

St. Mark's Writing Long Term Planning Document  
2024-2025



## Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b></p>	<p><b>Magical Me</b></p> <p>Starting school / my new class / New Beginnings</p> <p>Superheroes</p> <p>People who help us / Careers</p> <p>Staying healthy / Food / Human body</p> <p>How have I changed?</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p>	<p><b>Celebrations</b></p> <p>Traditional Tales</p> <p>Little Red Hen - Harvest</p> <p>Old favourites</p> <p>Familiar tales</p> <p>Library visits</p> <p>The Nativity</p> <p>At the Panto</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p>	<p><b>In a land far far away!</b></p> <p>Traditional Tales</p> <p>Little Red Hen - Harvest</p> <p>Old favourites</p> <p>Gingerbread Man</p> <p>Cinderella</p>	<p><b>Amazing Animals!</b></p> <p>Life cycles</p> <p>Safari</p> <p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Down on the Farm</p> <p>Min Beasts</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p> <p>Happy Habitats</p>	<p><b>Ticket to ride!</b></p> <p>Around the Town</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and Present</p> <p>Design your own transport!</p> <p>Who was Neil Armstrong?</p>	<p><b>Around the World</b></p> <p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Fossils – Mary Anning</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p>
<p><b>Possible Texts and 'old favourites'</b></p>	<p>Owl Babies</p> <p>Once there were Giants</p> <p>Stick Man</p> <p>The Smartest Giant</p> <p>The Colour Monster</p> <p>The Rainbow Fish</p> <p>Funny Bones</p> <p>The Big Book of Families</p>	<p>The Jolly Postman</p> <p>Goldilocks</p> <p>Farmer Duck</p> <p>The Ugly Duckling</p> <p>Christmas Story / Nativity</p> <p>Rama and Sita</p>	<p>The Jolly Postman</p> <p>Goldilocks</p> <p>Farmer Duck</p> <p>Hansel &amp; Gretel</p> <p>The Ugly Duckling</p>	<p>The Very Hungry Caterpillar</p> <p>Aghh Spider!</p> <p>Tige who came to tea</p> <p>Diary of a wombat</p> <p>Elephant and the Bad Baby</p> <p>Pig in the Pond</p>	<p>The Snail and the Whale</p> <p>The Way back Home</p> <p>The Naughty Bus</p> <p>Mr. Gumpy's Outing</p> <p>The Train Ride</p> <p>Bob, The Man on the Moon</p>	<p>Lighthouse Keeper's Lunch</p> <p>Under the Sea Non – Fiction</p> <p>P is for Passport</p> <p>The Journey</p> <p>Zoom</p> <p>Passport to Paris</p>

	Pete the Cat				Beegu Oil! Get off my train!	World Atlases Tiddler
<b>'Wow' moments / Enrichment Weeks</b>	Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents.	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Anti- Bullying Week	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day!	Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Science Week Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Let's fly - Role play	Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Pirate Day Ice – Cream at the park

	<b>Autumn 1</b> Class Text: The Colour Monster  Resistant Texts  Genre: Fiction  Catholic Social Teaching: Dignity of the Human Person  CPP: attentive and discerning  <b>Poetry – Friends – John P. Read</b>  Catholic Social Teaching: Dignity of the human person  CPP: compassionate and loving			<b>Autumn 2</b> Class Text: Owl Babies Complexity of Plot  Genre: Picture book, children’s literature, fiction  Catholic Social Teaching: Family and Community  CPP: compassionate and loving  <b>Non-Fiction – Postcard from London</b>  Catholic Social Teaching: family and community  CPP: curious and active			<b>Spring 1</b> Class Text: Handa’s Surprise Diversity and Inclusion  Genre: Fiction  Catholic Social Teaching: Solidarity and the Common Good  CPP: faith-filled and hopeful  <b>Poetry – Bleezer’s Ice Cream – Jack Prelutsky</b>  Poetry type: List Poems  Catholic Social Teaching: family and community  CPP: generous and grateful		
Year 1	<b>Labels and captions (2 weeks)</b> combining words to create sentences using and to join sentences	<b>Recounts from personal experiences (2 weeks)</b> Chronological order First person Past tense using and to join Expanded noun capital letters and full stops	<b>Acrostic poems - Literacy Shed Unit (10 days)</b> using ed and un	<b>Labels and captions (2 weeks)</b> combining words to create sentences using and to join sentences question capital letters and full stops	<b>Setting descriptions (2 weeks)</b> Expanded noun phrases sights, sounds and smells Co-ordinating conjunctions Capital letters for proper nouns Exclamation marks and to join sentences adjectives	<b>Fact files (2 weeks)</b> Technical vocabulary Third person – formal Statements giving factual information Co-ordinating conjunctions Capital letters for proper nouns Question marks	<b>Bubbles - LS Unit Setting descriptions (2 weeks)</b> Expanded noun phrases sights, sounds and smells Co-ordinating conjunctions Capital letters for proper nouns Question marks Exclamation marks and to join sentences adjectives	<b>Simple stories retell (2 weeks)</b> Expanded noun phrases sights, sounds and smells Co-ordinating conjunctions Capital letters for proper nouns Question marks Exclamation marks and to join sentences using un adjectives	<b>Poetry on a theme (2 weeks)</b> Once in a Lifetime - Literacy Shed Unit adjectives expanded noun phrases
	<b>Spring 2</b> Class text: Red Riding Hood, Three Billy Goats			<b>Summer 1</b> Class Text: Voices in the Park			<b>Summer 2</b> Class Text: Chester		

	<p><b>Archaic Language</b></p> <p>Genre: Fairy tale</p> <p>Catholic Social Teaching: Rights and Responsibilities</p> <p>CPP: curious and active</p> <p><b>Non-Fiction – Fruits and Vegetables article</b></p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: prophetic and intentional</p>			<p><b>Non-Linear Time Sequences</b></p> <p>Genre: Fiction</p> <p>Catholic Social Teaching: Dignity of the human person</p> <p>CPP: attentive and discerning</p>			<p><b>Complexity of Narrator</b></p> <p>Genre: Fiction</p> <p>Catholic Social Teaching: Dignity of work</p> <p>CPP: learned and wise</p> <p><b>Non-Fiction – How to grow a plant?</b></p> <p>Genre: Non-fiction, instructions</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: prophetic and intentional</p>		
Year 1	<p><b>Simple stories - innovation (2 weeks)</b></p> <p>Expanded noun phrases sights, sounds and smells</p> <p>Co-ordinating conjunctions Capital letters for proper nouns Question marks</p> <p>Exclamation marks and to join sentences</p>	<p><b>Instructions (2 weeks)</b></p> <p>Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Expanded noun phrases The imperative Positional language Question marks</p>	<p><b>Informal letters (2 weeks)</b></p> <p>Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Co-ordinating conjunctions Exclamation marks</p>	<p><b>Simple stories retell (3 weeks)</b></p> <p>Expanded noun phrases sights, sounds and smells</p> <p>Co-ordinating conjunctions Capital letters for proper nouns Question marks</p> <p>Exclamation marks and to join sentences</p>	<p><b>Instructions (2 weeks)</b></p> <p>Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Expanded noun phrases The imperative Positional language Question marks</p>		<p><b>Fact files (3 weeks)</b></p> <p>Technical vocabulary Third person – formal Statements giving factual information</p> <p>Co-ordinating conjunctions Capital letters for proper nouns Question marks</p>	<p><b>Recounts from personal experience (3 weeks)</b></p> <p>Chronological order First person Past tense using and to join Expanded noun capital letters and full stops</p>	

<p><b>Autumn 1</b> Tiger Who Came for Tea by Judith Kerr</p> <p>Complexity of Plot</p> <p>Genre: Fiction, picture book, narrative</p> <p>Catholic Social Teaching: Family and community</p> <p>CPP: compassionate and loving</p> <p><b>Non-Fiction</b> – Samuel Pepys’ Diary</p> <p>Genre: Non-fiction, diary</p> <p>Catholic Social Teaching: Family and community, dignity of work</p> <p>CPP: faith-filled and hopeful</p>	<p><b>Autumn 2</b> The Day the Crayons Quit by Drew Daywalt/ The Lotus Seed</p> <p>Complexity of Narrator/ Resistant Texts</p> <p>Genre: Picture book, fiction</p> <p>Catholic Social Teaching: Dignity of Work</p> <p>CPP: grateful and generous</p> <p><b>Poetry</b> – Kenn Nesbitt’s Poetry 4 Kids (range of examples)</p> <p>Poetry type: Diamante</p> <p>Catholic Social Teaching: Range</p> <p>CPP: eloquent and truthful</p>	<p><b>Spring 1</b> Voices in the Park/The Tunnel by Anthony Browne</p> <p>Non-Linear Time Sequences /Complexity of Plot</p> <p>Genre: Fiction, cooperation</p> <p>Catholic Social Teaching: Stewardship</p> <p>CPP: attentive and discerning</p> <p><b>Poetry</b> – Word Whirls – John Foster</p> <p>Poetry type: Riddles</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: eloquent and truthful</p>
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Year 2	<p><b>Character descriptions (2 weeks)</b></p> <p>Introduction Paragraphs Third person Expanded noun phrases sights, sounds and smells Commas in a list Capital letters for proper nouns Question marks</p>	<p><b>Non Chronological reports (3 weeks)</b></p> <p>Title Introduction Paragraphs Facts Present tense Formal language technical vocabulary Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Statements Questions Commas for lists</p>	<p><b>Formal invitations (1 week)</b></p> <p>Formal language subordinating and coordinating conjunctions Apostrophes for omission</p>	<p><b>Stories from other cultures (3 weeks)</b></p> <p>Paragraphs Third person Expanded noun phrases sights, sounds and smells Commas in a list Capital letters for proper nouns Question marks exclamation marks apostrophes for contractions</p>	<p><b>Instructions (2 weeks)</b></p> <p>Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Subordinating conjunctions Apostrophes for omission</p>	<p><b>Letters (2 weeks)</b></p> <p>Brief introduction Chronological order First person, Past tense Facts and opinions Rhetorical questions Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks</p>	<p><b>An Alphabet Poetry on a theme</b></p> <p>singular and plural</p>	<p><b>Simple retell (3 weeks)</b></p> <p>Paragraphs Third person Expanded noun phrases sights, sounds and smells Commas in a list Capital letters for proper nouns Question marks exclamation marks apostrophes for contractions</p>	<p><b>Recounts (2 weeks)</b></p> <p>first person Past tense Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks</p>
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	<p><b>Spring 2</b> Class Text: Traction Man by Mini Grey</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: Fiction</p> <p>Catholic Social Teaching: Dignity of the human person</p> <p>CPP: faith-filled and hopeful</p> <p><b>Non-Fiction – James Cook - explorer</b></p> <p>Genre: Non-fiction, biography</p> <p>Catholic Social Teaching: solidarity and the common good, stewardship</p> <p>CPP: curious and active</p>	<p><b>Summer 1</b> Class Text: Three Billy Goats Gruff/Meerkat Mail by Emily Gravett</p> <p><b>Archaic Language /Complexity of Narrator</b></p> <p>Genre: Fiction, Adventure Story</p> <p>Catholic Social Teaching: Dignity of the human person</p> <p>CPP: prophetic and intentional</p> <p><b>Poetry – A Sailor Went to Sea – Nursery Rhyme</b></p> <p>Poetry type: Repeated Patterns</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: dignity of work</p>	<p><b>Summer 2</b> Class Text: Fantastic Mr Fox/ Zahara Fantastic Mr Fox by Roal Dahl</p> <p><b>Complexity of Narrator</b></p> <p>Genre: Novel, fiction, children’s literature</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: attentive and discerning</p> <p><b>Non-Fiction – The Design Process</b></p> <p>Genre: Non-fiction, information text</p> <p>Catholic Social Teaching: stewardship, solidarity and the common good</p> <p>CPP: curious and active</p>
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Year 2	<p><b>Simple retell (3 weeks)</b></p> <p>Apostrophes for possession and contractions</p> <p>Paragraphs</p> <p>Third person Expanded noun phrases sights, sounds and smells</p> <p>Commas in a list</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>exclamation marks</p> <p>singular and plural</p>	<p><b>Recounts (2 weeks)</b></p> <p>first person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions Sign off</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases Apostrophes</p>		<p><b>Non Chronological reports (3 weeks)</b></p> <p>Title</p> <p>Introduction</p> <p>Paragraphs</p> <p>Facts Present tense</p> <p>Formal language technical vocabulary</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Statements</p> <p>Questions</p> <p>Commas for lists</p> <p>apostrophes</p>	<p><b>Formal invitations (2 weeks)</b></p> <p>Formal language</p> <p>subordinating and coordinating conjunctions</p> <p>Apostrophes for omission</p>	<p><b>An Alphabet Poetry on a theme (1 week)</b></p> <p>singular and plural</p>	<p><b>Character Descriptions (2 weeks)</b></p> <p>Introduction</p> <p>Paragraphs Third person Expanded noun phrases sights, sounds and smells</p> <p>Commas in a list</p> <p>Capital letters for proper nouns</p> <p>Question marks</p>	<p><b>Letters (2 weeks)</b></p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person, Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions Sign off</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Apostrophes for omission</p> <p>Apostrophes for possession (GDS)</p> <p>Commas in a list</p> <p>Exclamation marks</p>	<p><b>Stories from other cultures (2 weeks)</b></p> <p>Paragraphs</p> <p>Third person Expanded noun phrases sights, sounds and smells</p> <p>Commas in a list</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>exclamation marks</p> <p>apostrophes for contractions</p>
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<p><b>Autumn 1</b> Stone Age Boy by Satoshi Kitamura</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: Fiction, time travel, destiny</p> <p>Catholic Social Teaching: solidarity and the common good</p> <p>CPP: curious and active</p> <p><b>Poetry – There was a Small Boy of Quebec – Rudyard Kipling</b></p> <p>Poetry type: Limericks</p> <p>Catholic Social Teaching: solidarity, stewardship</p> <p>CPP: compassionate and loving</p>	<p><b>Autumn 2</b> Tuesday by David Wiesner</p> <p><b>Resistant Texts</b></p> <p>Genre: Adventure book, fiction</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: learned and wise</p> <p><b>Non-Fiction – Coastal Erosion</b></p> <p>Genre: Non-fiction, explanation text</p> <p>Catholic Social Teaching: stewardship, dignity of work</p> <p>CPP: prophetic and intentional</p>	<p><b>Spring 1</b> Iron Man by Ted Hughes</p> <p><b>Complexity of Plot</b></p> <p>Genre: science fiction</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: compassionate and loving</p> <p><b>Non-Fiction – How to Mummify a Tomato</b></p> <p>Genre: Non-fiction, instructions</p> <p>Catholic Social Teaching: dignity of human person</p> <p>CPP: prophetic and intentional</p>
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Year 3	<p><b>First person narrative (2 Weeks)</b></p> <p>Introduction Paragraphs Figurative language Short sentences for effect Expanded noun phrases sights, sounds and smells place Commas in a list Apostrophes for possession</p>	<p><b>Non-chronological reports (3 weeks)</b></p> <p>Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas</p>	<p><b>Free verse poetry (Literacy Shed Unit) (1 week)</b></p> <p>Free verse</p>	<p><b>NCR (3 weeks)</b></p> <p>Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes</p>	<p><b>Narrative (3 weeks)</b></p> <p>introduction Short sentences for effect Expanded noun phrases Adverbials of manner Participial phrases &amp; clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission and possession</p>	<p><b>Instructions (2 weeks)</b></p> <p>Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Subordinating conjunctions Apostrophes for omission</p>	<p><b>First person narrative (2 weeks)</b></p> <p>Introduction Paragraphs Figurative language Short sentences for effect Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Adverbials</p>	<p><b>Instructions (2 weeks) (Cross Curricular focus)</b></p> <p>Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Subordinating conjunctions Apostrophes for omission adverbs of time, frequency and manner</p>
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		Apostrophes				adverbs of time, frequency and manner	of place Commas Apostrophes for possession		
	<b>Spring 2</b> The Midnight Fox by <b>Betsy Byers</b> Non-Linear Time Sequences Genre: Fiction Catholic Social Teaching: Stewardship CPP: attentive and discerning <b>Poetry – The Lost Words - Kingfisher</b> Poetry type: Kennings Curriculum Links: animals including humans, rainforests Catholic Social Teaching: stewardship CPP: eloquent and truthful			<b>Summer 1</b> Hansel and Gretel Complexity of Narrator Genre: mystery, fiction Curriculum Links: Databases Catholic Social Teaching: Dignity of work CPP: faith-filled and hopeful <b>Non-Fiction – All about the Romans</b> Genre: Non-fiction, information text Curriculum Links: Romans Catholic Social Teaching: dignity of work CPP: prophetic and intentional			<b>Summer 2</b> Class Text: Charlotte’s Webb <b>Archaic Language</b> Genre: children’s literature, fiction Curriculum Links: Pointillism, Light up signs Catholic Social Teaching: Family and community, dignity of the human person CPP: compassionate and loving <b>Poetry – Registration - Alan Ahlberg</b> Poetry type: Question and Answer Poetry Curriculum Links: Catholic Social Teaching: CPP: eloquent and truthful		
Year 3	<b>Dialogue through narrative (3 weeks)</b> introduction Short sentences for effect Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed)	<b>Formal letters to a friend (2 weeks)</b> Address Date Salutation Brief introduction Chronological order First person Past tense Facts and	<b>Poetry on a theme (1 week)</b> adjectives alliteration noun phrases	<b>Dialogue through narrative (3 weeks)</b> Introduction Paragraphs Figurative language Short sentences for effect Expanded noun phrases sights, sounds and smells		<b>Persuasive writing (Cross curricular focus) (2 weeks)</b> Direct address (can include flattery) Alliteration Facts and statistics Opinion (can be expert opinion)	<b>Dialogue through narrative (3 weeks)</b> Introduction Paragraphs Figurative language Short sentences for effect Expanded noun phrases sights,	<b>Poetry on a theme (1 week)</b> adjectives alliteration noun phrases	<b>Persuasive writing (Cross curricular focus) (2 weeks)</b> Direct address (can include flattery) Alliteration Facts and statistics Opinion (can be expert opinion)

	<p>openers) Adverbials of place Apostrophes for omission and possession</p>	<p>opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbi als of time Adverbs/adverbi als of place Exclamation marks Apostrophes for omission Apostrophes for plural possession</p>		<p>place Commas in a list Apostrophes for possession</p>		<p>Repetition Rhetorical questions Emotive/exaggerate d language Triples/the rule of three Adverbs Personal pronouns Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Commands Commas for lists Apostrophes for possession</p>	<p>sounds and smells place Commas in a list Apostrophes for possession</p>		<p>Repetition Rhetorical questions Emotive/exaggerate d language Triples/the rule of three Adverbs Personal pronouns Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Commands Commas for lists Apostrophes for possession</p>
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	<p><b>Autumn 1</b> Butterfly Lion by Michael Morpurgo</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: Children’s fiction, novel</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: compassionate and loving</p> <p><b>Non-Fiction – The Troy Plot</b></p> <p>Genre: Non-fiction, newspaper</p> <p>Catholic Social Teaching: dignity of the human person</p> <p>CPP: curious and active</p>			<p><b>Autumn 2</b> The Lion, the Witch and the Wardrobe by C S Lewis</p> <p><b>Archaic Language</b></p> <p>Genre: fantasy novel</p> <p>Catholic Social Teaching: Stewardship, dignity of the human person</p> <p>CPP: attentive and discerning</p> <p><b>Poetry – Jabberwocky – Lewis Carroll</b></p> <p>Poetry type: Nonsense Poetry</p> <p>Catholic Social Teaching: solidarity</p> <p>CPP: eloquent and truthful</p>			<p><b>Spring 1</b> The Light House (LS Unit)</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: Visual Literacy Unit</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: compassionate and loving</p> <p><b>Non-fiction - The Anglo Saxons by Neil Tonge</b></p> <p>Genre: Non-fiction, history</p> <p>Curriculum Links: Anglo Saxons</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: curios and active</p>		
Year 4	<p>Diary entries (2 weeks)</p> <p>First person</p> <p>Past tense</p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency</p> <p>Wider range of subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases paragraphs</p>	<p>Persuasive speech (2 weeks)</p> <p>subordinating conjunctions</p> <p>Causal conjunctions</p> <p>Noun phrases further expanded by adding adjectives and prepositions to modify the noun paragraphs</p> <p>Closing statement</p>	<p>Explanatory texts (2 weeks)</p> <p>prepositions, adverbs/fronted subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases paragraphs to organise ideas appropriately around a theme</p>	<p>Narrative (3 weeks)</p> <p>Figurative language</p> <p>Short sentences</p> <p>Expanded noun phrases</p> <p>Adverbials of manner</p> <p>Participial phrases (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Commas</p> <p>Apostrophes</p> <p>Commas for fronted</p>	<p>Persuasive Letters (2 weeks)</p> <p>Structural features of a letter</p> <p>formal tone</p> <p>subordinating conjunctions</p> <p>Causal conjunctions</p> <p>Noun phrases paragraphs</p> <p>Closing statement</p>	<p>Poetry which explores a theme (1 week)</p>	<p>Diary entries (2 weeks)</p> <p>First person</p> <p>Past tense</p> <p>prepositions, adverbs/fronted subordinating conjunctions used (although, however, despite)</p> <p>Noun phrases expanded by modifying adjectives/prepositional phrases to include greater detail.</p> <p>paragraphs</p>	<p>Explanatory texts (3 weeks)</p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency</p> <p>subordinating conjunctions used (although, however, despite)</p> <p>Noun phrases paragraphs</p>	

	<p><b>Spring 2</b> My Name is Not Refugee by Kate Milner</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: adventure, humour and fantasy</p> <p>Catholic Social Teaching: solidarity and the common good</p> <p>CPP: compassionate and loving</p> <p><b>Poetry – Silver Aeroplane – John Foster</b></p> <p>Poetry type: Tanka</p> <p>Catholic Social Teaching: rights and responsibilities</p> <p>CPP: stewardship</p>		<p><b>Summer 1</b> How to Train Your Dragon by Cressida Cowell</p> <p><b>Complexity of Plot</b></p> <p>Genre: fantasy fiction</p> <p>Catholic Social Teaching: rights and responsibilities</p> <p>CPP: learned and wise</p> <p><b>Non-Fiction – Alexander Calder</b></p> <p>Genre: Non-fiction, biography</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: prophetic and intentional</p>		<p><b>Summer 2</b> The Witches by Roald Dahl</p> <p><b>Complexity of Narrator</b></p> <p>Genre: dark fantasy</p> <p>Catholic Social Teaching: Dignity of human person</p> <p>CPP: eloquent and truthful</p> <p><b>Poetry – Seaview Haiku – John Foster</b></p> <p>Poetry type: Haiku</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: curious and active</p>			
Year 4	<p>Stories (3 weeks)</p> <p>Figurative language</p> <p>Short sentences for impact</p> <p>Conclusion including a cliff-hanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner in similes</p> <p>Participial phrases (-ing and -ed openers)</p>	<p>Non Chronological reports (2 weeks)</p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency</p> <p>Wider range of subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases expanded by modifying adjectives/prepositional phrases to include greater detail.</p> <p>Use of paragraphs to organise ideas appropriately around a theme, including paragraph breaks within headed sections</p>	<p>Biography (2 weeks)</p> <p>Adverbials to indicate time, place &amp; manner of actions</p> <p>subordinating conjunctions used to express time and cause</p> <p>Explore &amp; manage shift between past &amp; present tense</p>	<p>Adventure stories (3 weeks)</p> <p>Figurative language</p> <p>Short sentences for impact</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner in similes</p> <p>Participial phrases (-ing and -ed openers)</p> <p>Adverbials of</p>	<p>Non Chronological reports (2 weeks)</p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency</p> <p>Wider range of subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases expanded by modifying adjectives/prepositional phrases to include greater detail.</p> <p>Use of paragraphs to</p>	<p>Dialogue through narratives (3 weeks)</p> <p>Figurative language</p> <p>Short sentences</p> <p>Rhetorical questions</p> <p>Conclusion including a cliff-hanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner and place</p> <p>similes</p> <p>Participial phrases (-ing and -ed openers)</p>	<p>Roald Dahl biographies (2 weeks)</p> <p>Adverbials used to indicate time, place &amp; manner of actions</p> <p>Widening range of subordinating conjunctions used to express time and cause</p> <p>Explore &amp; manage shift between past &amp; present tense, when making links to on-going events/topics/things</p>	<p>Poetry which explores themes (1 week)</p> <p>rhyme</p> <p>verse</p> <p>repetition</p>

	Adverbials of place Commas in a list Apostrophes Commas for fronted adverbials			place Commas in a list Apostrophes for possession Commas for fronted adverbials	organise ideas appropriately around a theme, including paragraph breaks within headed sections	Commas in a list Apostrophes for possession Commas for fronted adverbial Speech punctuation		
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	<p><b>Autumn 1</b>  Harry Potter and the Philosopher’s Stone by JK Rowling</p> <p><b>Complexity of Plot</b></p> <p>Genre: magical realism, fantasy fiction</p> <p>Catholic Social Teaching: dignity of the human person, options for the poor and vulnerable</p> <p>CPP: learned and wise</p> <p><b>Non-Fiction – A-Z Science – Industrial Revolution</b></p> <p>Genre: Non-fiction, information text</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: curious and active</p>			<p><b>Autumn 2</b>  The Day of the Dead (LS Unit)</p> <p>Genre: magical realism, fantasy fiction</p> <p>Catholic Social Teaching: dignity of the human person, options for the poor and vulnerable</p> <p>CPP: learned and wise</p> <p><b>Poetry – The Lady of Shalott – Alfred, Lord Tennyson</b></p> <p>Poetry type: Narrative poetry</p> <p>Curriculum Links: change of women in history</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: prophetic and intentional</p>			<p><b>Spring 1</b>  Anne Frank’s Diary by Carol Ann Lee</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: biography/autobiography, personal narrative, Jewish literature</p> <p>Catholic Social Teaching: dignity of the human person, solidarity and the common good</p> <p>CPP: faith-filled and hopeful</p> <p><b>Non-Fiction – Megan Hine</b></p> <p>Genre: Non-fiction, biography</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: curious and active</p>		
Year 5	<p><b>Stories (3 weeks)</b></p> <p>Adverbials of manner and place including similes Participial phrases (-ing and -ed openers) Relative clauses Apostrophes for possession Parentheses</p>	<p><b>Formal (Persuasive) letters (2 weeks)</b></p> <p>Use complex sentences, where information is layered up to add additional persuasive detail, indicate degrees of possibility using adverbs</p> <p>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to</p>	<p><b>Explanatory Texts (2 weeks)</b></p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency Wider range of subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases expanded by</p>	<p><b>Poetry (1 week)</b></p> <p>Similes and metaphors</p>	<p><b>Stories from other cultures (3 weeks)</b></p> <p>Adverbials of manner and place including similes Participial phrases (-ing and -ed openers) Relative clauses Apostrophes for possession Parentheses Dialogue to convey character and action</p>	<p><b>Review (1 week)</b></p> <p>First person</p> <p>Indicate degrees of possibility using adverbs</p> <p>Modal verbs</p> <p>Complex sentences</p> <p>Relative clauses and relative pronouns</p> <p>Parentheses Apostrophes for plural possession</p>	<p><b>Biography (3 weeks)</b></p> <p>Relative clauses modal verbs, subordinate clause noun phrases, Reported vs direct speech complex, multi-clause shorter, simple sentence constructions to summarise, or for dramatic effect</p> <p>Devices to build cohesion within and across paragraphs</p>		<p><b>Persuasive speech (2 weeks)</b></p> <p>Use of a wider range of subordinating conjunctions Causal conjunctions Noun phrases further expanded by adding adjectives and prepositions to modify the noun Use paragraphs to organise ideas around a theme</p>

		<p>indicate time, place, manner or frequency.</p> <p>Use of reinforcing and opposing connecting adverbs to link ideas between sentences and across paragraphs</p>	<p>modifying adjectives/prepositional phrases to include greater detail.</p> <p>Use of paragraphs to organise ideas appropriately around a theme</p>						<p>Closing statement repeats and reinforces the original/opening statement or viewpoint</p>
	<p><b>Spring 2</b> Series of Unfortunate Events by Lemony Snicket</p> <p><b>Complexity of Narrator</b></p> <p>Genre: absurdist fiction, novel, fantasy fiction</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: learned and wise</p> <p><b>Poetry – I Wandered Lonely as a Cloud – William Wordsworth</b></p> <p>Poetry type: Figurative</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: curious and active</p>			<p><b>Summer 1</b> Series of Unfortunate Events by Lemony Snicket</p> <p><b>Non-Fiction – Dragon Roars into Space</b></p> <p>Genre: Non-fiction, newspaper report</p> <p>Catholic Social Teaching: dignity of work</p> <p>CPP: curious and active</p>			<p><b>Summer 2</b> Kensuke’s Kingdom by Michael Morpurgo</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: fiction, children’s literature</p> <p>Catholic Social Teaching: options for the poor and vulnerable</p> <p>CPP: grateful and generous</p> <p><b>Poetry – Macbeth – William Shakespeare</b></p> <p>Poetry type: Monologue</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: eloquent and truthful</p>		
Year 5	<p>Letters (2 weeks)</p> <p>First person</p> <p>Past tense</p> <p>Rhetorical questions</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time and place</p>	<p>Stories (3 weeks)</p> <p>Adverbials of manner and place including similes Participial phrases (-ing and -ed openers) Relative clauses Apostrophes for possession Parentheses</p>	<p>Poetry which explores form (1 week)</p> <p>Tense</p>	<p>Balanced arguments (2 weeks)</p> <p>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</p>	<p>Biography (2 weeks)</p> <p>Cross Curricular Link</p> <p>Relative clauses, modal verbs, preposition phrases, subordinate clause &amp; noun phrases, adverbials where appropriate.</p> <p>Reported vs direct speech and choose &amp; use most</p>	<p>Explanatory Texts (2 weeks)</p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency</p> <p>Wider range of subordinating conjunctions used</p>	<p>Stories from other cultures (3 weeks)</p> <p>Adverbials of manner and place including similes Participial phrases (-ing and -ed openers) Relative clauses Apostrophes for possession Parentheses</p> <p>Dialogue to convey</p>	<p>Formal letters (2 weeks)</p> <p>First person</p> <p>Past tense</p> <p>Rhetorical questions</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials</p>	<p>Review (1 week)</p> <p>First person</p> <p>Indicate degrees of possibility using adverbs</p> <p>Modal verbs</p> <p>Complex sentences</p> <p>Relative clauses and relative pronouns</p> <p>Parentheses</p>

	<p>Parentheses</p> <p>Apostrophes for plural possession</p>			<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Relative Clauses</p> <p>Modal verbs</p>	<p>appropriate for the audience/purpose for writing</p> <p>Explore use of longer, complex, multi-clause sentences to convey complex information, as well as use shorter, simple sentence constructions to summarise, or for dramatic effect</p> <p>Devices to build cohesion within and across paragraphs</p>	<p>(although, however, despite...)</p> <p>Noun phrases expanded by modifying adjectives/prepositional phrases to include greater detail.</p> <p>Use of paragraphs to organise ideas appropriately around a theme</p>	<p>character and action</p>	<p>of time and place</p> <p>Parentheses</p> <p>Apostrophes for plural possession</p>	<p>Apostrophes for plural possession</p>
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	<p><b>Autumn 1</b> Holes by Louis Sachar</p> <p><b>Non-Linear Time Sequences</b></p> <p>Genre: Adventure Fiction</p> <p>Catholic Social Teaching: Dignity of Work</p> <p>CPP: truthful, discerning</p> <p><b>Non-Fiction – Ruby Brides – A Girl who made History</b></p> <p>Genre: Non-fiction, biography</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: prophetic and intentional</p>			<p><b>Autumn 2</b> Christmas Carol by Charles Dickens/Tom Mitten</p> <p><b>Archaic Language</b></p> <p>Genre: Novella, Victorian Fiction</p> <p>Catholic Social Teaching: family and community</p> <p>CPP: compassionate and loving</p> <p><b>Poetry – The Tyger – William Blake</b></p> <p>Poetry type: Classics</p> <p>Catholic Social Teaching: stewardship</p> <p>CPP: curious and active</p>			<p><b>Spring 1</b> Letters to the Lighthouse by Emma Carroll</p> <p><b>Diversity and Inclusion</b></p> <p>Genre: Historical Fiction</p> <p>Catholic Social Teaching: Solidarity and the common good</p> <p>CPP: faith-filled and hopeful</p> <p><b>Non-Fiction – History of Gaming</b></p> <p>Genre: Non-fiction, Information text</p> <p>Catholic Social Teaching: rights and responsibilities</p> <p>CPP: prophetic and intentional</p>		
Year 6	<p>Work on key concepts such as word classification and sentence types. (2 Weeks)</p>	<p>Formal letters (2 weeks)</p> <p>Formal/ informal language</p> <p>Adverbials</p> <p>Modal verbs</p> <p>First person</p> <p>Past tense</p> <p>Rhetorical questions</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time and place</p> <p>Parentheses</p> <p>Apostrophes for</p>	<p>Third person narrative (3 weeks)</p> <p>Speech to advance action and develop character</p> <p>Figurative language</p> <p>Cohesive devices to link paragraphs</p> <p>A range of sentences for effect</p> <p>Relative clauses</p>	<p>Autobiography (2 weeks)</p> <p>Cross Curricular Link</p> <p>Relative clauses, modal verbs, preposition phrases, subordinate clause &amp; noun phrases, adverbials where appropriate.</p> <p>Reported vs direct speech and choose &amp; use most appropriate for the audience/purpose for writing</p> <p>Explore use of longer, complex, multi-clause sentences to convey complex information,</p>	<p>First Person stories (3 weeks)</p> <p>Speech to advance action and develop character</p> <p>Figurative language</p> <p>Cohesive devices to link paragraphs</p> <p>A range of sentences for effect</p> <p>Relative clauses</p>	<p>Poetry that creates imagery and explores feelings (1 week)</p>	<p>Formal letters (2 weeks)</p> <p>Formal/ informal language</p> <p>Adverbials</p> <p>Modal verbs</p> <p>First person</p> <p>Past tense</p> <p>Rhetorical questions</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time and place</p> <p>Parentheses</p>	<p>Explanation texts (Non-core link) (3 weeks)</p> <p>Passive voice</p> <p>Use of prepositions, adverbs/fronted adverbials to indicate place, manner or frequency</p> <p>Wider range of subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases expanded by modifying adjectives/prepositional phrases to include greater detail.</p> <p>Use of paragraphs to organise ideas appropriately around a theme</p>	

		plural possession Subjunctive form		as well use shorter, simple sentence constructions to summarise, or for dramatic effect Devices to build cohesion within and across paragraphs			Apostrophes for plural possession Subjunctive form		
	<b>Spring 2</b> Letters to the Lighthouse by Emma Carroll  <b>Poetry – Sonnets 1-154 – William Shakespeare</b>  Poetry type: Sonnets  Catholic Social Teaching: dignity of human person  CPP: eloquent and truthful			<b>Summer 1</b> Storm Breaker by Alex Rider  <b>Complexity of Plot</b>  Genre: Spy Fiction/Thriller  Catholic Social Teaching: Solidarity and the common good  CPP: attentive and discerning  or  Nowhere Emporium by Ross McKenzie  <b>Resistant Texts</b>  Genre: Fantasy  Catholic Social Teaching: Family and community  CPP: curious and active			<b>Summer 2</b> <b>Non-Fiction – Building a Generator</b>  Genre: Non-fiction, instructions  Catholic Social Teaching: rights and responsibilities  CPP: solidarity  <b>Poetry – Enough – Michelle Nathan</b>  Poetry type: Narrative  Catholic Social Teaching: dignity of human person  CPP: prophetic and intentional		
Year 6	Extended narrative (3 weeks) Speech to advance action and develop character Figurative language Cohesive devices to link paragraphs A range of sentences for effect	Poetry that creates imagery and explores feelings (1 week)	Balanced Arguments (2 weeks) Modal verbs Passive voice Use of subjunctive form Use of a wider range of cohesive devices to link ideas across	Autobiography (2 weeks) Cross Curricular Link Relative clauses, modal verbs, preposition phrases, subordinate clause & noun phrases, adverbials where appropriate.			Discursive writing and speeches (2 weeks)	Explanation texts (Non-core link) (3 weeks) Passive voice Use of prepositions, adverbs/fronted adverbials to indicate place,	

	Relative clauses		<p>paragraphs connecting adverbs to move between opposing views, <i>e.g. on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i></p>	<p>Reported vs direct speech and choose &amp; use most appropriate for the audience/purpose for writing</p> <p>Explore use of longer, complex, multi-clause sentences to convey complex information, as well use shorter, simple sentence constructions to summarise, or for dramatic effect</p> <p>Devices to build cohesion within and across paragraphs</p>				<p>manner or frequency</p> <p>Wider range of subordinating conjunctions used (although, however, despite...)</p> <p>Noun phrases expanded by modifying adjectives/prepositional phrases to include greater detail.</p> <p>Use of paragraphs to organise ideas appropriately around a theme</p>	
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