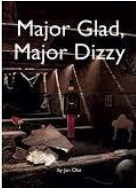
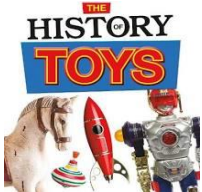
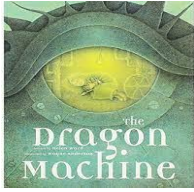
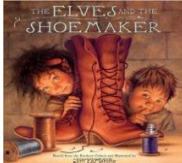
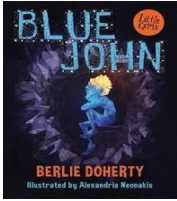
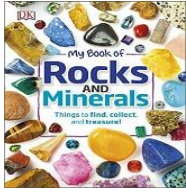
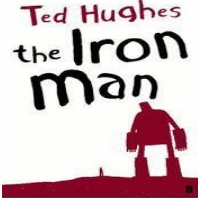

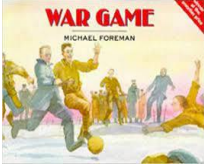
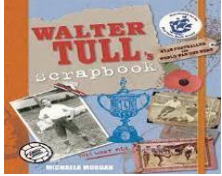
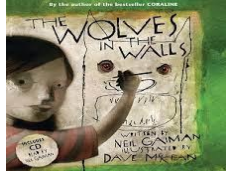
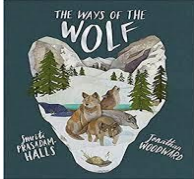
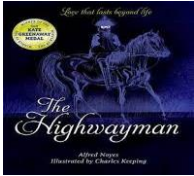


# AUTUMN CYCLE A

## FICTION/NARRATIVE

## NON-FICTION

## POETRY


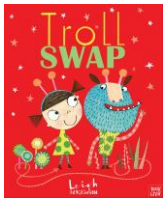

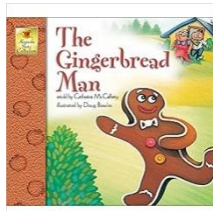
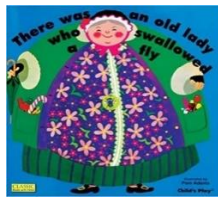
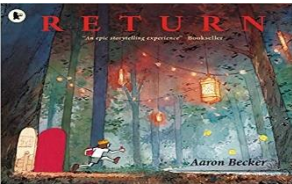
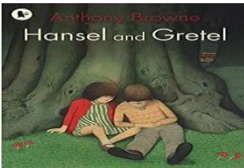
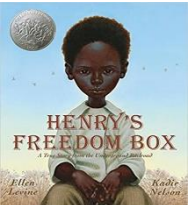
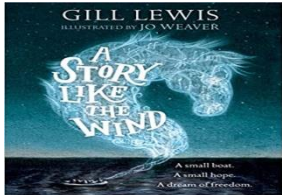
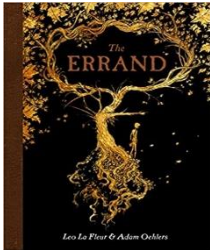
YEAR GROUPS	AUTUMN 1		AUTUMN 2		
<b>1 &amp; 2</b>	<b>Major Glad Major Dizzy</b>	<b>The History of Toys</b>	<b>The Dragon Machine</b>	<b>The Elves and the Shoemaker</b> TRADITIONAL TALE	<b>Poetry</b> <b>Alliterative List Poems</b> Under the Moon & over the Sea: A collection of Caribbean poems  <b>Pineapple by</b> <b>Vyanne Samuels</b>
					
<b>Key Writing Outcomes</b>	<b>Recount:</b> Diary entry <b>Information:</b> Captions & labels	<b>Information:</b> Non-Chronological report about toys	<b>Narrative:</b> Retell with change of creature/machine	<b>Narrative:</b> Retell	<b>Poetry:</b> Alliterative list poem
<b>3 &amp; 4</b>	<b>Blue John</b>	<b>My Book of Rocks and Minerals</b>	<b>The Iron Man</b> CLASSIC FICTION		<b>Narrative Rhyme</b> <b>The Sound Collector</b> By Roger McGough BBC Bitesize
					
<b>Key Writing Outcomes</b>	<b>Narrative:</b> Retell	<b>Information:</b> Non-Chronological Report	<b>Narrative:</b> Setting <b>Narrative:</b> Approach threat narrative	<b>Information:</b> Instructions-How to capture the Iron Man	<b>Poetry:</b> Narrative Rhyme
<b>5 &amp; 6</b>	<b>War Game</b>	<b>Walter Tull</b>	<b>Wolves in the Wall</b>	<b>The Ways of the Wolf</b>	<b>The Highwayman</b> CLASSIC FICTION
					
<b>Key Writing Outcomes</b>	<b>Narrative:</b> Historical retell	<b>Information:</b> Biography	<b>Recount:</b> First person narrative	<b>Information text:</b> Wolves Format chosen by pupils	<b>Poetry:</b> Performance/retelling of narrative

# SPRING CYCLE A

## FICTION/NARRATIVE

## NON-FICTION

## POETRY

YEAR GROUPS	SPRING 1		SPRING 2		
1 & 2	<b>Grandad's Secret Giant</b> 	<b>Troll Swap</b> 	<b>A River</b> 	<b>The Gingerbread Man</b> TRADITIONAL TALE 	<b>Performance Poetry</b> 
	<b>Key Writing Outcomes</b> Narrative: Retell with a moral focus Letter: To ask questions to find out more about the giant	Narrative: Story with a character focus	Narrative: Circular narrative	Narrative: Retelling and changing character Instructions: How to make a gingerbread man	Poetry: Oral retelling
3 & 4	<b>The Return</b> 		<b>Hansel and Gretel</b> TRADITIONAL TALE 	<b>How to Trap an Ogre</b> (Pie Corbett Writing Models)  <span style="color: red; font-weight: bold;">Copywrite Extract</span>	<b>Haiku and Tanka</b> <u>Haiku</u> Seaview Haiku – John Foster Windy Day – John Foster Haiku Riddle – Celia Warren <u>Tanka</u> Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger
	<b>Key Writing Outcomes</b> Narrative: Setting Information: Travel report	Narrative: Lost narrative	Instructions: How to trap an ogre	Poetry: Haiku and Tanka poems	
5 & 6	<b>Henry's Freedom Box</b> 	<b>A Story like the Wind</b> 	<b>The Errand</b> 	<b>What Every Child Should Know About Climate Change</b>  Supporting texts: Climate Change DK & Climate Action	<b>Cinquain</b>  Adelaide Crapsey November Night Snow Winter  John Foster Blackbird At the Gate The Wood in late Autumn Mirror How to Write Cinquains?
	<b>Key Writing Outcomes</b> Biography	Flashback Narrative	Cliff hanger	Explanation	Poetry: Cinquain Poem

# SUMMER CYCLE A

## FICTION/NARRATIVE

## NON-FICTION

## POETRY

YEAR GROUPS	SUMMER 1		SUMMER 2		
1 & 2	<b>The Night Gardener</b>	<b>Let's Get Gardening</b>	<b>Grandad's Island</b>	<b>Did you know about Animals?</b>	<b>Apes to Zebra A to Z Shape Poems</b>
					
Key Writing Outcomes	<b>Setting narrative</b>	<b>Instructions</b>	<b>Return narrative</b>	<b>Non-chronological report</b>	
	<b>Diary</b>				
3 & 4	<b>Manfish</b>	<b>David Attenborough (super scientists)</b>	<b>Gorilla</b>	<b>Rainforests 100 facts</b>	<b>Performance poetry Classic</b>
					
Key Writing Outcomes	<b>Invention Narrative</b>	<b>Biography</b>	<b>Narrative – character</b>	<b>Information text</b>	
5 & 6	<b>The Hound of the Baskervilles CLASSIC FICTION</b>		<b>Can we save the tiger?</b>		<b>Performance Poetry Audio</b>
					
Key Writing Outcomes	<b>Cliffhanger</b>		<b>Persuasive Debate</b>		
	<b>Newspaper Report</b>				

