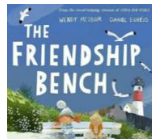


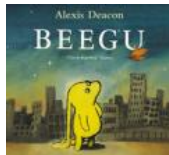

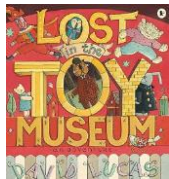
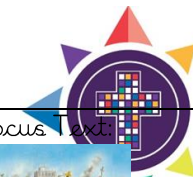
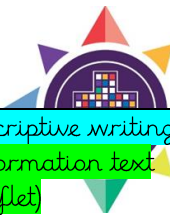


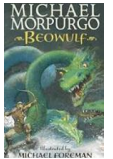


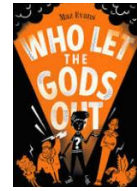
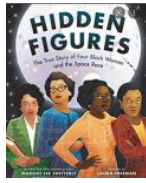


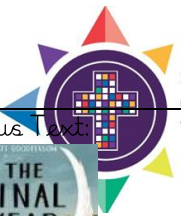
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reception</p> <p>Reception have a weekly book focus (shared on curriculum overviews)</p>	<p>Drawing club</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists</p> <p>Diagrams Messages - Create a Message centre!</p>	<p>Drawing club</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p> <p>Ascenders and descenders line placement</p>	<p>Drawing club</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Writing meaningful sentences in context.</p> <p>Beginning to use finger spaces</p> <p>Knowing the capital letter to match the lowercase letter</p>	<p>Drawing club</p> <p>Writing meaningful sentences in context.</p> <p>Using finger spaces.</p> <p>Beginning to use capital letters for the beginning of spaces.</p> <p>Writing sequenced sentences</p>	<p>Drawing club</p> <p>Writing recipes, lists.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces/tools to support independently. Form lower-case and capital letters correctly. Rhyming words</p>	<p>Drawing club</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
<p>Year 1</p>	<p>Focus Text:</p>  <p>Text Type Covered: Labels and captions</p> <p>Poetry:</p> <p>Curriculum Links: PSHE (belonging) Geography (our local area)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Letter Non chronological report</p> <p>Poetry:</p> <p>Curriculum Links: Science (animals including humans) DT (mechanical systems)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Character description Retell</p> <p>Poetry:</p> <p>Curriculum Links: Science (plants) Geography (animals and their habitats)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Diary Instructions</p> <p>Poetry:</p> <p>Curriculum Links: History (transport) PSHE (keeping safe)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Setting description Poetry: free verse poem</p> <p>Curriculum Links: Science (materials) DT (structures)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Alternative ending Museum guide book</p> <p>Poetry:</p> <p>Curriculum Links: History (changes in toys)</p>



<p>Year 2</p>	<p>Focus Text: </p> <p>Text Type Covered: Short narrative Letter</p> <p>Poetry: Curriculum Links: Geography (our wonderful world)</p>	<p>Focus Text: </p> <p>Text Type Covered: Narrative Non chronological report</p> <p>Poetry: Curriculum Links: Art (Paul Klee London skyline) History (Great fire of London/Bradford City fire)</p>	<p>Focus Text: </p> <p>Text Type Covered: Instructions Non chronological report</p> <p>Poetry: Curriculum Links: Science (living things and their habitats)</p>	<p>Focus Text: </p> <p>Text Type Covered: Poetry: Curriculum Links: Diary Character description</p> <p>Science (animals including humans) DT (textiles)</p>	<p>Focus Text: </p> <p>Text Type Covered: Letter Personal story</p> <p>Poetry: Curriculum Links: History (The Titanic)</p>	<p>Focus Text: </p> <p>Text Type Covered: Sequel Diary</p> <p>Poetry: Curriculum Links: Science (plants) DT (dips and dippers) PSHE (relationships) Geography (journeys - food)</p>
<p>Year 3</p>	<p>Focus Text: </p> <p>Text Type Covered: Setting description Character description</p> <p>Poetry: Curriculum Links: PSHE (Belonging)</p>	<p>Focus Text: </p> <p>Text Type Covered: Persuasive letter Diary</p> <p>Poetry: Curriculum Links: Science (light) Geography (Our World)</p>	<p>Focus Text: </p> <p>Text Type Covered: Instructions Non-chronological report</p> <p>Poetry: Curriculum Links: Science (Rocks) History (Stone Age) Art (Stone Age art)</p>	<p>Focus Text: </p> <p>Text Type Covered: Character description</p> <p>Curriculum Links: Science (plants) Geography (climate and weather)</p>	<p>Focus Text: </p> <p>Text Type Covered: Narrative Letter</p> <p>Poetry: Curriculum Links: History (Iron Age)</p>	<p>Focus Text: </p> <p>Text Type Covered: Sequel Diary</p> <p>Poetry: Curriculum Links: Science (forces and magnets)</p>
<p>Year 4</p>	<p>Focus Text: </p>	<p>Focus Text: </p> <p>Text Type Covered:</p>	<p>Focus Text:</p>	<p>Focus Text: </p>	<p>Focus Text: </p>	<p>Focus Text: </p> <p>Text Type Covered:</p>



	<p>Text Type Covered: Diary entry Letter</p> <p>Poetry:</p> <p>Toolkit focus: Fronted adverbials, past tense and first person</p> <p>Curriculum Links: Science (water cycle)</p>	<p>Setting description Instructions (linked to DT bauble)</p> <p>Poetry:</p> <p>Curriculum Links: History (Ancient Egypt) DT (design and make a bauble)</p>	 <p>Text Type Covered: Non chronological report (spiders) Narrative</p> <p>Poetry:</p> <p>Curriculum Links: RE (commitment) Science (animals including humans) PSHE (healthy minds healthy lifestyle)</p>	<p>Text Type Covered: Persuasive text (Advertisement)</p> <p>Poetry: cinquain poem</p> <p>Curriculum Links: History (Roman Empire) DT (Roman bread) Geography (previous half term earthquakes and volcanoes)</p>	<p>Text Type Covered: Recount</p> <p>Character description</p> <p>Poetry:</p> <p>Curriculum Links: History (Roman Britain) Art (Roman mosaics)</p>	<p>Descriptive writing Information text (leaflet)</p> <p>Poetry:</p> <p>Curriculum Links: Science (electricity) DT (electrical systems)</p>
Year 5	<p>Focus Text:</p>  <p>Text Type Covered: Setting description Persuasive letter</p> <p>Grammar toolkit: Similes, relative clauses, sentence types and subordinating conjunctions</p> <p>Poetry:</p> <p>Curriculum Links: PSHE (belonging) Geography (journeys)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Recount in role News report (autocue)</p> <p>Poetry:</p> <p>Curriculum Links: History (Anglo Saxons)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Instructions Character description</p> <p>Poetry:</p> <p>Curriculum Links: History (Vikings)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Diary Narrative</p> <p>Poetry:</p> <p>Curriculum Links: Science (living things and their habitats) PE (Football)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Non-chronological report Free Verse Poetry</p> <p>Poetry:</p> <p>Curriculum Links: History (Ancient Greece) Art (Greek vases)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Character description Balanced argument</p> <p>Poetry:</p> <p>Curriculum Links: Science (space)</p>



<p>Year 6</p>	<p>Focus Text:</p>  <p>Text Type Covered: Poetry: Biography- famous inspirational person of the child's choice.</p> <p>Curriculum Links: Start of the year - positive mindset PSHE (belonging)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Narrative- Re-tell/ alternative outcome Non-chronological report- The silk road or Baghdad. Poetry: The Solider Rupert Brooke. Write your own poem about the war. Curriculum Links: History (Early Islamic Civilisation)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Setting description- The trenches Balanced argument- Should all 16-18 year olds have to serve in the army? Poetry: Curriculum Links: History (WW1)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Character description - Lenny Instructions- How to survive an air raid. Diary- The day I got evacuated.</p> <p>Poetry: Curriculum Links: History (WW2)</p>	<p>Focus Text:</p>  <p>Text Type Covered: Setting description- The jungle. Persuasive speech- Protecting endangered species. Non-chronological report about an endangered species Poetry: The Tyger- William Blake. Write your own poem about an animal. Curriculum Links:</p>	<p>Focus Text:</p>  <p>Text Type Covered: Narrative Persuasive letter Curriculum Links: Transition</p>
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- Purpose:
- To entertain
 - To inform
 - To persuade
 - To discuss