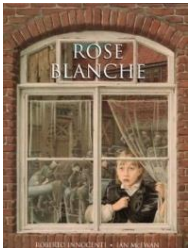



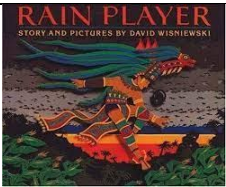


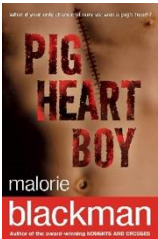
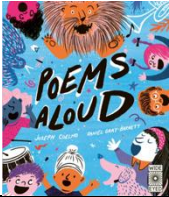




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Black History Month. Take one book
Autumn 1	Take one book						
	Outcome changes yearly	Recount – using vivid description and emotions write a diary with a flashback from perspective of RB	Story- retell story from a different perspective		Recount – 1 st person narrative including historical figures or facts and events.		Windrush story – non-fiction
		W1, W2, S2, T1, P1			T1, W1, W2, W1, S1, T2, T3, P4		T1, W1, W2, S1, T2, T3
Autumn 2							Remembrance Day
	Shakespeare company to preform and then respond to performance (Y4, Y5 & Y6) Change yearly.	Poetry - (vocabulary building) – read, write and perform free verse poetry based on Rain Player.	Short story – ending of a story incorporating dialogue.	Information text – non-chronological report about Maya’s achievements.	Discussion – A debate followed by write-up which presents and evaluates the opinions of multiple different viewpoints.		WW1- information text Non-chronological report about life during WWI
	Monologue in a form of a letter	W1, W2, S2, T1, P1	T1, W1, W2, S1, T2, T3, P4	W1, W2, S2, T1, P1			W1, W2, S2, T1, P1

	Week 1	Week 2	Week 3	Week 4	Week 5	
Spring 1						Take one book (Will change yearly.) Feel good week/wellbeing (Will change yearly.) For example, 2019 - 
	Poetry – Narrative poetry based on the Holes.		Narrative workshop: Review key narrative techniques (creating setting, characterisation, atmosphere.) Writing a single extended narrative or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique. Informal letter - Missing chapter story - formal letter			
	T1, W1, W2, T2, P1					
Spring 2						
	Persuasion – Construct an argument to persuade others of a point of view and present the case to the class or group; use standard English appropriately; evaluate its effectiveness.		Recount – A letter where the children choose the register and tone by themselves.	Explanation – link to Science Reporting and presenting findings from enquiries including conclusions, causal relationships and explanations of and degree of trust in the results.		
	T1, W1, W2, S2, T2, S3		T1, W1, W2, S2, T2	T1, W1, W2, S1, T2, T3, P3		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Take one book
Summer 1							Take one book (Will change yearly.)
	Poetry in style of Joseph Coelho. Children will study a poet and write own poetry in his style.		Focus on study skills description of an island Non chronological report about imaginary creature short narrative biography of Charles Darwin			Assessment Week A range of written outcomes, linked with fiction/non-fiction modules covered across the year	
	T1, W1, W2, W1, S1, T2, T3, P4					T1, W1, W2, W1, S1, T2, T3, P4	
Summer 2							
	A range of written outcomes, linked with leavers performance playscript.			A story conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next).			
	T1, W1, W2, W1, S1, T2, T3, P4			T1, W1, W2 P1			