


# Thursby School Writing Overview

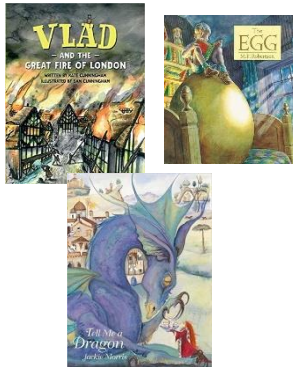
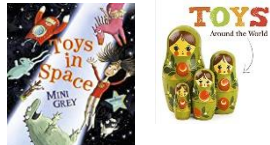

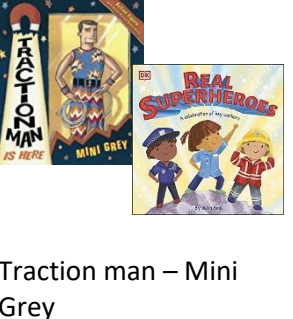


class: EYFS - Nursery and Reception

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p>You Choose – Pippa Goodhart &amp; Nick Sharratt<br/>Pete the cat – James Dean<br/>The Colour Monster/The colour monster goes to school – Anna Llenas.<br/>All are welcome – Alexandra Penfold</p> <p>Introduce rhyme of the week.<br/><b>Nursery:</b><br/>Listens to stories and begins to join in with repeated refrains and predict key events.</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p>The Little Red Hen<br/>Rosie's Walk<br/>Chicken Licken</p> <p><b>Nursery:</b><br/>Listens to stories and begins to join in with repeated refrains and predict key events. Introduce 'Rhyme of the week'. Shows interest in familiar print – name, logos, etc. Mark making – give mean to the marks they make.</p> <p><b>Reception:</b><br/>Retell stories related to events through acting/roleplay. Christmas letters/lists. Retelling stories/tales using talk, images/apps.</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p>Brown Bear, Brown Bear, What can you see?<br/>Polar Bear, Polar Bear, what can you Hear?</p> <p><b>Nursery:</b><br/>Listens to stories and attempt to join in with repeated refrains. 'Rhyme of the week' – actions and recognising rhyming words. Shows interest in familiar print – name, logos, etc. Beginning to recognise own name. Mark making – give mean to the marks they make.</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p>Whatever, Next!<br/>We're Going on a Bear Hunt<br/>The Very Hungry Caterpillar</p> <p><b>Nursery:</b><br/>Enjoy using stories in play – using small world characters, dressing up and roleplay props. Recognises own name – attempts to write/trace/copy it. Draw a favourite character.</p> <p><b>Reception:</b><br/>Make up own stories based on tales they know. Use experience of story language to create verbal stories, story maps and simple sentences/labels.</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p>The Very Hungry Caterpillar – Eric Carle<br/>Jasper's Beanstalk<br/>Mrs Armitage on wheels.<br/>The Queen's Hat</p> <p><b>Nursery:</b><br/>Use books to find out information on growing plants/beans 'information books'. Use story language and props/images to retell a familiar story. Draw pictures of favourite parts of a story (The Very Hungry Caterpillar).</p> <p><b>Reception:</b><br/>Fiction and non-fiction texts to explore an understanding of growing plants and how the life</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p>Mrs Armitage on wheels.<br/>The Queen's Hat</p> <p><b>Nursery:</b><br/>Use a variety of books exploring other countries in Europe and Worldwide and their cultures and communities. Use books and other texts (magazines, etc) to find out information on bikes and other vehicles 'information books'. Invent/Draw a new form of transport.</p> <p><b>Reception:</b><br/>Use a variety of books exploring other countries in Europe</p> |

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| <p>Introduce 'Rhyme of the week'.<br/>Shows interest in familiar print – name, logos, etc.<br/>Mark making – give mean to the marks they make.</p> <p><b>Reception:</b><br/>Enjoys stories – repeating and recalling familiar stories.<br/>Introduce 'Rhyme of the week'<br/>Recognises own name and those of others – class friends / Mum / Dad.<br/>Form some letters/shapes from their own name.</p> | <p>Pie Corbett Talk For Writing actions to retell focus text – story maps. Sequence stories – use vocabulary of beginning, middle and end.<br/>Write own name, labels and lists using initial sounds.<br/>Enjoy an increasing range of books.</p> | <p>What did you see?<br/>Draw a picture.</p> <p><b>Reception:</b><br/>Make up stories about themselves Tim, Tim, what can you see/hear? (based on focus texts) – verbally, pictorial and attempt written.</p> | <p>Create characters – drawing and labelling main attributes.</p> | <p>cycle of a butterfly happens.<br/>Develop an understanding that information can be retrieved from books/computers.</p> <p>Use story language when acting out a narrative.</p> <p>Write labels, captions and sentences about main events in The Very Hungry Caterpillar story.</p> | <p>and Worldwide and their cultures and communities.</p> <p>Explore maps – looking at local areas, Britain and The World.</p> <p>Draw/write information/facts about forms of transport.</p> <p>Invent a new form of transport – label parts, write instructions on how to use it.</p> |
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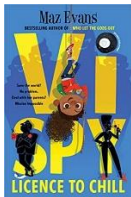
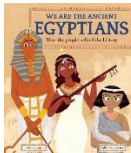
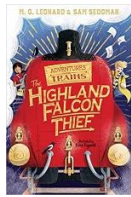

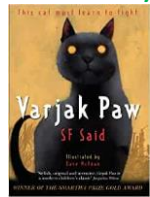
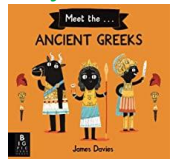
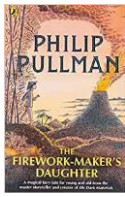
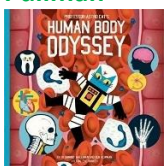
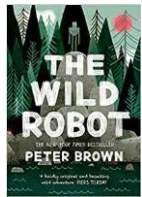


Class 2 year 1 and 2

| Autumn 1                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                | spring 2                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                              | summer 2                                                                                                                                                                                                                                     |
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| <b>Cycle A</b>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                              |
| <p>The Lonely beast by Chris Judge<br/>Ossiri and the Bala Mengro by Katherine Quarmby and Richard O'Neill</p>                                             | <p>The world in my kitchen – Sally Brown and Kate Morris<br/>The Disgusting Sandwich – Gareth Edward<br/>The Papaya That Spoke – Oral African folk story</p>      | <p>A house that once was – Julie Fagliano<br/>Home – Carson Ellis</p>                                                                                                                 | <p>Bethan Woolvin – Little Red and I can catch a monster<br/>Also, a collection of many Traditional tales</p>                                                     | <p>Somebody swallowed Stanley by Sarah Roberts and Leaf by Sandra Diekmann</p>                                                                                                                                     | <p>Lila and the Secret of the Rain by David Conway and Anna Hibiscus' Song by Atinuke</p>                                                                 |
| <p><b>Fiction:</b><br/>Hot/cold task: character description<br/>Genre: Meeting Tale<br/>Toolkit: suspense<br/>Sentence work: adjectives<br/><b>Non-Fiction:</b><br/>Hot/cold task: How to wake an ogre<br/>Genre: Instructional writing</p> | <p><b>Fiction:</b><br/>Hot/cold task: To write a 5-part story using a story mountain<br/>Genre: Journey Story<br/>Toolkit: dialogue<br/>Sentence work: simple joining words – 'and'<br/><b>Non-Fiction:</b><br/>Hot/cold task: Our school trip</p> | <p><b>Fiction:</b><br/>Hot/cold task: invent a new ending<br/>Genre: quest tale<br/>Toolkit: openings/endings<br/>Sentence work: adjectives<br/><b>Non-Fiction:</b><br/>Hot/cold task: How were homes different a long time ago? How did people wash their clothes?</p> | <p><b>Fiction:</b><br/>Hot/cold task: To write a 5- part story<br/>Genre: beating the Baddie<br/>Toolkit: Character/ action<br/>Sentence work: story sentence starters<br/><b>Non-Fiction:</b><br/>Hot/cold task: How to make a bowl of porridge</p> | <p><b>Fiction:</b><br/>Hot/cold task: To write a 5- part story<br/>Genre: rags to riches<br/>Toolkit: characterisation<br/><b>Non-Fiction:</b><br/>Hot/cold task: write a thank you letter to David Attenborough<br/>Genre: letter writing<br/>Sentence work: 'ly' openers and embellished simple</p> | <p><b>Fiction:</b><br/>Hot/cold task: describing a setting<br/>Genre: Losing tale<br/>Toolkit: settings<br/>Sentence work: punctuation<br/><b>Non-Fiction:</b><br/>Hot/cold task: poster/booklet on Kenya<br/>Genre: information writing</p> |

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| <p><b>Sentence work:</b><br/>‘bossy’ verbs and<br/>‘time order’ words<br/><b>Poetry:</b> chants and<br/>songs</p>                                                                                                                                                                                                                                        | <p><b>Genre:</b> recount from<br/>personal experience<br/><b>Sentence work:</b><br/>temporal<br/>conjunctions- later,<br/>next, then<br/><b>Poetry:</b> Christmas<br/>production</p>                                                                                                                                                                                                                                                                                                                                             | <p><b>Genre:</b> Explaining<br/><b>Toolkit:</b><br/><b>Sentence work:</b><br/>adverbs –<br/>who/which/where<br/><b>Poetry:</b> Rhyme and<br/>verse</p>                                                                                                                                                                                                                         | <p><b>Genre:</b> instructional<br/>writing<br/><b>Sentence work:</b><br/>precise adverbials<br/>and imperative verbs<br/><b>Poetry:</b> traditional<br/>nursery rhymes</p>                                                                                                                                                                                                                                                                  | <p>sentences using<br/>adjectives<br/><b>Poetry:</b> actions for<br/>performance</p>                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Sentence work:</b><br/>extended simple<br/>sentences with<br/>coordination and<br/>subordination<br/><b>Poetry:</b> senses<br/>poetry</p>                                                                                                                                                                                                                                                             |
| Autumn 1                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                       | spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                       | summer 2                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Class 2 year 1 and 2 Cycle B</b>                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Fire Of London</b><br/><b>Key Texts: (fiction and non-fiction)</b></p>  <p>Tell me a dragon –<br/>Jackie Morris</p> <p>Vlad and the great fire<br/>of London – Kate<br/>Cunningham</p> <p>The Egg – MP<br/>Robertson</p> <p><b>Fiction:</b><br/><b>Genre:</b></p> | <p><b>Toys in the past</b><br/><b>Key Texts: (fiction and non-fiction)</b></p>  <p>Toys in Space – Mini<br/>Grey and Toys around<br/>the world by Joanna<br/>Brundle</p> <p><b>Fiction:</b></p> <p><b>Genre:</b><br/><b>Journey tale</b></p> <p><b>Toolkit:</b><br/><b>Openings and endings</b><br/><b>Hot/cold task:</b><br/><b>To write an alternative<br/>ending</b></p> <p><b>Non-Fiction:</b><br/><b>Genre:</b><br/><b>Explanation</b></p> | <p><b>The Frozen world</b><br/><b>Key Texts: (fiction and non-fiction)</b></p>  <p>The Ice Bear – Jackie<br/>Morris</p> <p>The Great Explorer –<br/>Chris Judge</p> <p>Amazing Animal<br/>Journeys – Chris<br/>Packham</p> <p><b>Fiction:</b><br/><b>Genre:</b><br/><b>Journey Tale</b></p> | <p><b>Real Life Superheroes</b><br/><b>Key Texts: (fiction and non-fiction)</b></p>  <p>Traction man – Mini<br/>Grey</p> <p>Real Superheroes –<br/>Julia Seal</p> <p><b>Fiction:</b></p> <p><b>Genre:</b><br/><b>Defeating the monster</b></p> <p><b>Toolkit:</b><br/><b>suspense</b></p> <p><b>Hot/cold task:</b><br/>To write a suspense<br/>story</p> | <p><b>Growing</b><br/><b>Key Texts: (fiction and non-fiction)</b></p>  <p>The Last Wolf – Mini<br/>Grey</p> <p>A seed is sleeping –<br/>Dianna Aston</p> <p><b>Fiction:</b><br/><b>Genre:</b><br/><b>Journey Tale</b></p> <p><b>Toolkit:</b><br/><b>Openings/endings</b></p> <p><b>Hot/cold task:</b><br/>invent a new ending<br/><b>Non-Fiction:</b><br/><b>Genre:</b></p> | <p><b>Under the Sea</b><br/><b>Key Texts: (fiction and non-fiction)</b></p>  <p>The Big Book of the<br/>Blue – Yuval Zommer</p> <p>Grandma Bird – Benji<br/>Davies</p> <p>10 Reasons to Love a<br/>Turtle – Catherine Barr</p> <p><b>Fiction:</b><br/><b>- Genre:</b><br/><b>Losing Tale</b></p> <p><b>Toolkit:</b></p> |

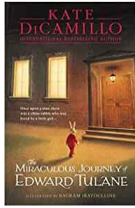

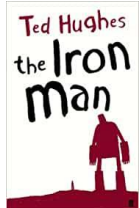
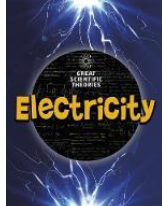
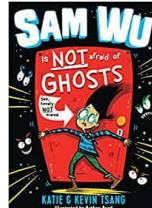
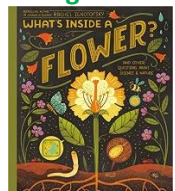
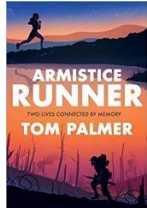




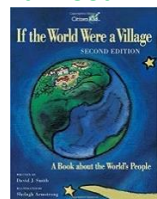
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| <p><b>Beating the baddie</b></p> <p><b>Toolkit:</b><br/>Character description</p> <p><b>Hot/cold task:</b><br/>Describe the fiery Dragon</p> <p><b>Non-Fiction:</b><br/><b>Genre:</b><br/>Diary entry</p> <p><b>Sentence development:</b><br/>Temporal conjunctions – First, then, later</p> <p><b>Hot/cold task:</b><br/>Samual Pepys diary entry –</p> <p><b>Poetry:</b><br/>acrostic – fire poems</p> | <p><b>Sentence development:</b><br/>Cause and effect connectives – as such, which means etc</p> <p><b>Hot/cold task:</b><br/>Explain how your favourite toy works –</p> <p><b>Poetry:</b><br/>Rhyming couplets – toys<br/>'My Mum says I have too many toys'</p> | <p><b>Toolkit:</b><br/>setting</p> <p><b>Hot/cold task:</b><br/>To write about his trip to the North Pole</p> <p><b>Non-Fiction:</b></p> <p><b>Genre:</b><br/>Information report</p> <p><b>Sentence development:</b><br/>Subordination and co-ordination</p> <p><b>Hot/cold task:</b><br/>Write a report on the Polar Bears of the North Pole – Arctic</p> <p><b>Poetry</b><br/>Tongue-twisters</p> | <p><b>Non-Fiction</b><br/><b>Genre:</b><br/>instructions</p> <p><b>Sentence development:</b><br/>Coordination and subordination</p> <p><b>Hot/cold task:</b><br/>How to be a superhero</p> <p><b>Poetry</b><br/>Action chants</p> | <p><b>Explanation</b><br/><b>Sentence development:</b><br/>Add detail – who, where, which</p> <p><b>Hot/cold task:</b><br/>Explain the life cycle of a ...</p> <p><b>Poetry:</b><br/>Senses poetry</p> | <p><b>Setting</b></p> <p><b>Hot/cold task:</b><br/>describe an underwater/ beach setting</p> <p><b>Non-Fiction:</b><br/><b>Genre:</b><br/>Information report/poster</p> <p><b>Sentence development:</b><br/>Extend simple sentences with conjunctions and subordination</p> <p><b>Hot/cold task:</b><br/>Write a report about Tutles–</p> <p><b>Poetry</b><br/>long/short poems – M<br/>Rosen :<br/>:</p> |
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Class 3 Year 3 and 4

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Cycle A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Vi Spy – License to Chill – Maz Evans</b></p>  <p><b>We Are the Ancient Egyptians: Meet the People Behind the History – David Long</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with focus on characterisation<br/>Genre – defeating the monster<br/>toolkit – characterisation<br/>sentence work – simple sentences, expanded noun phrases</p> <p><b>Non-Fiction:</b><br/>hot/cold task- How to make a wizard’s spell/how to make a shaduf</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Highland Falcon Thief – M.G. Leonard</b></p>  <p><b>It’s Her Story: Marie Curie – Kaara Kallen</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with a focus on endings<br/>Genre – wishing tale<br/>toolkit – endings<br/>sentence work – fronted adverbials</p> <p><b>Non-Fiction:</b><br/>hot/cold task- persuasive poster for visiting Egypt<br/>genre – persuasion<br/>sentence work – conjunctions</p> <p><b>Poetry: Clerihew</b></p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Varjak Paw – S.F. Said</b></p>  <p><b>Meet the Ancient Greeks – James Davies</b></p> <p><b>Fiction:</b><br/>Hot/cold task-narrative with a focus on openings<br/>Genre – finding tale<br/>toolkit – openings<br/>sentence work – adverbs to start (fronted adverbials, ing words)</p> <p><b>Non-Fiction:</b><br/>hot/cold task- non-chronological report on a mythical creature<br/>genre – non-chronological report<br/>sentence work – present perfect tense</p> <p><b>Poetry: Limericks</b></p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Firework Maker’s Daughter – Philip Pullman</b></p>  <p><b>Professor Astro Cat's Human Body Odyssey: 3 – Dominic Walliman</b></p> <p><b>Fiction:</b><br/>Hot/cold task- narrative with a focus on setting<br/>description<br/>Genre – warning tale<br/>toolkit – settings<br/>sentence work – sentences of 3 to describe</p> <p><b>Non-Fiction:</b><br/>hot/cold task- how do shadow puppets work?<br/>How fireworks are made.<br/>genre – explanation</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Wild Robot -Peter Brown</b></p>  <p><b>Reading Planet KS2 – Plants Vs People – Hawys Morgan</b></p> <p><b>Fiction:</b><br/>Hot/cold task- narrative with a focus on suspense<br/>Genre – suspense tale<br/>toolkit – suspense<br/>sentence work - vary long and short sentences</p> <p><b>Non-Fiction:</b><br/>hot/cold task- persuasive letter for/against chopping rainforests<br/>down<br/>genre – persuasion<br/>sentence work – repetition to persuade</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Boy Who Drew Dragons – Andy Shepherd</b></p>  <p><b>Rainforests: Habitats and Biomes – Mike Clark</b></p> <p><b>Fiction:</b><br/>Hot/cold task- narrative with a focus on dialogue<br/>Genre – quest/adventure tale<br/>toolkit – dialogue<br/>sentence work – speech marks</p> <p><b>Non-Fiction:</b><br/>hot/cold task- write a letter from the rainforest<br/>genre – recount through letter writing<br/>sentence work – formal and informal language</p> |

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| genre – instructions<br>sentence work –<br>Imperative verbs<br><br><b>Poetry: The Door,<br/>Miroslav Holub</b> |          |          | sentence work –<br>paragraphs<br><br><b>Poetry: Creating Images<br/>using The Magic Box by<br/>Kit Wright</b> | <b>Poetry: Tetractys</b> | <b>Poetry: Performance</b> |
| Autumn 1                                                                                                       | Autumn 2 | Spring 1 | Spring 2                                                                                                      | Summer 1                 | Summer 2                   |

**Class 3 Year 3 and 4 Cycle B**

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| <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Miraculous Journey of Edward Tulane – Kate DiCamillo</b></p>  <p><b>Historic Places of the United Kingdom: Anglo-Saxon Sites – Nancy Dickmann</b></p> <p><b>Fiction:</b><br/>Hot/cold task-<br/>Genre – journey tale<br/>toolkit – openings and endings<br/>sentence work – simple sentences, description using similes</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Iron Man – Ted Hughes</b></p>  <p><b>Electricity – Louise Spilsbury</b></p> <p><b>Fiction:</b><br/>Hot/cold task-<br/>Genre – warning tale<br/>toolkit – characterisation<br/>sentence work – relative clauses</p> <p><b>Non-Fiction:</b><br/>hot/cold task- Newspaper report – There’s an Iron Man in town</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Sam Wu is not afraid of ghosts - Katie &amp; Kevin Tsang</b></p>  <p><b>What’s inside a flower – Rachel Ignotofsky</b></p> <p><b>Fiction:</b><br/>Hot/cold task-<br/>Genre – losing tale<br/>toolkit – dialogue<br/>sentence work – speech verbs and adverbs</p> <p><b>Non-Fiction:</b><br/>hot/cold task- Non-chronological report on Sir David Attenborough</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Armistice Runner - Tom Palmer</b></p>  <p><b>The Big Book of Blooms – Yuval Zommer</b></p> <p><b>Fiction:</b><br/>Hot/cold task-<br/>Genre – wishing tale<br/>toolkit – description of people, place or item<br/>sentence work – sentences of 3 and expanded noun phrases</p> <p><b>Non-Fiction:</b><br/>hot/cold task- recount of an experience</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Last Bear - Hannah Gold</b></p>  <p><b>The Street Beneath My Feet – Yuval Zommer</b></p> <p><b>Fiction:</b><br/>Hot/cold task-<br/>Genre – finding tale<br/>toolkit – suspense<br/>sentence work – show don’t tell, short sentences</p> <p><b>Non-Fiction:</b><br/>hot/cold task- How volcanoes erupt<br/>genre – explanation</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Legend of Podkin One-Ear - Kieran Larwood</b></p>  <p><b>If the World Were a Village: A Book about the World's People (CitizenKid) - David J. Smith</b></p> <p><b>Fiction:</b><br/>Hot/cold task-<br/>Genre – portal story<br/>toolkit – description of people, place or item including flashback<br/>sentence work – complex sentences</p> |
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| <p><b>Non-Fiction:</b><br/>hot/cold task- How to make an Anglo-Saxon brooch<br/>genre – instructions<br/>sentence work – imperative verbs and adverbs</p> <p><b>Poetry: Performance Poetry</b></p> | <p>genre – newspaper report<br/>sentence work – indirect speech, speech verbs<br/><b>Poetry: The Thought Fox – Ted Hughes</b></p> | <p>genre – non-chronological report<br/>sentence work – paragraphs<br/><b>Poetry: The Sound Collector</b></p> | <p>genre – letter writing/recount<br/>sentence work – ed verb endings<br/><b>Poetry: Playful Poetry 'The Cave of Curiosity'</b></p> | <p>sentence work – use of bullet points, paragraphs<br/><b>Poetry: Kennings</b></p> | <p><b>Non-Fiction:</b><br/>hot/cold task- Should all children go to school?<br/>genre – discussion text<br/>sentence work – sentence openers<br/><b>Poetry: Free Verse</b></p> |
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| Class 4: Year 5 and 6                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |
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| Autumn 1                                                                                                                                                                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                             | spring 2                                                                                                                                                                                                                                                                    | Summer 1<br>Building bridges                                                                                                                                                                                                                                                                                                                                       | summer 2<br>National parks                                                                                                                                                                                                                                                                                                                                                    |
| Cycle A                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Shark Caller – Zillah Bethell</b></p> <p><b>The Stone Age: Hunters, Gatherers and Woolly Mammoths – Marcia Williams</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with the focus of suspense</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Holes – Louis Sachar</b></p> <p><b>Space and Time - Paul Mason</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with the focus of setting development<br/>Genre – Journey Tale toolkit – Setting</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Who Let the Gods Out? Maz Evans</b></p> <p><b>Ruthless Romans - Terry Deary</b></p> <p><b>Fiction:</b><br/>Hot/cold task – Narrative with the focus of characterisation<br/>Genre – Wishing Tale toolkit – Character</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Onjali Q.Rauf – The Boy at The Back of The Class</b></p> <p><b>When Stars Are Scattered – Victoria Jamieson (graphic)</b></p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Beowulf</b></p> <p><b>Windrush Child - Benjamin Zephaniah</b></p> <p><b>Science Makers: Making with Forces Anna Claybourne</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with the focus of description</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Tom Plamer – After The War (lake District National Park link)</b></p> <p><b>America's National Parks – Alexa Ward</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with the focus of opening and closing paragraphs.</p> |

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| <p>Genre – Tale of Fear toolkit – Suspense sentence work – Sentence structure</p> <p><b>Non-Fiction:</b><br/>hot/cold task- UFO sighting<br/>genre – News report sentence work – formal language</p> <p><b>Poetry: Performance Poetry</b></p> | <p>sentence work – Figurative language</p> <p><b>Non-Fiction:</b><br/>hot/cold task- How our solar system<br/>genre – Explanation sentence work – Vocabulary word choice</p> <p><b>Poetry:</b><br/>Personification</p> | <p>sentence work – Use of punctuation.</p> <p><b>Non-Fiction:</b><br/>hot/cold task- Should children have homework?<br/>genre – Discussion sentence work – openers and vocabulary</p> <p><b>Poetry: Free Verse</b></p> | <p><b>Novel) – kindle on projector Roman Diary – Richard Platt</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with the focus of character dialogue<br/>Genre – Warning Tale toolkit – Dialogue sentence work - Use of parenthesis</p> <p><b>Non-Fiction:</b><br/>hot/cold task- To holiday in Rome<br/>genre – Persuasion sentence work – Model verbs</p> <p><b>Poetry: Power of Imagery</b></p> | <p>Genre – Conquering Tale toolkit – description sentence work – Higher level punctuation</p> <p><b>Non-Fiction:</b><br/>hot/cold task- History of Bridges<br/>genre – Information sentence work – Active and Passive voice</p> <p><b>Poetry: Slam</b></p> | <p>Genre – Losing Tale toolkit – Opening and Endings sentence work – sentence openers</p> <p><b>Non-Fiction:</b><br/>hot/cold task- Famous idol biography<br/>genre – Biographies sentence work – Tenses and use of pronouns.</p> <p><b>Poetry:</b><br/>Personification</p> |
| Autumn 1                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                               | spring 2                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                   | summer 2                                                                                                                                                                                                                                                                    |

**Cycle B Class 4: Year 5 and 6**

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| <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Crater Lake – Jennifer Killick</b><br/><b>Viking Sites - Nancy Dickmann</b></p> <p><b>Fiction:</b></p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>October, October – Katya Balen</b></p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Malamander – Thomas Taylor</b></p> <p><b>Light, Rainbows and Lasers: The Science of Light - John Lesley</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with characterisation focus</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>A Kind Of Spark – Elle McNicoll</b><br/><b>Ancient Maya - Sara Green</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with focus of character dialogue<br/>Genre – Character flaw toolkit – Dialogue</p> <p><b>High-Rise Mystery – Sharna Jackson</b><br/><b>Happy Heart: and the circulatory system – Charlie Ogden</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with focus of suspense<br/>Genre – Losing Tale toolkit – Suspense</p> | <p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Wonder – R J Palacio</b><br/><b>Kings &amp; Queens of England and Scotland (Royalty) – Pamela Egan</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with description focus.<br/>Genre – Meeting Tale toolkit – Description</p> |
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| <p>Hot/cold task- Narrative with the focus of setting<br/>Genre – Tale of Fear<br/>toolkit – Setting<br/>sentence work –<br/>Sentence structure</p> <p><b>Non-Fiction:</b><br/><b>hot/cold task-</b><br/><b>Explanation Writing</b><br/><b>genre – Explanation</b><br/><b>sentence work –</b><br/><b>Formal language</b></p> <p><b>Poetry: Narrative</b><br/><b>Poetry</b></p> | <p><b>Rivers and Coasts -</b><br/><b>Izzi Howell</b></p> <p><b>Fiction:</b><br/>Hot/cold task- Narrative with openings and ending paragraph focus<br/>Genre – Wishing Tale<br/>toolkit – Opening and Endings<br/>sentence work –<br/>Cohesion. Higher Level punctuation</p> <p><b>Non-Fiction:</b><br/><b>hot/cold task-</b><br/><b>Discussion</b><br/><b>genre – Discussion</b><br/><b>Text</b><br/><b>sentence work –</b><br/><b>Sentence openers,</b><br/><b>Passive Voice</b></p> <p><b>Poetry: Limerick</b><br/><b>Poetry</b></p> | <p>Genre – Warning Tale<br/>toolkit –<br/>Characterisation<br/>sentence work –<br/>Parenthesis, show not tell.</p> <p><b>Non-Fiction:</b><br/><b>hot/cold task-</b><br/><b>Recount</b><br/><b>genre – Recounts</b><br/><b>sentence work –</b><br/><b>Reported and direct</b><br/><b>speech</b></p> <p><b>Poetry: Cinquains</b></p> | <p>sentence work – Use of speech.</p> <p><b>Non-Fiction:</b><br/><b>hot/cold task-</b><br/><b>Persuasion</b><br/><b>genre – Persuasion</b><br/><b>sentence work –</b><br/><b>Language and model</b><br/><b>verbs</b></p> <p><b>Poetry: Free Verse</b></p> | <p>sentence work –<br/>Figurative language</p> <p><b>Non-Fiction:</b><br/><b>hot/cold task-</b><br/><b>Information text</b><br/><b>genre – Information</b><br/><b>text</b><br/><b>sentence work –</b><br/><b>Organisation devices.</b></p> <p><b>Poetry: Haikus</b></p> | <p>sentence work -</p> <p><b>Non-Fiction:</b><br/><b>hot/cold task-</b><br/><b>Biographies</b><br/><b>genre – Biographies</b><br/><b>sentence work –</b><br/><b>Clauses</b></p> <p><b>Poetry: Dialogue</b></p> |
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