

CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Anglo Saxon boy Newspaper (LS)</i> <i>Anglo Saxon Speech Persuasive speech (TWS)</i>	<i>Cosmic Narrative (TWS)</i> <i>Cosmic Information text Persuasive letter (LS)</i>	<i>Viking Boy Kennings Narrative Information Text (LS)</i> <i>Paperman Narrative (TWS)</i>	<i>The Firework Maker's Daughter Narrative (TWS)</i>	<i>The Explorer Narrative (TWS)</i> <i>The Explorer Non-chronological (LS)</i>	<i>If Narrative poem (TWS)</i>

CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Fortunately, the Milk Narrative (LS)</i> <i>The Vanishing Trick Diary Persuasion (LS)</i>	<i>On the Origin of Species Non-chronological report (TWS)</i> <i>Moth Narrative poetry (TWS)</i>	<i>The Light House Report writing Narrative (LS video)</i> <i>Screen Use Balanced argument (TWS)</i>	<i>The Dreadful Menace Poetry (LS video)</i> <i>Everest Non-chronological report (TWS)</i>	<i>The Graveyard Book Narrative (TWS)</i> <i>David Attenborough Biography (TWS)</i>	<i>Orphans of the Tide Narrative Diary entry (LS)</i> <i>Oktopodi Narrative (LS video)</i>

Key: TWS – The Write Stuff

LS – Literacy Shed



Due to the generic nature of these objectives, they will be taught and reinforced in every unit:

Reading objectives	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration (KEY READING SKILL – SUMMARISING)</p> <p>+ the KEY READING SKILLS – ACTIVATING PRIOR LEARNING, QUESTIONING, PREDICTING & CLARIFYING</p>
Writing objectives	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (<eg>the use of the first person in a diary; direct address in instructions and persuasive writing</eg>)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (eg literary language, characterisation, structure)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p>



Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens

In addition, each writing unit will endeavour to cover relevant objectives outlined in the Teacher Assessment Framework (expected and greater depth standards).

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

Distinguish between the language of speech and writing and choose the appropriate register

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this