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| **Year Group**    **Genre / Text types** | **Discussion**  Debate / balanced argument | **Explanation**  Diagrams, flow charts, processes | **Instructions**  Routines, recipes, games, plans and constructions. | **Narrative**  Own, familiar story, traditional tale, fairytale, adventure, myth, legend, fantasy, mystery, fable. | **Non chronological**  Fact files, leaflets, brochures, information texts, guide books. | **Persuasion**  Letter, leaflet, advert, guide book, magazine article, newspaper, debate | **Recount**  Letter, newspaper, diary, eye witness account, biography, autobiography | **Poetry**  Shape poetry  Narrative poetry, rhymes, Haiku, cinquin, Tanka, Free verse & Nonet |
| **Year one** | **Get Writing: Focus on transcription and composition at the correct phonic level.**  **Use skills builders for the teaching of Grammar this knowledge to be used in the Get writing programme. Nelson handwriting. Daily handwriting to be taught covering one unit of Nelson per week. Dictation for this to be included on a Friday.** | | | | | | | |
| **Year Two**  **Transcription** | **Transcription skills to be taught:**  **Use skills builders for the teaching of Grammar one objective to be taught explicitly and discretely in week one and applied in children’s own writing in week two / three. Nelson handwriting. Daily handwriting to be taught covering one unit of Nelson per week. Dictation for this to be included on a Friday. RWI Spelling programme to be followed.** | | | | | | | |
| **Year Two**  **Autumn**  **Spring**  **Summer** | **Movers and Shakers (speeches)** | **Movers and Shakers (how germs are transferred)** | **Coastline (how to make a beach hut)** | **Movers and Shakers (fairytale)**  **Coastline (dangers of the coast)**  **Magnificent Monarchs** | **Shakespeare**  **Coastline**  **(Whitby past and present)**  **Magnificent Monarchs (Hampton Court) (meet the monarchs)** | **Movers and Shakers (poster)**  **Coastline**  **(Celebrating the coast)** | **Movers and Shakers**  **(biography,**  **newspaper)**  **Magnificent Monarchs**  **(trip)** | **Magnificent Monarchs (Kennings Poem)** |
| **Year Group**    **Genre / Text types** | **Discussion**  Debate / balanced argument | **Explanation**  Diagrams, flow charts, processes | **Instructions**  Routines, recipes, games, plans and constructions. | **Narrative**  Own, familiar story, traditional tale, fairytale, adventure, myth, legend, fantasy, mystery, fable. | **Non chronological & Chronological**  Fact files, leaflets, brochures, information texts, guide books. | **Persuasion**  Letter, leaflet, advert, guide book, magazine article, newspaper, debate | **Recount**  Letter, newspaper, diary, eye witness account, biography, autobiography | **Poetry**  Shape poetry  Narrative poetry, rhymes, Haiku, cinquin, Tanka, Free verse & Nonet |
| **Year Three Transcription** | **Transcription skills to be taught:**  **Use skills builders for the teaching of Grammar one objective to be taught explicitly and discretely in week one and applied in children’s own writing in week two / three. Nelson handwriting. Daily handwriting to be taught covering one unit of Nelson per week. Dictation for this to be included on a Thursday.**  **RWI spelling to be taught daily each week.** | | | | | | | |
| **Year Three**  **Autumn**  **Spring**  **Summer** | RE links | Compare and contrast the diets of different animals using a Venn diagram. This is a companion project to Through the Ages called Animal Nutrition and the Skeletal System. | Bronze Age Britain – Instructions | Stone Age Britain – Narratives  Life in Roman Britain – Myths | Beyond the Iron Age – Chronological reports  What makes up the Earth?: Non-chronological reports | Roman invasion of Britain – Letters | Earthquakes and tsunami: Newspaper reports  Celebrating the Earth: Diaries  Ancient Rome – Biographies | Iron Age Britain – Cinquains  Volcanoes: Poetry  Roman legacy – Poetry |
| **Year Four Transcription** | **Transcription skills to be taught:**  **Use skills builders for the teaching of Grammar - one objective to be taught explicitly and discretely in week one and applied in the children’s own writing the following week/s. Nelson handwriting. Daily handwriting (every other week) to be taught covering one unit of Nelson per week. Dictation for this to be included as part of the extension task for each unit of work.**  **RWI spelling to be taught daily every other week – alternated with handwriting.** | | | | | | | |
| **Year Four**  **Autumn**  **Spring**  **Summer** | Ancient Civilisations – discussion text | Misty Mountain, winding river. (Explanation) | Ancient Civilisations  (Instructions) | Invasion (playscripts)  Invasion (Norse myths)  Ancient Civilisations  (Stories from other cultures) | Invasion (Non chronological reports)  Misty Mountain, winding river. (Leaflets) | Invasion (persuade to fight against invaders) | Misty Mountain, winding river. (Diary) | Anglo saxon poems  Misty Mountain, winding river. (Narrative poems)  Ancient Civilisations (Free verse poems) |
| **Year Group**    **Genre / Text types** | **Discussion**  Debate / balanced argument | **Explanation**  Diagrams, flow charts, processes | **Instructions**  Routines, recipes, games, plans and constructions. | **Narrative**  Own, familiar story, traditional tale, fairytale, adventure, myth, legend, fantasy, mystery, fable. | **Non chronological**  Fact files, leaflets, brochures, information texts, guide books. | **Persuasion**  Letter, leaflet, advert, guide book, magazine article, newspaper, debate | **Recount**  Letter, newspaper, diary, eye witness account, biography, autobiography | **Poetry**  Shape poetry  Narrative poetry, rhymes, Haiku, cinquin, Tanka, Free verse & Nonet |
| **Year Five Transcription** | **Transcription skills to be taught:**  **Use skills builders for the teaching of Grammar - one objective to be taught explicitly and discretely in week one and applied in the children’s own writing the following week/s. Nelson handwriting. Daily handwriting (every other week) to be taught covering one unit of Nelson per week. Dictation for this to be included as part of the extension task for each unit of work.**  **RWI spelling to be taught daily every other week – alternated with handwriting.** | | | | | | | |
| **Year Five**  **Autumn**  **Spring**  **Summer** | SOW, Grow Farm  Balanced discussion | **Sow grow farm explanation leaflet (farming around the world)** | Science experiments through the year | **Dynamic dynasties (Stories from other cultures) Continuation of Bronze and Sunflower**  **Dynamic Dynasties (Chinese fable)**  Shakesspeare Macbeth  Ground breaking Greeks (myths)  Ground breaking Greeks (Play scripts) | Sow, Grow and Farm (Non chronological reports)  Ground breaking Greeks (information text)  **Information text about Ancient China.** | **Sow grow farm** | **Dynamic dynasties FU Hao (biographies)**  Sow, Grow and Farm (diaries)  **Dynamic Dynasties (diary linked to class novel: Bronze and sunflower)** | **Dynamic dynasties (Narrative poetry)**  Ground breaking Greeks (Odes) |
| **Year Six Transcription** | **Transcription skills to be taught:**  **Use skills builders for the teaching of Grammar - one objective to be taught explicitly and discretely in week one and applied in the children’s own writing the following week/s. Nelson handwriting. Daily handwriting (every other week) to be taught covering one unit of Nelson per week. Dictation for this to be included as part of the extension task for each unit of work.**  **RWI spelling to be taught daily every other week – alternated with handwriting.** | | | | | | | |
| **Year Six**  **Autumn**  **Spring**  **Summer** | Frozen Kingdom (Climate change) | Frozen Kingdom (Science)  Britain at war (Light KRP) | Frozen Kingdom (Science)  Britain at war (Evolution and inheritance KRP) | Frozen Kingdoms (Developing a story within it’s setting  Macbeth  Maafa (Narrative linked to whole class text)  Britain at war (Historical narratives) | Maafa (non Chronological reports)  Frozen Kingdoms (Non chronological)  Britain at war (Evolution and inheritance) | Maafa (persuasive letters)  Frozen Kingdom (Letter to tackle Global warming)  Britain at war (persuasive posters) | Maafa (biography linked to trailbreakers, barrier breakers)  Frozen Kingdom (Biography)  Britain at war (Evolution and inheritance KRP diary from Charles Darwin) | Maafa (acrostic poems)  Frozen Kingdoms (Haikus)  Britain at war (Nonets) |