



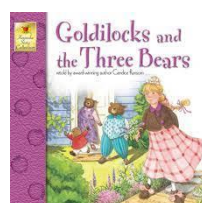
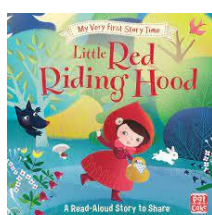
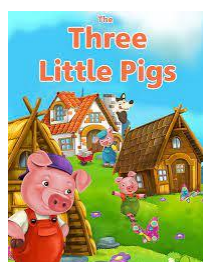
Swindon Village Primary School



Writing Curriculum

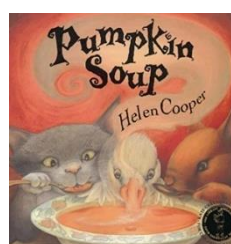
RECEPTION - Autumn Term 1

KEY TEXTS



A selection of traditional tales

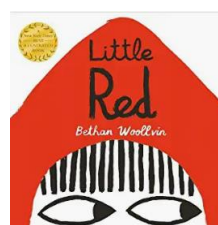
ADDITIONAL TEXTS TO SHARE



Pumpkin Soup
By
Helen Cooper



Leaf
By
Sandra Dieckmann



Little Red
By
Brian Woolvin

Poems to enjoy

My Brother - by Theresa Heine
Humpty Dumpty - Anon

Learning outcomes

To re-tell Traditional stories in a variety of ways

Published Piece

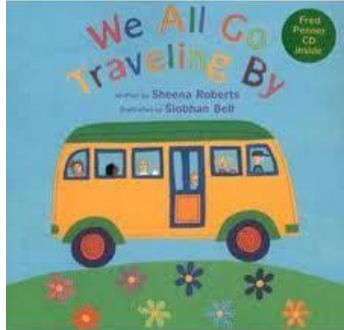
Film re-telling of stories with actions

Development matters
-strands covered

- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen to and talk about stories to build familiarity and understanding.
 - Learn new vocabulary
 - Learn rhymes, poems and songs.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

RECEPTION - Autumn Term 2

KEY TEXTS

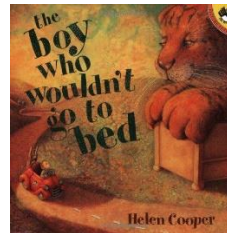


We all go travelling by
By
Sheena Roberts

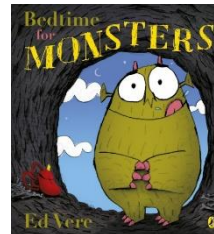
ADDITIONAL TEXTS TO SHARE



On Sudden Hill
By
Linda Sarah and
Benji Davis



The Boy Who
Wouldn't go to
bed
By Helen Cooper



Bedtime for
Monsters
By
Ed Vere

Poems to enjoy

- Rickety Train Ride by Tony Mitton
- Song of the Train by David McCord

Learning outcomes

Beginning to write labels
Adapting key parts of a story

Published piece

Create own transport song with labelled props
perform to visitors

**Development matters
-strands covered**

- Spell words by identifying the sounds and then writing the sound with letter/s.

RECEPTION - Spring Term 1

KEY TEXTS



The Last Wolf

By

Mini Grey

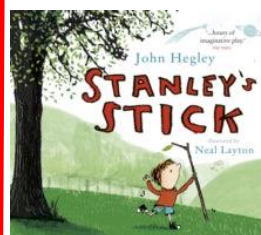
ADDITIONAL TEXTS TO SHARE



The Fox and the
Star

By

Coralie Bickford-Smith



Stanley's stick

By

John Hegley



On a Magical Do-
Nothing Day

By

Beatrice Alemagna

Poems to enjoy

- Cats sleep, anywhere by Eleanor Farjeon

Learning outcomes

Using persuasive relating to looking after our environment.

Published piece

Information booklets
Poster

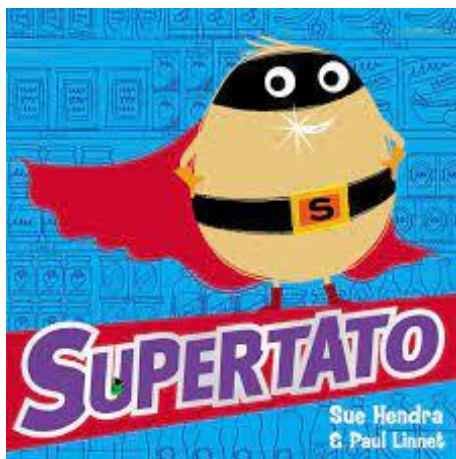
**Development matters
-strands covered**

Listen to and talk about stories to build familiarity and understanding.

- Write recognisable letters, most of which are correctly formed

RECEPTION - Spring Term 2

KEY TEXTS

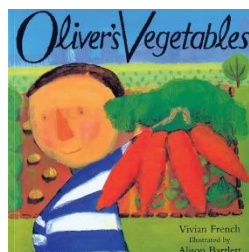


Supertato

By

Sue Hendra

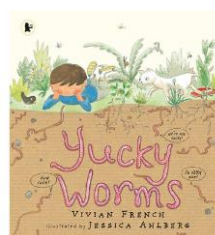
ADDITIONAL TEXTS TO SHARE



Oliver's Vegetables

By

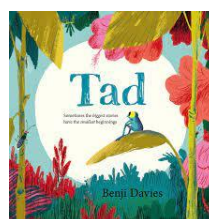
Alison Bartlett and
Vivian French



Yucky Worms

By

Vivian French



Tad

By

Benji Davies

Poems to enjoy

- Salt, Mustard, Vinegar, Pepper - a playground song

Learning outcomes

Instructions

Published piece

Follow instructions to create a vegetable soup

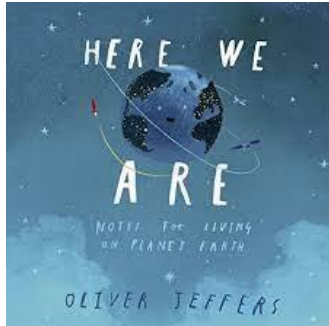
Development matters -strands covered

Write short sentences with words with known letter-sound correspondences using a full stop at the end.

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Know and talk about the different factors that support overall health and well-being - healthy eating
 - Describe events in some detail
 - Learning new vocabulary

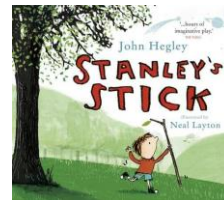
RECEPTION - Summer Term 1

KEY TEXTS

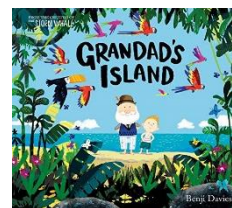


Here we are
By
Oliver Jeffers

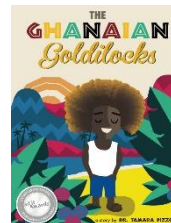
ADDITIONAL TEXTS TO SHARE



Stanley's Stick
By
John Hegley



Granddad's Island
By
Benji Davies



The Ghanaian
Goldilocks
By
Dr Tamara Pizzoli

Poems to enjoy

- Hey diddle, diddle by Michael Rosen

Learning outcomes

Information texts

Published piece

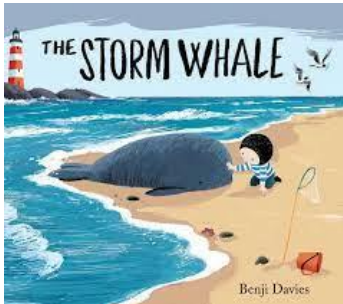
Write an information pamphlet to put in a travel agents

Development matters -strands covered

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

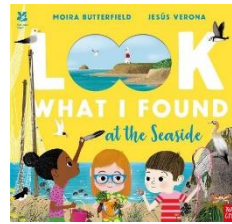
RECEPTION - Summer Term 2

KEY TEXTS

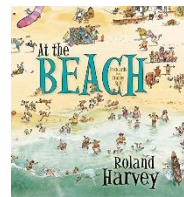


The Storm Whale
By
Benji Davies

ADDITIONAL TEXTS TO SHARE



Look what I found
at the seaside.
By
Moira Butterfield



At the Beach
By
Roland Harvey



Grandma Bird
By
Benji Davies

Poems to enjoy

- Summer Song by John Ciardi

Learning outcomes

Recount

Published piece

Write a postcard about our trip to the beach

Early Learning Goal

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

YEAR 1 - AUTUMN 1

KEY TEXT



Tell Me a Dragon
(Jackie Morris)
Picture Book

GUIDED READING TEXTS



A Dragon in
my
classroom

(Charles
Thomson)

Poetry



Leaf Man
(Lois Ehlert)
Picture Book



Writing Outcomes

Poem, Fact File

Published Piece

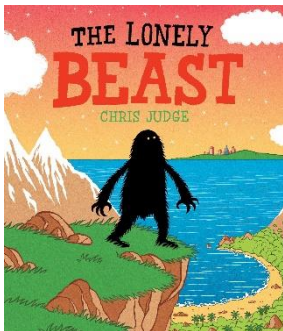
Dragon Fact File

**Key Grammar Focus
(Nail It)**

- I use capital letters for the personal pronoun (I).
- I join clauses using the conjunction and.
- I use capital letters for names (proper nouns).

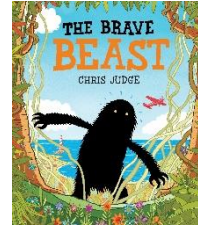
YEAR 1 - AUTUMN 2

KEY TEXT

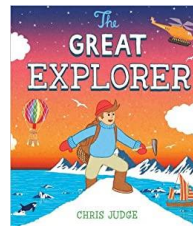


The Lonely Beast
(Chris Judge)
Picture Book

GUIDED READING TEXTS



The Brave Beast
(Chris Judge)
Picture Book



The Great Explorer
(Chris Judge)
Picture Book



Penguins on the Ice
Celia Warren

Writing Outcomes

Story, Report / letter

Published Piece

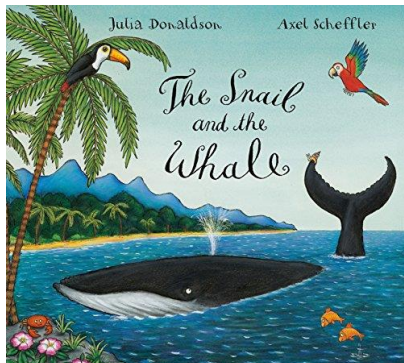
Report

Key Grammar Focus
(Nail It)

- I identify nouns within sentences.
- I add -s or -es to make my noun plural

YEAR 1 - SPRING 1

KEY TEXT



The Snail and the Whale
(Chris Judge)
Narrative
Picture Book



Snail Poems

GUIDED READING TEXTS



Caterpillar

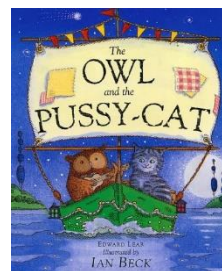
(Poem)

Christina
Rossetti



The Big Book of the Blue

Yuval Zommer



The Owl and The Pussycat

(Edward Lear)

Narrative

Writing Outcomes

Story

Published Piece

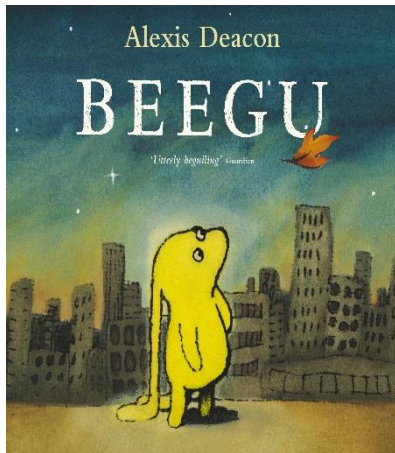
Story

**Key Grammar Focus
(Nail It)**

- I use prepositions for position to show where an object is. (on, between, across, through)
- I use prepositions for time to show when something happened.

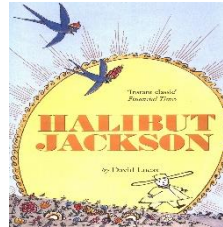
YEAR 1 - SPRING 2

KEY TEXT

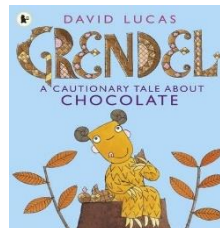


Beegu
(David Lucas)
Narrative
Picture Book

GUIDED READING TEXTS



Halibut Jackson
(David Lucas)
Narrative



Grendel
(David Lucas)
Narrative

Writing Outcomes

Description & Postcard

Published Piece

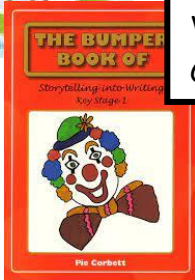
Postcard

Key Grammar Focus (Nail It)

- I identify verbs within sentences - including (being/having/doing)

YEAR 1 - SUMMER 1

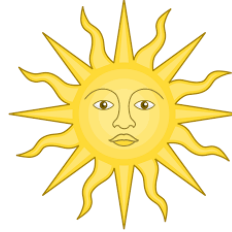
KEY TEXT



Jack and the
Beanstalk

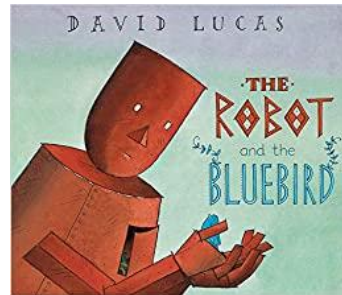
From The Bumper
Book of
Storytelling into
Writing KS1, Pie
Corbett

GUIDED READING TEXTS



What is the
Sun

Wes Magee
(Poem)



The Robot and
The Bluebird
(David Lucas)
Picture Book

Writing Outcomes

Story/Letter

Published Piece

Letter

**Key Grammar Focus
(Nail It)**

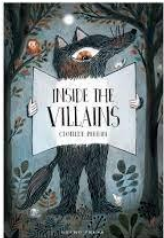
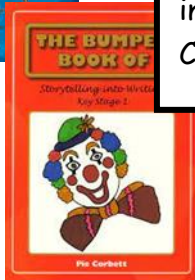
- I can identify the past tense in my writing and the writing of others.
- I can identify the present tense in my writing and the writing of others.

YEAR 1 – SUMMER 2

KEY TEXT

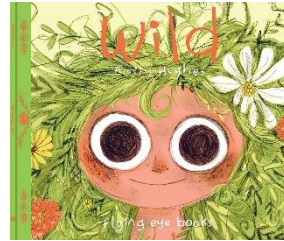


Rumpelstiltskin
From The Bumper
Book of Storytelling
into Writing KS1, Pie
Corbett

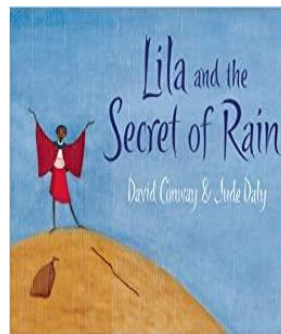


Inside the Villains
Clotilde Perrin

GUIDED READING TEXTS



Wild
(Emily Hughes)
Picture Book



Lilah and the
Secret of the
Rain
(David Conway &
Jude Daly)
Picture Book

Writing Outcomes

Story, Fact files

Published Piece

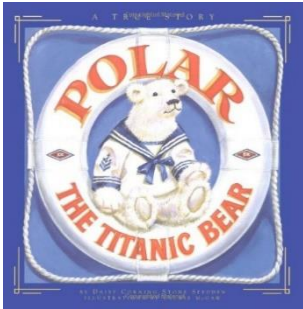
Fact files

Key Grammar Focus (Nail It)

- I use capital letters to begin my sentences.
- I use full stops to end my sentences.
- I use capital letters for names (proper nouns).

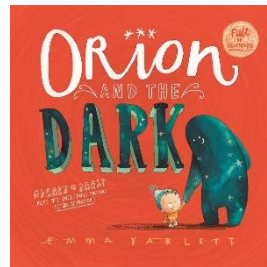
YEAR 2 - AUTUMN 1

KEY TEXT

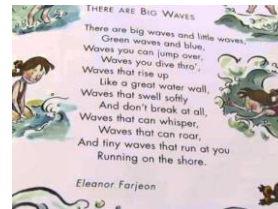


Polar The
Titanic Bear
(Daisy Corning
Stone Spedden)
Narrative

GUIDED READING TEXTS



Orion and The
Dark
(Emma Yarlett)
Narrative



There Are Big
Waves
(Eleanor Farjeon)
Poetry

Writing Outcomes

Poem, Postcard,
Narrative

Published Piece

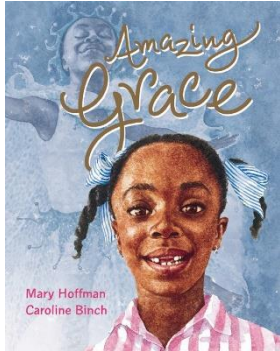
Narrative

**Key Grammar Focus
(Nail It)**

- I can use coordinating conjunctions to link clauses, e.g. or, and, but, yet, so.
- I can write a question.

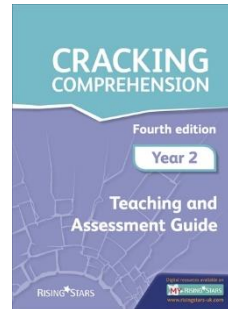
YEAR 2 - AUTUMN 2

KEY TEXT

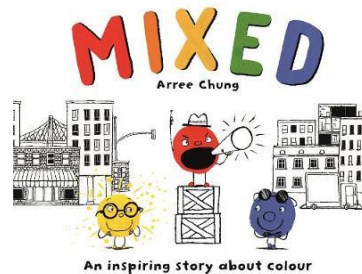


Amazing Grace
(Mary Hoffman)
Narrative

GUIDED READING TEXTS



Cracking
Comprehension



Mixed
(Arree
Chung)
Picture Book

Writing Outcomes

Diary, Instructions, Explanation

Published Piece

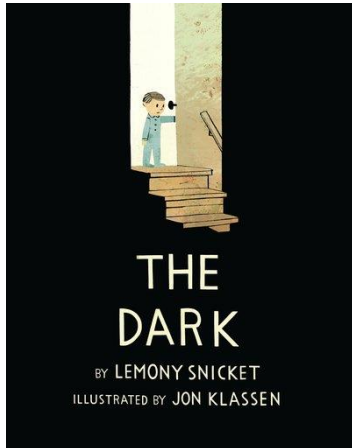
Diary

Key Grammar Focus
(Nail It)

- I use commas to separate a list of nouns.
- I write expanded noun phrases to add extra description.
- I identify adjectives.

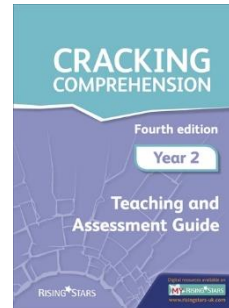
YEAR 2 - SPRING 1

KEY TEXT

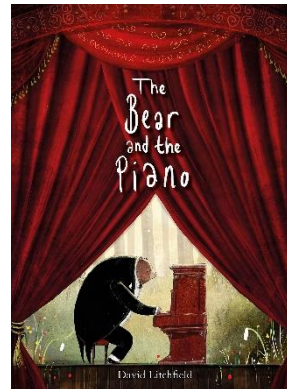


The Dark
(Lemony Snickett)
Narrative

GUIDED READING TEXTS



Cracking
Comprehension



The Bear and
the Piano
(David Litchfield)
Narrative

Writing Outcomes

Recount, Non-Chronological Report,
Poem

Published Piece

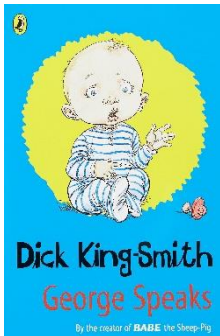
Non-Chronological Report

Key Grammar Focus (Nail It)

- I use ly to change adjectives into adverbs.

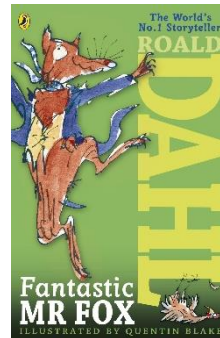
YEAR 2 - SPRING 2

KEY TEXT



George Speaks
(Dick King-Smith)
Narrative

GUIDED READING TEXTS



Fantastic Mr
Fox
(Roald Dahl)
Narrative



Reading SATS
practice papers

Writing Outcomes

Narrative, Recount, Formal letter

Published Piece

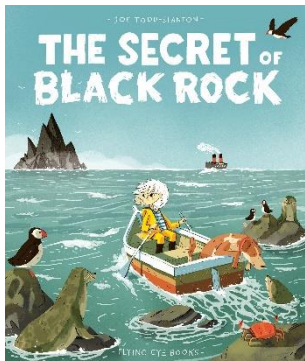
Formal Letter

Key Grammar Focus (Nail It)

- I can use and identify verbs within my sentences - including (being/having/doing).

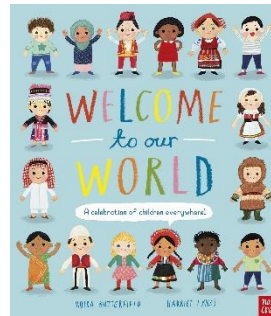
YEAR 2 – SUMMER 1

KEY TEXT



The Secret of
Black Rock
(Joe Todd -
Stanton)
Narrative

GUIDED READING TEXTS



Welcome to our
World
(Moira
Butterfield)
Non fiction



Reading SATS
practice papers

Writing Outcomes

Poem, Persuasive letter, Recount

Published Piece

Poem

Key Grammar Focus (Nail It)

- I use the present tense accurately in my writing.
- I use the past tense accurately in my writing.
- I use a range of pronouns accurately in my writing to avoid repetition.

YEAR 2 – SUMMER 2

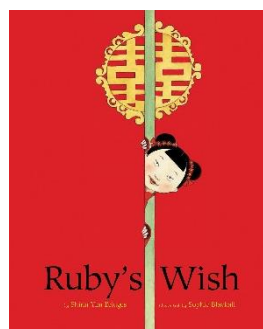
KEY TEXT



Kai and The
Monkey King
(Joe Todd -
Stanton)

Narrative /
Graphic Novel

GUIDED READING TEXTS



Ruby's Wish
(Shirin Yim
Bridges)

Picture Book

Non Fiction

Writing Outcomes

Narrative, Non-Chronological report

Published Piece

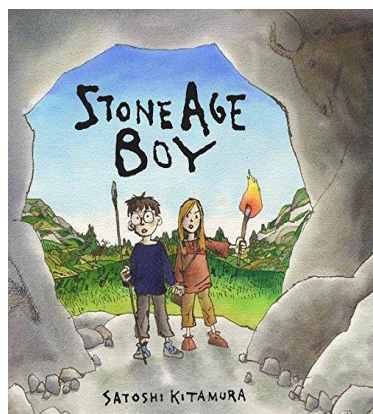
Non-Chronological report

Key Grammar Focus (Nail It)

- I use question marks to end my sentences.
- I use exclamation marks to end exclamation sentences.
- I use exclamation marks for emphasis.

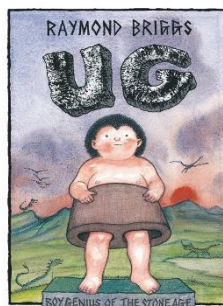
YEAR 3 - AUTUMN 1

KEY TEXT

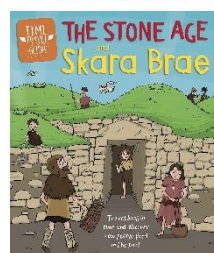


Stone Age Boy
(Satoshi Kitamura)
Narrative

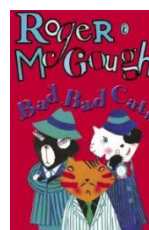
GUIDED READING TEXTS



UG
(Raymond Briggs)
Narrative



Skara Brae
(Time Travel Guides)
Non Narrative



The Sound Collector
(Roger McGough)
Poem

Writing Outcomes

Story, Instructions, Poem

Published Piece

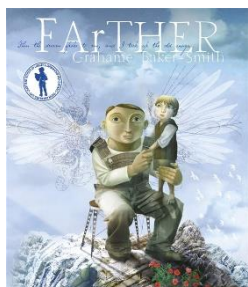
Instructions

Key Grammar Focus (Nail It)

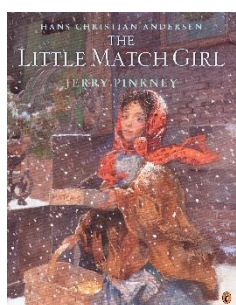
- I can identify conjunctions for different purposes and use some in my writing.
- I can use fronted adverbials.

YEAR 3 - AUTUMN 2

KEY TEXT

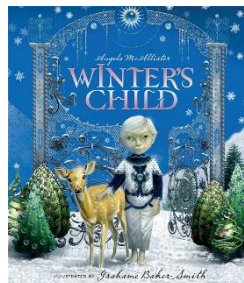


FaRThER
(Grahame Baker
- Smith)
Narrative

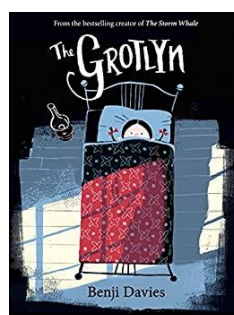


**The Little
Match Girl**
(Jerry Pinkey)
Picture Book

GUIDED READING TEXTS



Winters Child
(Grahame Baker
- Smith)
Narrative



The Grotlyn
(Benji Davies)
Narrative

Writing Outcomes

Letter, Information Text,

Published Piece

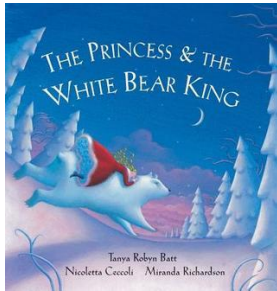
Letter

Key Grammar Focus (Nail It)

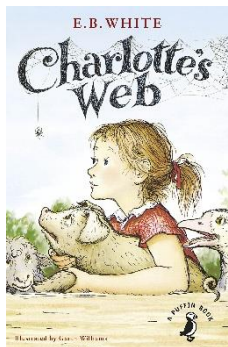
- I use apostrophes to mark singular possession.
- I carefully choose nouns for accuracy.

YEAR 3 - SPRING 1

KEY TEXT



The Princess and
The White Bear King
(Tanya Robyn Batt)
Narrative

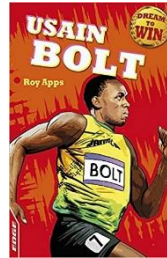


Charlotte's Web
(E. B. White)
Narrative

GUIDED READING TEXTS



Winters Child
(Grahame Baker
- Smith)
Narrative



Usain Bolt
Non Narrative



I have an Oasis
(Colin McNaughton)
Poem

Writing Outcomes

Narrative, Poem,

Published Piece

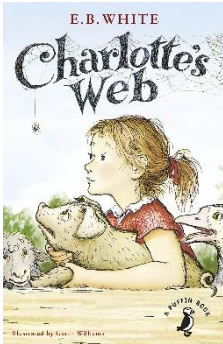
Narrative

**Key Grammar Focus
(Nail It)**

- I open sentences with a single word (adverb), e.g. Slowly, he swam to the surface.

YEAR 3 - SPRING 2

KEY TEXT



Charlotte's Web
continued
(E. B. White)

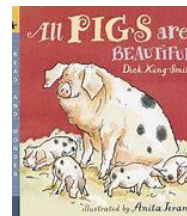
GUIDED READING TEXTS



Greenling
(Levi Pinfold)
Picture Book



The Magic Box
(Kit Wright)
Poetry



All Pigs are
beautiful
(Dick King Smith)
Non Fiction

Writing Outcomes

Non-Chronological Report, Persuasive
Letter

Published Piece

Non-Chronological Report

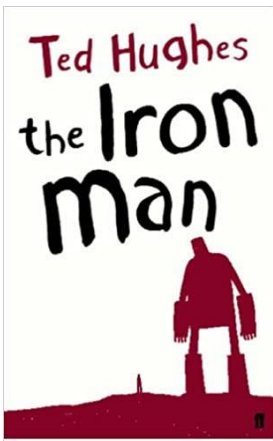
Key Grammar Focus (Nail It)

- I use a range of synonyms for common verbs.
- I use irregular verbs in the past tense.

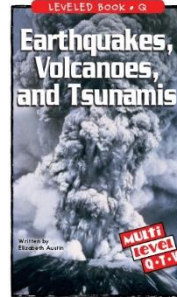
YEAR 3 – SUMMER 1

KEY TEXT

GUIDED READING TEXTS



Iron Man
(Ted Hughes)
Narrative



Volcanoes
tsunamis and
earthquakes

(Elizabeth
Austin)

Non Narrative



Iron Man
(Ted Hughes)

Performance
Poetry

Writing Outcomes

Poem, Blog, Newspaper Report,

Published Piece

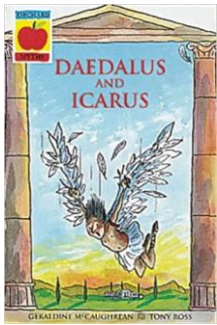
Newspaper Report

Key Grammar Focus
(Nail It)

- I can use compound sentences.

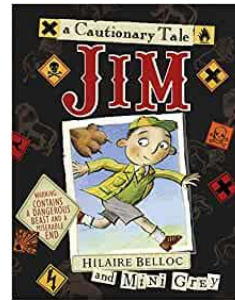
YEAR 3 – SUMMER 2

KEY TEXT

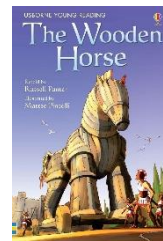


Daedalus &
Icarus
(Tony Ross)
Greek Myth

GUIDED READING TEXTS



Jim
(Hilaire Belloc)
Poetry



The Wooden
Horse
(Usbourne)
Traditional Tale

Writing Outcomes

Story, Instructions, Non-Chronological
Report

Published Piece

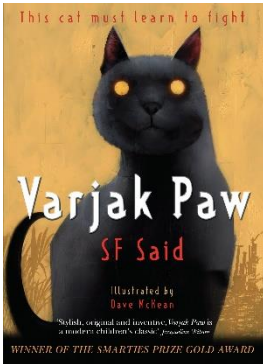
Story & Non-Chronological Report

Key Grammar Focus (Nail It)

- I use commas after fronted adverbials.
- I can use inverted commas to punctuate direct speech.
- I use an apostrophe to show the omission of letters.

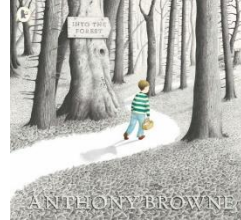
YEAR 4 - AUTUMN 1

KEY TEXT



Varjak Paw
(S.F. Said)
Narrative

GUIDED READING TEXTS



Into the Forest
(Anthony Browne)
Picture Book



Greek Gods and
Heroes
(Sylvia Baussier)

Writing Outcomes

Characters, Settings, Letter,
Persuasive Poster

Published Piece

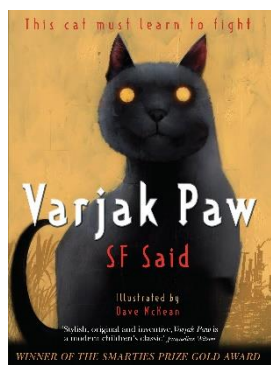
Letter

Key Grammar Focus (Nail It)

- I use compound and complex structures purposefully.
- I use simple structures purposefully.
- I recognise the main clause and subordinate clause within a sentence.

YEAR 4 - AUTUMN 2

KEY TEXT

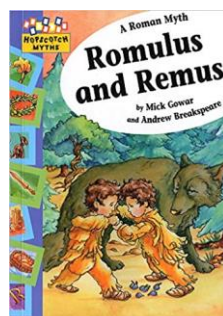


Varjak Paw
continued
(S.F. Said)

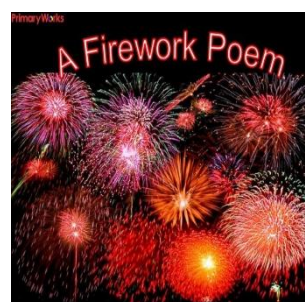


The Promise
(Nicola Davies)
Picture Book

GUIDED READING TEXTS



Romulus and
Remus
(The Deep)
Non Narrative



Fireworks &
Remembrance
Poetry

Writing Outcomes

Poem, Story, NCR, Letter

Published Piece

Letter (informal note)

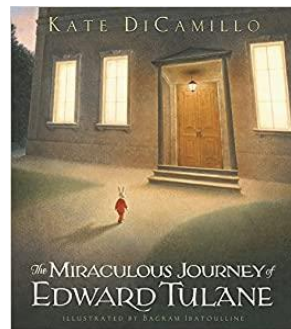
Key Grammar Focus (Nail It)

- I use apostrophes to mark plural possession.
- I use a / an correctly depending on the vowel sound.
- I use pronouns within and across sentences to avoid repetition and make my writing flow.

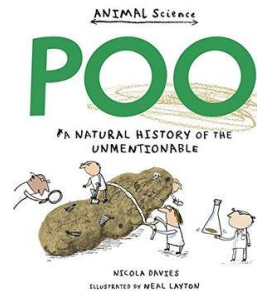
YEAR 4 - SPRING 1

KEY TEXT

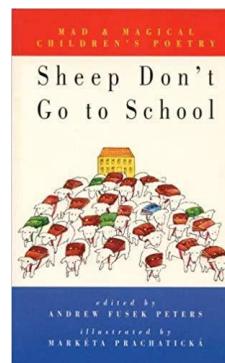
Edward Tulane
(Kate
DiCamillo)
Narrative



GUIDED READING TEXTS



Poo
(Nicola Davies)
Non Narrative



The Door
(Miroslav
Holub)
Poem

Writing Outcomes

Characters, Story, Recount,
Diary, Poster

Published Piece

Diary

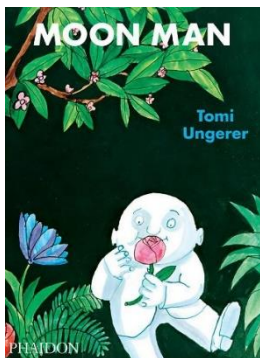
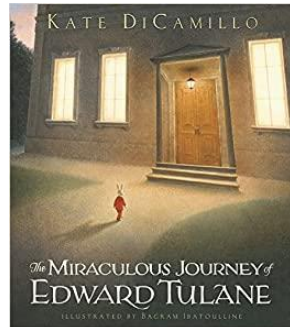
Key Grammar Focus (Nail It)

- I can open sentences with an adverbial clause.

YEAR 4 - SPRING 2

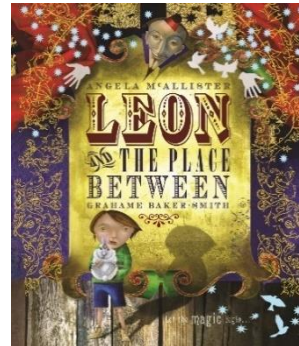
KEY TEXT

Edward Tulane
Continued
(Kate
DiCamillo)
Narrative

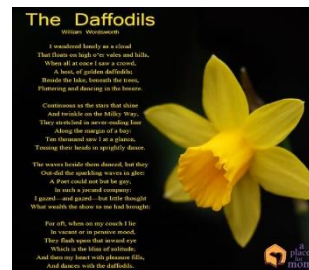


Moon Man
(Toni Ungerer)
Narrative

GUIDED READING TEXTS



Leon and the
Place Between
(Graham
Baker-Smith)
Narrative



The Daffodils
(William
Wordsworth)
Poem

Writing Outcomes

Feelings, Interview, Book Review,
Newspaper Article, Persuasive Letter

Published Piece

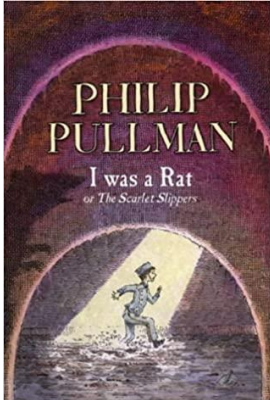
Newspaper Article

Key Grammar Focus (Nail It)

- I use a range of irregular verbs in the past tense.
- I use the present perfect form of verbs.
- I can use the past perfect form of verbs.

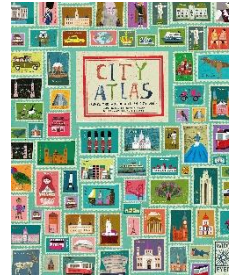
YEAR 4 - SUMMER 1

KEY TEXT

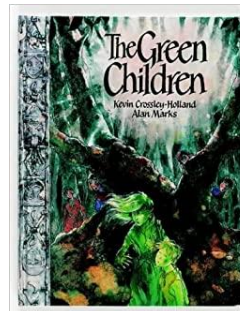


I Was a Rat
(Philip Pullman)
Narrative

GUIDED READING TEXTS



City Atlas
(Martin Haake)
Non -Narrative



The Green
Children
(Kevin Crossley-
Holland)
Picture Book

Writing Outcomes

Settings, Poem, Story, Play Script,
Letter

Published Piece

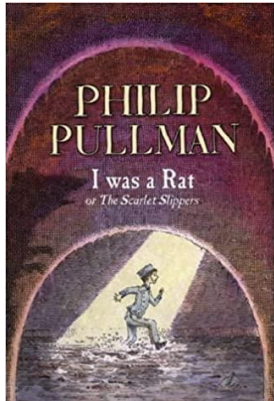
Play Script

**Key Grammar Focus
(Nail It)**

- I use paragraphs to organise around a theme.
- I use a range of sentence structures for effect.

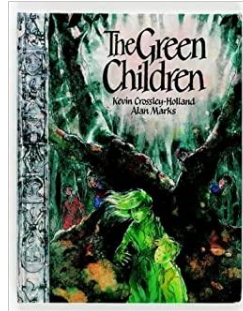
YEAR 4 – SUMMER 2

KEY TEXT



I Was a Rat
Continued
(Philip Pullman)
Narrative

GUIDED READING TEXTS



The Green
Children
continued
(Kevin Crossley-
Holland)



Poetry Slam
Six poems from
SVPS poetry
anthology



Writing Outcomes

Recount, NCR, Persuasion, Letter

Published Piece

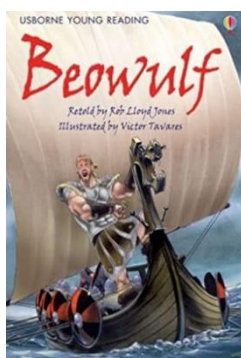
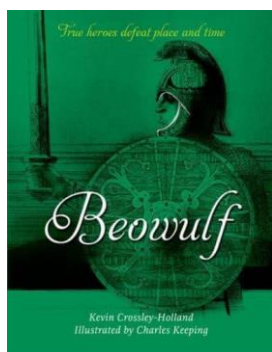
Letter

Key Grammar Focus (Nail It)

- I use inverted commas to punctuate direct speech.
- I use a comma after the reporting clause.
- I use commas to separate clauses in a sentence.

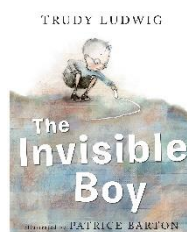
YEAR 5 - AUTUMN 1

KEY TEXT

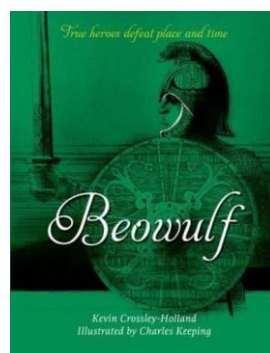


Beowulf
(Traditional)
Narrative

GUIDED READING TEXTS



The Invisible
Boy
(Trudy Ludwig)
Narrative



Beowulf
(Traditional)
Narrative

Writing Outcomes

Setting, Description,
Narrative, Report

Published Piece

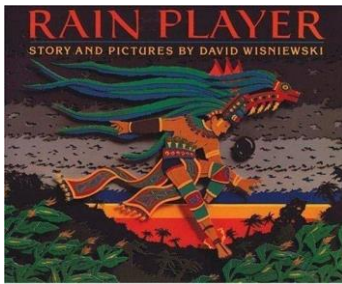
Narrative

Key Grammar Focus
(Nail It)

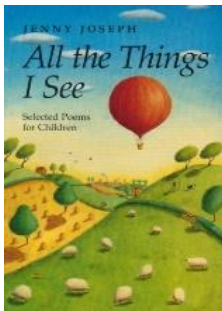
- I carefully form a range of sentence structures, e.g. short-simple sentences to create tension

YEAR 5 - AUTUMN 2

KEY TEXT

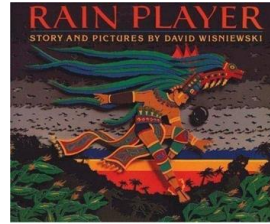


The Rain Player
(David Wisniewski)
Picture Book



All The Things I See
(Jenny Joseph)
Non-Narrative

GUIDED READING TEXTS



The Rain Player
(David Wisniewski)
Picture Book

Frontiers of space
Narrative



Warning
(Jenny Joseph)
Poem

Writing Outcomes

Narrative, Poem

Published Piece

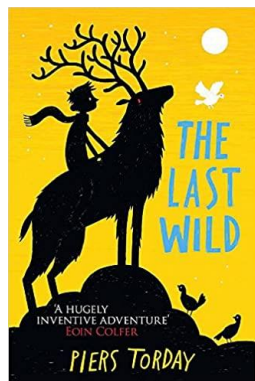
Narrative (Legend)

Key Grammar Focus
(Nail It)

- I use a wide range of synonyms purposefully.
- I can use relative clauses beginning with who, which, where, when, whose, that

YEAR 5 - SPRING 1

KEY TEXT

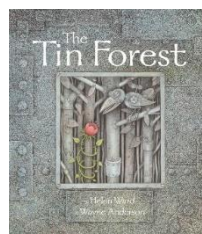


The Last Wild
(Piers Torday)
Narrative

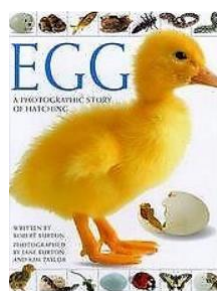
GUIDED READING TEXTS



The Last Wild
(Piers Torday)
Narrative



Tin Forest
(Helen Ward)
Picture Book



Egg
(Dorling Kindersley)
Non Narrative

Writing Outcomes

Narrative, Biography, Recount, Review

Published Piece

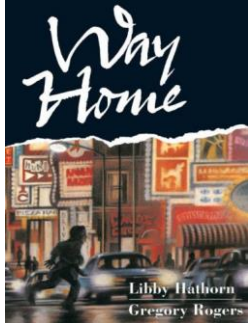
Narrative (Adventure)

**Key Grammar Focus
(Nail It)**

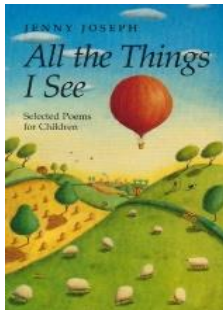
- I use adverbs/adverbials to help my writing flow within and across paragraphs.

YEAR 5 - SPRING 2

KEY TEXT

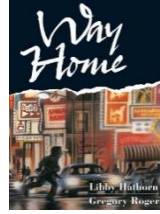


Way Home
(Libby Hathorn)
Picture Book



The magic of the brain
(Jenny Joseph)
Poetry

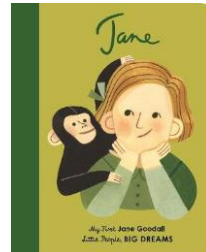
GUIDED READING TEXTS



Way Home
(Libby Hathorn)
Picture Book



Varmints
(Helen Ward)
Narrative



Jane Goodhall
Biography
Non-Narrative

Writing Outcomes

Poem, Biography

Published Piece

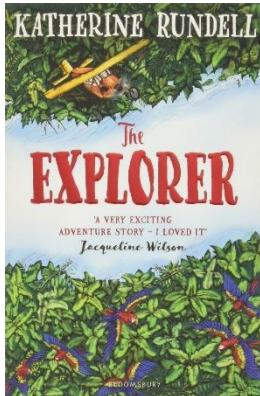
Poem

Key Grammar Focus (Nail It)

- I identify and use modal verbs in my speech and writing.
- I change an active sentence to a passive sentence

YEAR 5 - SUMMER 1

KEY TEXT

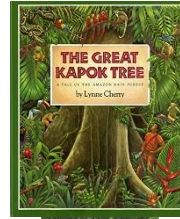


The Explorer
(Katherine Rundell)
Narrative



The Tyger
(William Blake)
Poetry

GUIDED READING TEXTS



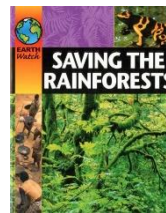
The Great Kapok Tree
(Lynne Cherry)
Narrative



The Explorer
(Katherine Rundell)
Narrative



The Tyger
(William Blake)
Poetry



Saving the Rainforests
(Earthwise)
Non Narrative

Writing Outcomes

Diary, Persuasive Argument

Published Piece

Diary

Key Grammar Focus
(Nail It)

- I use a wide range of strategies to make my writing flow.

YEAR 5 - SUMMER 2

KEY TEXT



There's a boy in
the girls'
Bathroom

(Louis Sachar)

Narrative

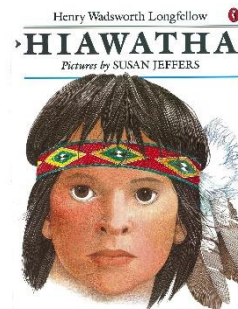
GUIDED READING TEXTS



There's a boy
in the girls'
Bathroom

(Louis
Sacher)

Narrative



Hiawatha

Traditional
Tale

Writing Outcomes

Letter, Narrative

Published Piece

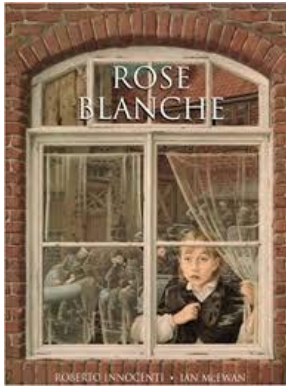
Letter

Key Grammar Focus
(Nail It)

- I punctuate speech correctly, including the layout of dialogue.
- I use colons to formally introduce a list.

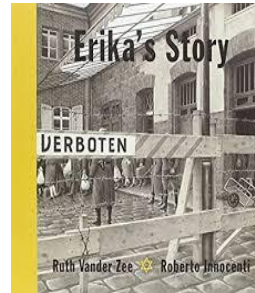
YEAR 6 - AUTUMN 1

KEY TEXT



Rose Blanche
(Ian McEwan)
Narrative
Picture Book

GUIDED READING TEXTS



Erika's Story
(Ruth Vander Zee)
Narrative
Picture Book



Anne Frank's
Diary



In Flanders' Fields
(John McCrae)
War Poetry

Writing Outcomes

Diary, Poem, Letter,

Published Piece

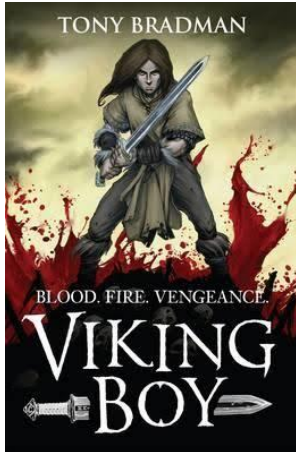
Diary & Poem

Key Grammar Focus (Nail It)

- I use brackets, dashes or commas to indicate parenthesis.
- I use structures suitable for informal speech and formal speech when speaking and writing.

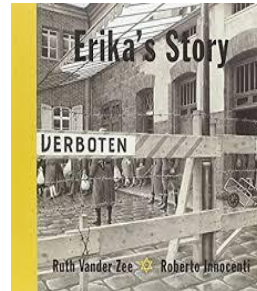
YEAR 6 - AUTUMN 2

KEY TEXT



Viking Boy
(Tony Bradman)
Narrative

GUIDED READING TEXTS



Erika's Story
(Ruth Vander Zee)
Narrative
Picture Book



Viking Boy
(Tony Bradman)
Narrative

Writing Outcomes

Narrative, Diary

Published Piece

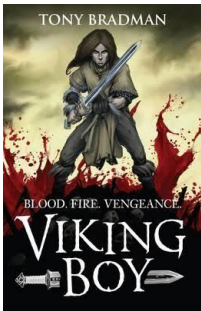
Diary

**Key Grammar Focus
(Nail It)**

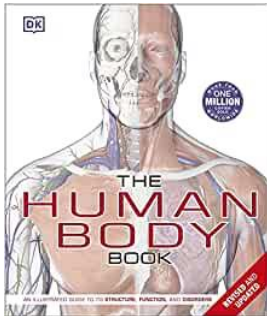
- I use relative clauses beginning with who, which, where, when, whose, that.
- I create noun phrases using hyphens.

YEAR 6 - SPRING 1

KEY TEXT

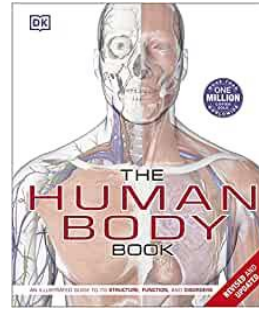


Viking Boy
(Tony Bradman)
Narrative

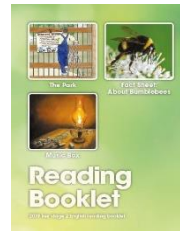


The Human Body
Circulatory System
(Richards Walker)
Non - Narrative

GUIDED READING TEXTS



The Human Body
Circulatory System
(Richards Walker)
Non - Narrative



Reading SATS
practice papers

Writing Outcomes

Narrative, Explanation text

Published Piece

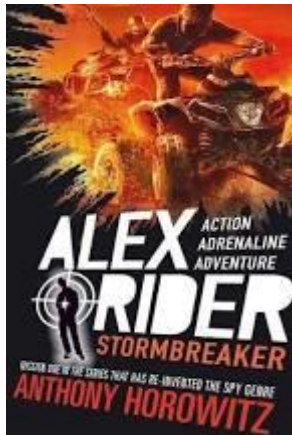
Narrative, Explanation text

Key Grammar Focus (Nail It)

- I use a wide range of adverbials to link ideas across paragraphs, e.g. on the other hand, in contrast, as a consequence.

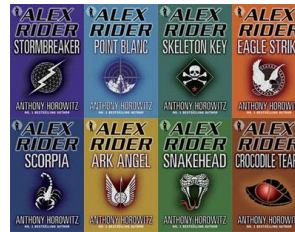
YEAR 6 - SPRING 2

GUIDED READING TEXTS

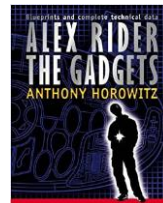


Stormbreaker
(Anthony Horowitz)
Narrative

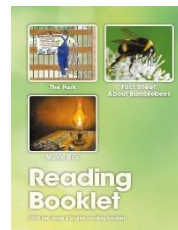
KEY TEXT



Alex Rider
Series
(Anthony
Horowitz)



Alex Rider -
The Gadgets
(Anthony
Horowitz)



Reading SATS
practice papers

Writing Outcomes

Persuasive writing, Narrative

Published Piece

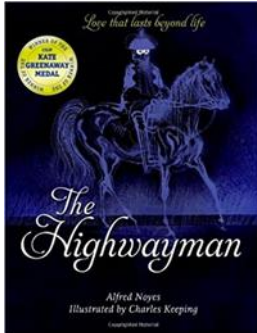
Narrative

Key Grammar Focus (Nail It)

- I change an active sentence to a passive sentence.
- I choose to use the passive for effect.

YEAR 6 - SUMMER 1

KEY TEXT

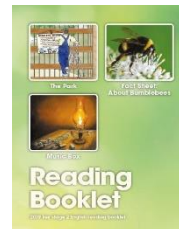


The Highwayman
(Alfred Noyes)
Narrative
Poetry

GUIDED READING TEXTS



Three Rusty Nails
(Roger McGough)
Poetry



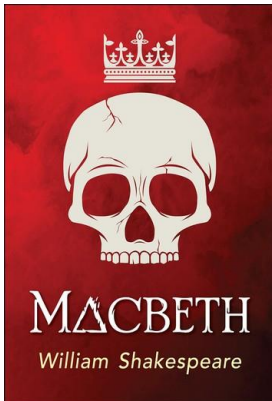
Reading SATS
practice papers

Writing tasks related to KS2
teacher assessment objectives.

Writing Outcomes	Diary entry, Biography, Narrative
Published Piece	Biography
Key Grammar Focus (Nail It)	<ul style="list-style-type: none"> I can use adverbials of time to link ideas across paragraphs, e.g. place - nearby, number - secondly, tense choices - he had seen her before.

YEAR 6 - SUMMER 2

KEY TEXT



Macbeth
(William
Shakespeare)
Classic



Timothy Winters
(Charles Causley)
Poetry

Writing tasks related to KS2
teacher assessment objectives.

Writing Outcomes

Writing to reflect requirements of the
End of Key Stage Two Teacher
Assessments

Published Piece

Writing to reflect requirements of the
End of Key Stage Two Teacher
Assessments

Key Grammar Focus (Nail It)

- I use dashes, brackets and commas to mark parenthesis.
- I use commas to list adverbials and clauses.
- I use semi-colons to divide items in a complex list, particularly if commas have already been used.

