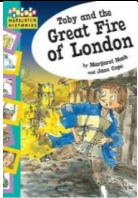

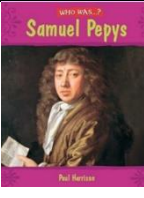
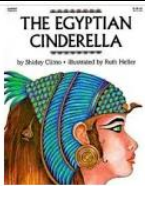
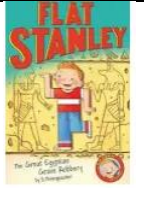

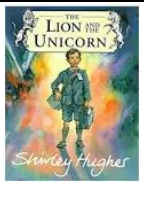


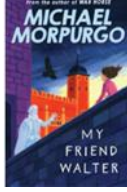



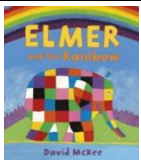



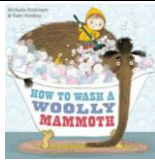


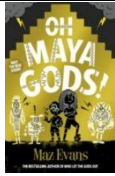


Year A			
Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>The world and my school</p> <p>Why did London Burn ?</p> <p>Everyday materials</p>	<p>Investigating weather and climate</p> <p>Ancient Egypt</p> <p>Animals, including Humans and Magnets</p>	<p>Brazil</p> <p>World War II</p> <p>Electricity</p>
Text Drivers	  	  	  
Writing Genres	Character descriptions, retellings, labels and captions, instructions, own version of a known story (narrative), advertisement, thought and speech bubbles	Postcard, retelling, recount (newspaper), shared poem, diary entry, character and setting descriptions, letters, short explanations	Letters,, diary entry, persuasive text, non-chronological report, instructions,
Spring Term	<p>My local area and Tulum, Mexico</p> <p>Kings, Queens and Castles</p> <p>Animals, including Humans (1)</p>	<p>Bee conservation</p> <p>The Tudors</p> <p>Electricity and Sound</p>	<p>UK Depth Study</p> <p>Anglo-Saxons and Vikings</p> <p>Living things and their habitats and Forces</p>

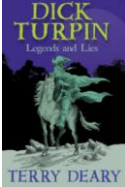
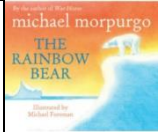


	  	  	  
	Descriptive non-fiction, wanted poster, letter, diary, instructions, narrative re-telling	Job application, setting description, limericks and other poetry forms, information leaflet, diary entry, advert, persuasive poster	Letters, newspaper report, soliloquy, balanced argument, narrative, biography, setting description
Summer Term	<p>Our local park</p> <p>Toys</p> <p>Plants</p>	<p>Italy</p> <p>Did the Romans build more than a wall</p> <p>Plants</p>	<p>Biomes and Ecosystems</p> <p>The Shang Dynasty of Ancient China</p> <p>Living things and their habitats and Animals, including Humans</p>
	  	  	  
	Setting and character descriptions, diary entry, postcard, instructions, fantasy/own version narrative (including dialogue), shared poem,	Short news report, diary entry, character description, advert, instructions, non-chronological report	Informal and formal letters, diary entry, newspaper article, character profile, setting description, narrative.



Year B			
Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	Investigating weather and climate Technology Seasonal changes	The United Kingdom Stone age to Iron age Animals, including Humans and Rocks	Why do rivers rush to the sea? Ancient Maya Earth and Space and Animals, including Humans
Text Drivers	  	  	  
Writing Genres	Character descriptions, retellings, labels and captions, instructions, own version of a known story (narrative), advertisement, thought and speech bubbles	Postcard, retelling, recount (newspaper), shared poem, diary entry, character and setting descriptions, letters, short explanations	Letters,, diary entry, persuasive text, non-chronological report, instructions,
Spring Term	Our school grounds Who has explored my world? Plants	Land use, economic activity and travel Black History Light and States of Matter	Sustainability Crime and Punishment Evolution and inheritance and Properties and Changes of Materials



	  	  	  
	Descriptive non-fiction, wanted poster, letter, diary, instructions, narrative re-telling	Job application, setting description, limericks and other poetry forms, information leaflet, diary entry, advert, persuasive poster	Letters, newspaper report, soliloquy, balanced argument, narrative, biography, setting description
Summer Term	<p>My local area and Tromsø, Norway</p> <p>Hospitals and healthcare</p> <p>Animals, including Humans (2)</p>	<p>Greece</p> <p>Ancient Greece</p> <p>Living things and their habitats</p>	<p>The United States</p> <p>The changing power of the British Monarchy</p> <p>Light</p>
	  	  	  
	Setting and character descriptions, diary entry, postcard, instructions, fantasy/own version narrative (including dialogue), shared poem	Short news report, diary entry, character description, advert, instructions, non-chronological report	Informal and formal letters, diary entry, newspaper article, character profile, setting description, narrative.



Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Narrative with beginning, middle and end based on familiar stories, drawing on some key narrative language,	Writing narratives about personal experiences and those of others (real and fictional). Writing about real events and for different purposes. Narrative based on familiar story with one or more elements changed e.g a different character, setting, event or ending. Key narrative language used. Re-tell stories in a sequence.	Narratives including creating settings, characters and plot. Narrative with sequential structure. Opening – introduction of characters or setting, Build up – some indication of what the problem might be to create suspense. Problem – actions and dialogue. Resolution – directly linked with the problem. Ending – linked with the beginning showing characters feelings or how the situation/character has changed,	Narratives including creating settings, characters and plot. Narrative with a clear sequential structure, paragraphed accurately with a range of cohesive devices to introduce and/or link them together. Dilemma and resolution.	Narratives including describing settings, characters, atmosphere and integrating dialogue. Narrative told from different points of view. Use of narrative techniques: flashback; impact of different opening paragraphs; use of characters' dialogue and actions; re-purposing narrative as a play script.	Narratives including describing settings, characters, atmosphere and integrating dialogue. Narrative structures and techniques adapted according to the type.



Genre	Recounts of traditional fairy stories, stories with familiar settings.	Stories with patterned language and clear narrative structures both familiar and from other cultures.	Quest and adventure stories. Stories with a historical setting (can be based on myths or legends.)	Stories with dilemmas. Stories with a historical setting.	Play scripts. Science fiction. Stories told from different view points.	Horror and mystery stories. Classic stories. Stories from other cultures that raise issues and dilemmas.
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Non-fiction	<p>Recount: Based on experience, event or visit with simple orientation sentence and events in chronological order.</p> <p>Non- chronological report: Simple report based on current topic,</p>	<p>Use simple organisational devices e.g. headings and sub-headings.</p> <p>Instructions: Instructions for a real purpose – recipe, plan, construction, game with a statement of purpose, list of materials/ingredients and steps in a sequence. Final sentence which addresses reader to either advise, encourage or warn.</p> <p>Non- chronological report: Related material appropriately grouped. GDS: Written with an opening, general statement or</p>	<p>Use simple organisational devices e.g. headings and sub-headings.</p> <p>Non- chronological report: An opening, general statement or question to hook the reader and a closing statement with an interesting fact or related to the reader, related to material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to reader. May use sub-headings and diagrams to add clarity.</p>	<p>Use simple organisational devices e.g. headings and sub-headings.</p> <p>Non- chronological report: An opening, general statement or question to hook the reader and a closing statement with an interesting fact or related to the reader, related to material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to reader. May use sub-headings and diagrams to add clarity.</p>	<p>Using further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points.</p> <p>Recount: (Diary) Mainly written in chronological order. Use first or third person as appropriate. May include opinions as well as facts and humorous or interesting facts.</p> <p>Persuasion: One point of view. Opening statement about issue and stance. Points organised into paragraphs with supporting evidence and explanation</p>	<p>Using further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Discussion balanced argument: Opening statement makes issues clear, arguments for and against presented in paragraphs with evidence and explanation to support opinion. Paragraphs and point of view clearly linked by cohesive devices. Use of impersonal language – passive voice.</p> <p>Persuasion/Comparative report: Well structured report with opening orientation</p>
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		question to hook the reader and a closing statement with an interesting fact or related to the reader.		Persuasion: Persuasion which will include a series of points, which lead to a point of view, a direct appeal to the reader, use of exaggerated language, opinions presented as fact, images and alliteration.	linked with connecting adverbs. Closing statement reiterates point of view and appeals to the reader. Newspaper report: Well structured report with opening orientation with key facts written with deliberate bias. Includes direct and reported quotes and a final reorientation sentence which brings the reader up to date with the current situation.	with key facts written with deliberate bias, use of emotive language. Compares and contrasts at least two different subjects. Explanation: Explanation with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph. Fact and opinion.
Text	Labels, lists and captions,	Information texts, labelled pictures and diagrams, charts and lists.	Information texts, leaflets, posters or fact files,	Leaflets, fact files or letters.	Biography, autobiography and diary, newspaper reports or adverts.	Journalist writing, advert, poster or leaflet.



Poetry	Patterns and rhyme	Poetry with repetition Riddles	Poetry with verses Acrostic poems	Rhyming couplets	Word play (different types of poems – Cinquain, Kennings)	Use personification and imagery in poems Make choices about the for to create their own poems

Punctuation Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	



				possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials		
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