

We will teach features that have been taken from the RAFTs. Usually 2 key skills will be taught (this may be a revisit of an old key skills which is not yet secure) This key skill will be taught within context of the piece being written.

Planning

At this stage the teacher will start by model planning a WAGOLL. They will think aloud to model the planning process. The children will then plan their own piece of writing based on this modelled plan. There may be an opportunity for a teacher shared write at this point to model WAGOLL

Writing, Editing, Proofreading

The children will independently write from their plan the previous sessions. The children will use an assessment grid to support with their content. This will be self assessed at the end of each session and then teacher assessed. The children will then be given the opportunity to make correction/enhancements as required.

Writing, Editing, Proofreading

If appropriate we allow the children to share and celebrate their achievement within their writing. This may be sent to the author, published on the school Twitter feed, instagram etc It may be sent home to parents via a photocopy of a QR code etc.



Writing Long Term Plan 2023/2024*



*Content is subject to change depending on the needs of the school and children

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|---|---|--|---|---|
| EYFS | Story Retell Poetry | Story Retell Description | Story Retell Poetry | Story Retell Description | Story Retell Poetry | Story Retell Description |
| Reception | Story Retell Poetry | Story Retell | Story Retell Lists | Labels and Captions Description | Labels and Captions Poetry | Recount |
| Year 1 | Writing through RWI Scheme | Writing through RWI Scheme | Instructions Story writing Recount of visit | Character description Setting description Letter writing | Story Writing | Instructions Story writing Poetry writing |
| Year 2 | Descriptive writing Letter writing (postcards) Poetry- Calligram | Instructions Story Writing Recount of visit | Non chronological report Story writing Letter writing | Setting description Recount of visit | Poetry- Acrostic Non-Chronological report Character description | Instructions Letter writing Story Writing |
| Year 3 | Character description Story writing Instructions | Story writing Non-Chronological report | Letter Instructions | Setting description Story writing | Persuasive letter Non-Chronological report | Story Poetry Speech |
| Year 4 | Story writing Diary | Setting description Story writing Persuasive letter | Story writing Character description | Letter Non-Chronological Report | Recount Instructions | Poetry Letter |
| Year 5 | Persuasive Text Poetry Description | Story Writing Diary instructions | Story writing Non-Chronological Report | Letter Diary | Description Persuasive letter | Story writing Instructions Poetry |
| Year 6 | Letter Story writing Diary | Description Story writing Recount | Missing Person's Report Speech Non-chron report | Letter Story Description | Consolidation of punctuation and grammar skills | letter Description Debate |



Genre Coverage

Working as a team, we have create a genre coverage document which ensures that we have breadth of coverage of a range of genres over the course of the academic year. We strive to ensure that we are able to teach specific skills within the early stages of the year and then allowing the children to work more independently as the year progresses. This allows us to make accurate assessments and judgements as the children are exposed to the genres multiple time during the year.

Year 1 Genre Coverage

| To entertain | To inform |
|--|---|
| <ul style="list-style-type: none"> • Description (character and setting) • Story (retell with some innovation) • Poetry | <ul style="list-style-type: none"> • Recounts • letters • Non-chronological report • Instructions |

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|-------------------------------|--|--|--|-------------------------------|
| Great Fire or London | Our Local Area | Police (History) Plants (Science) | Great Britain | Transport | Walk on the wild side |
| Read Write Inc Get Writing | Read Write Inc Get Writing | Instructions- How to plant a plant | Character description- Katie in London | Story writing (innovation)- The naughty school bus | Instructions- Food technology |
| | | Recount- Recount of Visit to Police Museum | Setting Description- Katie in Scotland | | Story- Handa's Surprise |
| | | | Letter Writing- | | Poetry- Handa's Surprise |

Year 2 Genre Coverage

| To entertain | To inform |
|--|---|
| <ul style="list-style-type: none"> • Description (character and setting) • Story (retell with some innovation) • Poetry | <ul style="list-style-type: none"> • Recounts • letters • Non-chronological report • Instructions |

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|-------------------------------------|------------------------------|--------------------------------------|--------------------------------|
| Beside the seaside | Oldham High street | Frozen Earth | The Victorians | From Oldham to the Amazon | Marvellous Medicine |
| Descriptive writing- Sharing a shell, Rainbow Fish | Instructions- DT Christmas card instructions | Non -chronological report | Setting description- Factory | Poetry- Acrostic | Instructions |
| Letter writing- Postcards linked to Lucy and Tom at the seaside | Story writing- Harry and the dinosaurs | Narrative- innovate- Lost and Found | | Non- Chronological report | Letter writing- Letter to Dr D |
| Poetry- Calligram | Recount- trip to Oldham High street | Letter writing | Recount- Gallery Oldham | Character description- Monkey Puzzle | Story |

Year 3 Genre Coverage

| To entertain | To inform | To persuade |
|--|---|--|
| <ul style="list-style-type: none"> • Description (character and setting) • Story • Poetry | <ul style="list-style-type: none"> • Diary entries • Reports • Letter (formal/informal) • Explanations • Biographies • instructions | <ul style="list-style-type: none"> • Letter • speech |

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--------------------------------------|--|---|---|--|
| Stone Age | Volcanoes | Egyptians | <u>Rocking</u> Rio | Tudors | The Tundra |
| Character description – Linked to Stone Age Boy | Non-Chronological Report - Volcanoes | Instructions – How to mummify an orange | Setting description – linked to Literacy shed video | Non-chronological report – wives of Henry VIII | Story – linked to the text, 'Bear in the Stars'. |
| Narrative - Linked to Stone Age Boy | Narrative - Linked to Pompei | Letter – From Howard Carter about Tutankhamun tomb | Story – linked to literacy shed video | Persuasive letter – from Henry to Pope to convince him to give him a divorce. | Poetry |
| Instructions – How to wash a woolly mammoth | | | | | Speech - Link to endangered animal in the Tundra |

Year 4 Genre Coverage

| To entertain | To inform | To persuade |
|--|---|--|
| <ul style="list-style-type: none"> • Description (character and setting) • Narrative • Poetry | <ul style="list-style-type: none"> • Diary entries • Reports • Letter (formal/informal) • Explanations • Biographies • instructions | <ul style="list-style-type: none"> • Letter • Speech |

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 and 2 |
|--|---|---|--|---|
| The Romans | Rivers and Mountains | Anglo-Saxons | Environmental Issues | The Plague (Summer 1) The Galapagos (Summer 2) |
| Narrative – Linked to the story of Romulus and Remus | Setting description - Himalayan Mountain Range | 2.Narrative – Linked to topic | Non- <u>Chron</u> Report | Instructions - Linked to topic |
| Diary – Linked to Romans topic | Narrative – Linked to Dear Yeti by James Kwan | 1.Character description linked to topic | Letter – linked to guided reading text | Recount - Linked to topic |
| | Persuasive letter to join a group of <u>expeditionists</u> searching for the yeti | | | Poem - Haiku |
| | | | | Letter - Persuasive |

Year 5 Genre Coverage

| To entertain | To inform | To persuade | To discuss |
|--|---|--|--|
| <ul style="list-style-type: none"> • Description (character and setting) • Story • Poetry | <ul style="list-style-type: none"> • Diary entries • Reports • Letter (formal/informal) • Explanations • Biographies • instructions | <ul style="list-style-type: none"> • Letter • speech | <ul style="list-style-type: none"> • argument • Review • debate |

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|----------|---|--------------------------------|
| Urban Vs Rural | Mayan Civilisation | Ancient Greeks | Deserts | Beautiful Barcelona | Vikings |
| Persuasive leaflet - persuade people to not drop litter | Narrative - linked to the text, 'The Explorer' | Narrative - Trojan Horse | Diary | Description of Barcelona | Narrative |
| Description - Linked to Space (Science topic) | Diary – Linked to | Report - Non-chronological report about Ancient Greeks | Letter | Persuasive letter linked to topic (complaint about hotels?) | Instructions |
| Poetry - Create poem linked to science topic 'Space' (if time) | Instructions - how to make Rainforest pancake | | | | Poem linked to topic (if time) |

Year 6 Genre Coverage

| To entertain | To inform | To persuade | To discuss |
|--|---|--|--|
| <ul style="list-style-type: none"> • Description (character and setting) • Story • Poetry | <ul style="list-style-type: none"> • Diary entries/recount • Reports • Letter (formal/informal) • Explanations • Biographies • instructions | <ul style="list-style-type: none"> • Letter • speech | <ul style="list-style-type: none"> • argument • Review • debate |

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 and 2 |
|---|---|--|--|--|
| New York | Crime and Punishment | WW2 | Extreme Survival | Industrial Revolution - Victorian Britain |
| letter - application letter to Ellis Island immigration to request entry into America | Description - Highwayman | Missing person's report - Letters from the Lighthouse (LS+) | Letter - application to join Shackleton's crew | Letter - SATs - reasons to ban them |
| Narrative - linked to arrival Dialogue | Narrative - final scenes from different perspective (horse, guards, Tim) Dialogue | Speech - to be read by Churchill to persuade parents to evacuate their children. | Narrative - section of Shackleton's story Dialogue | Setting description - Dracula's Lair (Literacy shed) |
| Diary - linked to Titanic | Recount - Writing from POV of WW1 veteran who had experienced the Xmas day truce. | Non-chronological report about The Blitz | Description - Julianne Koepke story | Debate Industrial Revolution - positive or negative? |

