



St Wilfrid's English Writing Curriculum Overview and Writing Progression 2026-2027

Genre Features

Fiction Genres		Non-Fiction Genres					
Narrative (Story/Description)	Diary To retell events	Letter	News Recount To retell events	Explanation To explain how or why	Non-Chronological/ Recount/ Information text To provide detailed information about the way things are or were	Persuasion To argue from a particular point of view encouraging the reader/listener to agree	Instructions
Characters Setting Plot: Beginning, middle and end Hook/problem Clear ending Time connectives Descriptive language Dialogue First or Third Person Character description <i>(Introduction of character, Physical appearance, personality, feelings, actions and habits,</i>	Sequence events Time adverbials Past tense First person Rhetorical questions Senses First person	Appropriate address and sign off Facts / detail Paragraphs Cohesive / sequenced First Person	Heading and subheading Orientation and Reorientation Dates, details, fact Reported / Direct speech Paragraphs Chronological order Third person Past tense	Title Cause and effect Heading and subheadings Present tense Orientation and Reorientation Logical steps Conjunctions Specific topic vocab Third Person Conclusion	Title Introduction Heading and subheadings Orientation and Reorientation Paragraph Facts Detail Third Person	Present tense Emotive word choices Exaggeration Facts Rhetorical Questions Personal pronouns (I, you, they, we)	Title Numbering Instructions on each line Pictures with captions Imperative verbs Second or Third Person Present tense

<i>figurative language, powerful vocabulary)</i> Setting description <i>(setting introduction, use of 5 senses, adjectives, expanded noun phrases, figurative language, noun phrases, create mood and atmosphere, powerful verbs and adverbs)</i>							
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Poetry					
Free Verse List Poem Year 1 Year 1/2 Cycle A	Free Verse Monologue Poem Year 1/2 Cycle B Year 2	Visual Poems Shape Poems Calligram Year 3 Year 3/4 Cycle A	Visual Poems Shape Poems Concrete Year 3/4 Cycle B Year 4	Structured Poems Ballad Year 5 Year 5/6 Cycle A	Structured Poems Sonnet Year 5/6 Cycle B Year 6
A simple list of words, phrases or sentences, often preceded by a 'starter' sentence, such as In my picnic basket I will put:/ Things that make me smile:	Written in the first person, a single voice. Often a recount or an explanation of a personal viewpoint. May address the reader directly, for example by asking rhetorical questions or using language as if the reader is taking part in a conversation with the writer. (Is it hard to believe? Guess what happened next!)	A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way. E.g. A one-word calligram could use a wobbly font or handwriting style for the word TERRIFIED. A shape poem about eating fruit to stay healthy could be presented to look like the	The simplest concrete poems are shape poems but others blur the boundaries between poetry and art. They can include sounds and images and can also be 3-D. New technologies have brought about innovative forms that include multi-layered texts with hyperlinks to 'poems within poems', visual stories, audio files and images that form part of the	Ballads are narrative poems, usually of some length. Rhyme and musical rhythm patterns make them memorable for oral retelling. They often recount heroic deeds or legends. Ballads typically include a chorus between each verse or a refrain that repeats key lines.	A sonnet consists of 14 lines. These lines can be divided into different sections depending on the type of sonnet. The two most common forms are the Petrarchan (Italian) sonnet, which has an octave (8 lines) followed by a sestet (6 lines), and the Shakespearean (English) sonnet, which is structured into three quatrains (4 lines each) followed by a couplet (2 lines)

		shape of an apple on the page or screen by adapting line length.	poem itself.		
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		<u>Autumn 1</u> <u>7 weeks</u> <i>Starting from</i> <i>Monday 7th</i> <i>September</i>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>7 weeks</u>	<u>Summer 2</u> <u>6 weeks</u>
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<u>EYFS</u> Includes Medium term plan Further detail can be found on the 'Nursery and Reception Long Term Plan

Nursery	<u>EYFS Theme</u> Driver Texts	<u>Nursery Rhymes</u> <u>Main texts</u> One fish, two fish, red fish, blue fish Incy Wincy Spider story book From Head to Toe Twinkl twinkl story I can eat a rainbow Old MacDonald had a Farm book Guess how much I love you in the Autumn story <i>Other possible supporting texts both fiction and non- fiction identified on Nursery Long term Plan</i>	<u>The Woodlands/</u> <u>Celebrations</u> Woodland/Celebrati ons Sparks in the sky Light a lamp The Gruffalo Owl babies The very helpful hedgehog The Gingerbread Man We're going on an elf hunt <i>Other possible supporting texts both fiction and non- fiction identified on Nursery Long term Plan</i>	<u>Our amazing world</u> Guess how much I love you in the Winter Goldilocks and the three bears Dragon dance Walking through the jungle <i>Other possible supporting texts both fiction and non-fiction identified on Nursery Long term Plan</i>	<u>At the farm</u> What the ladybird heard Higgie hen The three little pigs Guess how much I love you in the spring The Three Billy Goats Gruff We're going on an egg hunt <i>Other possible supporting texts both fiction and non- fiction identified on Nursery Long term Plan</i>	<u>Living and</u> <u>growing</u> Jack and the beanstalk Busy people police/firefighter books Handa's surprise <i>Other possible supporting texts both fiction and non-fiction identified on Nursery Long term Plan</i>	<u>Come outside!</u> Guess how much I love you in the summer Twist and hop minibeast bop The Very Hungry Caterpillar Lucy and Tom at the seaside The Rainbow Fish <i>Other possible supporting texts both fiction and non- fiction identified on Nursery Long term Plan</i>
	Writing Outcomes Writing development is closely interlinked with physical development. See nursery long term plan 'physical development.'	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing. See 'Nursery long term plan' Communication and Language. Throughout the year, children will be supported to develop the essential physical skills needed for writing, taking part in activities that will help them to develop their body awareness and gross motor skills. Children have daily access to the climbing frame and other physical equipment, where they can build up their core strength and stability through crawling, climbing, and swinging, Children also have daily opportunities to develop their fine motor skills, supporting them to hold writing tools with control.					
		Introduction to mark making tools – exploring and	Exploring and making marks using different media.	Copying lines and circles in different	Copying lines and circles in different	Makes purposeful marks – may	End of Nursery writing:

		noticing that movement makes marks	May give some meanings. Beginning to trace/ copy simple mark making patterns using different media – soap, foam, sand etc. - Focus upon lines and circles. Developing pre-writing skills through core movement activities - Wiggle into squiggle. Beginning to match the letters in first name (adult-led)	media is important. Increasingly exploring writing tools in the provision. Beginning to give different meanings. Developing pre-writing skills through core movement activities - Wiggle into squiggle. Matching the letters in their first name. Building name with prompt – finding first letter(s).	media is important. Increasingly exploring writing tools in the provision. Beginning to give different meanings. Developing pre-writing skills through core movement activities - Wiggle into squiggle. Matching the letters in their first name. Building name with prompt – finding first letter(s).	include familiar letters. Tracing/ copying simple mark making patterns using different media – soap, foam, sand etc. - Focus upon squares/ diagonal crosses. Building a name without prompt. Beginning to write letters from the name. Developing pre-writing skills through core movement activities - Squiggle Exploring writing tools in different areas of the provision, giving meaning.	Uses some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. Write some or all their names. Writes some letters accurate
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Reception	EYFS Theme Magic Story Box Texts	Jack and the Flum- flum tree	Last stop on Market Street	Penguin Huddle	Jabari Tries	Frog Belly Rat Bone	That Rabbit Belongs to Emily Brown
	Satellite Texts	Princess Mirror- Belle and the dragon pox Non-fiction about Doctors The Hospital Dog The Lorax		Penguin – Polly Dunbar Jonty Gentoo – Julia Donaldson Iris and Isaac – Catherine Rayner	An engineer like me Jabari Jumps – Gaia Cornwall Rosie Revere, Engineer Tilda Tries Again Man on the Moon – Simon Bartram	The Tiny Seed – Eric Carle The Curious Garden – Peter Brown Somebody Swallowed Stanley – Sarah Roberts The Last Tree – Emily Haworth- Booth The Extraordinary Gardener – Sam Boughton The Great Paper Caper – Oliver Jeffers Luna Loves Gardening – Joseph Coelho Greta and the Giants – Zoe Tucker	

	Writing Outcomes	See appendix A for DFE exemplification ELG writing examples: When you make judgements on the Writing ELG, remember: • children do not need to compose independently to meet the Writing ELG • focus on correct letter formation, phonetic spelling, and readability • dictation and guided writing are valid assessment tools • children do not need to write multiple sentences in longer compositions					
		Teacher led writing opportunities: Skills: Exploring writing tools in different areas of the provision and labelling Giving meaning to early writing and marks Name writing Practising letter formation in line with the order sounds are taught in phonics	Teacher led writing opportunities: Skills:, Giving meaning to early writing Writing initial sounds to represent words, and hearing more sounds with some support Beginning to write some CVC words Name writing, with more letters formed correctly Practising letter formation in line with the other	Teacher led writing opportunities: • Penguin fact files • Penguin promises Skills: Name writing and forming most of these letters correctly Writing simple CVC words Beginning to write short phrases and captions and learning to use finger spaces	Teacher led writing opportunities: • Labelling inventions • Writing lists • Writing letters to Jabari and dad Skills: Name writing, forming letters correctly, including the capital letter for the first letter. Understanding that we always use a capital letter for the first letter of someone’s name	Teacher led writing opportunities: Skills: Writing short phrases and captions using finger spaces. Beginning to write sentences using finger spaces, and attempting to use a capital letter and a full stop. Re-reading writing back to check it makes sense and check	Teacher led writing opportunities: Skills: Writing phrases, captions and sentences, attempting to use finger spaces, capital letters and full stops. Re-reading writing and attempting to make corrections (with support), if an error has been made. Early Learning Goal: writing

			sounds are taught in phonics	Practicing forming lower and upper case letters correctly	Writing simple CVC words Beginning to write short phrases and captions and learning to use finger spaces Practicing forming lower and upper case letters correctly Beginning to understand why we use full stops	for spelling errors.	Children at the expected level of development will: • 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.
KS1							

Year 1	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus Ready for PVP Year 1 4 weeks (20 lessons) The Smeds and the Smoos by Julia Donaldson Links to PSHE, friendship, acceptance and understanding different cultures CST Link: Human Dignity: Everyone is special Outcome: Fiction: Narrative Missing Poster: To create a missing poster with character description sentences for Janet and Bill. (2 weeks)	Peace at Last by Jill Murphy Pupils lived experiences CST Link: Human Dignity: Everyone is special Participation: Taking part Outcome: Fiction: Narrative: To retell the story in my own words next to pictures. (2 weeks) Dogger by Shirley Hughes Links to Toys in History CST Link: Solidarity: Showing we care Outcome: Non-Fiction: Recount (Diary): To write a diary entry in role as Dave, recounting the day he lost Dogger and what happened at the school fair. (2 weeks) Festivals by Jane Bingham Links to Science, Seasons CST Link: Human Dignity: Everyone is special Outcome: Non-Fiction Instructions: To design and write	Toby and the Great Fire of London by Margaret Nash Links to The Great Fire of London, History CST Link: Solidarity: Showing we care. Outcome: Fiction: Narrative: Setting Description: To write a setting description for London during The Great Fire. (2 weeks) We Walk Through the Forest by Lisa Ferland Links to Science, Seasons CST Link: Stewardship: Caring for God's Gifts Outcome: Non-Fiction: Recount: To write a recount about my own walk in the woods/park (personal experience) (2 weeks) The Lion Inside by Rachel Bright Links to PSHE CST Link: Human Dignity:	Beegu by Alexis Deacon Links to PSHE themes of kindness, loneliness, inclusion and friendship. CST Link: Preferential option for the poor: Putting People Most in Need First Outcome: Fiction: Narrative: To write my own story about Beegu meeting people on Earth. (3 weeks) The Odd Egg by Emily Gravett Links to Science, Seasons CST Link: Human Dignity: Everyone is special Outcome: Non-Fiction: Instructions: To write a set of instructions explaining how to hatch an egg. (2 weeks)	We're Going to Find A Monster by Malorie Blackman and Dapo Adeola Links to History, exploring, going on a journey CST Link: Participation: Taking Part Outcome: Fiction: Narrative: To retell the story of the children's imaginary adventure. (2 weeks) The Whale Who Wanted More by Rachel Bright Links to PSHE, emotions CST Link: Stewardship: Caring for God's Gifts Outcome 1: Fiction: Narrative: To write your own story about objects that Humphrey might find on an adventure in the sea (2 weeks) Outcome 2:	<i>Continued...</i> 'Lost and Found' by Oliver Jeffers Links to History, explorers Outcome: Fiction: Narrative: To write their own adventure story for the boy and the penguin with a new ending (2 weeks continued) Man on the Moon by Simon Bartram Links to History, exploring CST Link: Stewardship: Caring for God's Gifts Outcome: Fiction: Character Description: To describe Bob, the Man on the Moon. (2 weeks) Clem and Crab by Fiona Lumbers Links to Science, Seasons CST Link: Stewardship: Caring for God's Gifts Outcome: Non-Fiction: Non-Chronological Report: To make a fact file about why it is
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			instructions for how to make a snowman (2 weeks) All Aboard the Toy Train: Playful Poems About Toys By Tony Bradman Links to Toys in History CST Link: Participation: Taking Part Poetry: To design a new toy and write a free verse, list poem about it. (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>	Everyone is special Outcome: Fiction: Narrative: To write my own story about a journey to a special place including a setting description. (2 weeks)		Informal Letter: Based on a story: To write an informal letter from Humphrey to a friend saying why you want to explore new places. (2 weeks) 'Lost and Found' by Oliver Jeffers Links to History, explorers CST Link: Solidarity: Showing we care Outcome: Fiction: Narrative: To write their own adventure story for the boy and the penguin with a new ending <i>(1 week, to continue after half term)</i>	important to keep beaches tidy (2 weeks)
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Year 1/2 Cycle A	Driver Texts	Year 1 Grammasaurus Ready for PVPG Year 1 4 weeks (20 lessons)	The Something by Rebecca Cobb Links to Science, Animals and Living things, also PSHE CST Link: Human Dignity: Everyone is special Outcome 1: Narrative: Fiction: Setting Description: To write sentences to describe what the boy found down the hole (2 weeks)	Toby and the Great Fire of London by Margaret Nash Links to The Great Fire of London, History CST Link: Solidarity: Showing we care. Outcome: Fiction: Narrative: Setting Description: To write a setting description for London during The Great Fire. (2 weeks)	Beegu by Alexis Deacon Links to PSHE themes of kindness, loneliness, inclusion and friendship. CST Link: Preferential option for the poor: Putting people most in need first. Outcome: Fiction: Narrative: To write my own story about Beegu meeting people on Earth. (3 weeks)	'Lost and Found' by Oliver Jeffers Links to History, explorers CST Link: Solidarity: Showing we care Outcome: Fiction: Narrative: To write their own adventure story for the boy and the penguin with a new ending (2 weeks)	Man on the Moon by Simon Bartram Links to History, exploring CST Link: Stewardship: Caring for God's Gifts Outcome: Fiction: Character Description: To describe Bob, the Man on the Moon. (2 weeks)
	Curriculum Links	Year 2 Grammasaurus PVPG 4 weeks (20 lessons)	Star in a Jar by Sam Hay Links to PSHE, emotions CST Link: Solidarity: Showing we care Outcome: Non-Fiction: Instructions: To write some instructions to say how to get the star back in the sky (2 weeks)	Juniper Jupiter by Lizzie Stewart Links to PSHE, friendship and talents CST Link: Human Dignity: Everyone is special Outcome 1: Narrative: Character Description: To design and describe your own Superhero (2 weeks)	Little Red by Bethan Woolvin Traditional Tale familiar to KS1 pupils CST Link: Human Dignity: Everyone is special Outcome: Fiction: Narrative: To retell the story of Little Red in your own words (2 weeks)	The Extraordinary Gardener by Samantha Boughton Links to Science, Plants CST Link: Stewardship: Caring for God's Gifts Outcome: Fiction: Narrative: To retell the story in my own words with a different ending. (2 weeks)	We're Going to Find A Monster by Malorie Blackman and Dapo Adeola Links to History, exploring, going on a journey CST Link: Participation: Taking part Outcome: Fiction: Narrative: To retell the story of the children's. (2 weeks)
	Writing Outcomes	Old Bear and Friends by Jane Hisey Links to Toys in History CST Link: Participation: Taking part Outcome: Non-Chronological report: To write a non-chronological report about a character from <i>Old Bear and Friends</i> . (2 weeks)	Dogger by Shirley Hughes Links to Toys in History CST Link: Solidarity: Showing we care Outcome: Non- Fiction: Recount (Diary): To write a	Outcome 2: Fiction: Narrative: Informal Letter: To write a letter to Juniper Jupiter		The Last Wolf by Mini Grey Links to PSHE, friendship, courage and looking after our world	The Storm Whale by Benji Davies Links to PSHE, family and friendship CST Link: Solidarity: Showing we care Outcome: Fiction: Narrative: To retell the story in your own words with a different setting for where the whale gets stuck.

			diary entry in role as Dave, recounting the day he lost Dogger and what happened at the school fair. (3 weeks)	asking to be her side kick (2 weeks)		CST Link: Stewardship: Caring for God's Gifts Outcome: Fiction: Character Description: To write a character description for a character from the last wolf. (2 weeks) Crazy Creepy Crawlies by Kevin Price Links to Science, Living things CST Link: Human Dignity: Everybody is special Poetry: To write a free verse, list poem about a creepy crawly. (1 week) <u>Oracy</u> <u>Presentation</u> Evidence collected through recording using a QR code	(2 weeks)
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Year 1/2 Cycle B	Driver Texts Curriculum Links Writing Outcomes	Year 1 Grammasaurus Ready for PVPG Year 1 4 weeks (20 lessons) Year 2 Grammasaurus PVPG 4 weeks (20 lessons) Meesha Makes Friends by Tom Percival <i>Links to PSHE and making friends</i> CST Link: Human Dignity: Everyone is special Outcome: Non-Chronological report: To write a non-chronological report about a character or theme from <i>Meesha Makes Friends</i>. (2 weeks)	Grace Darling by Ruth Owen (Big Cat Phonics) Outcome: Fiction: Narrative: <i>Links to History, Grace Darling</i> CST Link: Solidarity: Showing we care Outcome: To retell the story of Grace Darling's courageous rescue in my own words. (3 weeks) Rapunzel by Bethan Woolvin <i>Traditional Tale familiar to KS1 pupils</i> CST Link: Human Dignity: Everyone is special Outcome: Non-Fiction: Instructions: To write numbered instructions for how to catch a witch (3 weeks) Busy Bugs by James Carter <i>Links to Science, Minibeasts</i> CST Link: Stewardship: Caring for God's Gifts Poetry: To write a free verse, monologue poem about a creepy crawly.	Hoorah for Mary Seacole, by Trish Cooke and Anni Axworthy <i>Links to History, Mary Seacole, Nurses</i> CST Link: Solidarity: Showing we care Outcome: Formal Letter: To write a formal letter from Mary Seacole explaining that she would like to help the soldiers. (2 weeks) Grandpa's Gift by Fiona Lumbers <i>Links to Geography, places to live, cities</i> CST Link: Human Dignity: Everyone is special Outcome: Fiction: Narrative: To write my own story about Grandpa's trip to a new city (2 weeks) Hermelin by Mini Grey <i>Links to PSHE, friendship, understanding others, our talents</i> CST Link: Participation: Taking Part	Little People, Big Dreams, Florence Nightingale by Maria Isabel Sanchez Vegara <i>Links to History, Grace Darling, Nurses</i> CST Link: Human Dignity: Everyone is special Outcome: Recount: To write a recount to retell some of the life of Florence Nightingale in my own words. (3 weeks) Where the Wild Things Are by Maurice Sendak <i>Links to PSHE, emotions anger and loneliness and the importance of home</i> CST Link: Human Dignity: Everyone is special Outcome: Formal Letter: To write a formal letter complaining about the 'Wild Things'. (2 weeks)	Tidy by Emily Gravett <i>Links to Geography and PSHE, looking after our World</i> CST Link: Stewardship: Caring for God's Gifts Outcome: Non-Fiction: Informal Persuasive Letter: To write an informal persuasive letter from Pete to Badger encouraging the other woodland animals to be tidier (2 weeks) The Secret of Black Rock by Joe Todd-Stanton <i>Links to PSHE, curiosity and bravery</i> CST Link: Stewardship: Caring for God's Gifts Outcome: Narrative: Fiction: To write a diary entry by Erin from a trip to Black Rock. (2 weeks) Somebody Swallowed	Continued ... Stuck by Oliver Jeffers <i>Links to History, explorers</i> Outcome: Fiction: Narrative: To write their own version of the story 'Stuck' with different objects to get the kite out of the tree. <i>(2 weeks to cononute from before half term)</i> A Midsummer Night's Dream Adapted by Brooke Jorden <i>New text experience</i> CST Link: Participation: Taking part Solidarity: Showing we care Outcome: Fiction: Narrative: To write a character description from a chosen character in the story (2 weeks) Clem and Crab by Fiona Lumbers <i>Links to Science, Seasons</i> CST Link: Stewardship: Caring for God's creation
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			(1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>	Outcome: Fiction: Narrative: To write a setting description about Earth for Hermelin. (2 weeks)		Stanley by Sarah Roberts Links to Science and PSHE, looking after our world CST Link: Stewardship: Caring for God's Gifts Outcome: Non-Fiction: Information: To write an information page about sea animals (2 weeks)	Outcome: Non-Fiction: Non-Chronological Report: To make a fact file about why it is important to keep beaches tidy (2 weeks)
						Stuck by Oliver Jeffers Links to History, explorers CST Link: The Common Good: Thinking of everyone Outcome: Fiction: Narrative: To write their own version of the story 'Stuck' with different objects to get the kite out of the tree. (1 week to continue after half term)	

Year 2	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 2 4 weeks 20 lessons Grace Darling by Ruth Owen (Big Cat Phonics) Outcome: Fiction: Narrative: Links to History, Grace Darling CST Link: Solidarity: Showing we care Outcome: To write a non-chronological report based on Grace Darling's courageous rescue.	The Lighthouse Keepers Lunch by David Armitage and Ronda Armitage Links to History, Grace Darling CST Link: Solidarity: Showing we care Outcome: Fiction: Narrative: To retell the story of The Lighthouse Keepers Lunch in my own words. (2 weeks) The Night Gardener by Devin and Terry Fan Links to Science, Seasons CST Link: Participation: Taking part Solidarity: Showing we care Outcome: Fiction: Narrative: Setting	Little People, Big Dreams, Florence Nightingale by Maria Isabel Sanchez Vegara Links to History, Florence Nightingale Nurses CST Link: Human Dignity: Everyone is special Outcome: Recount: To write a recount to retell some of the life of Florence Nightingale in my own words. (2 weeks) Look Up! By Nathan Bryon Links to Science, our world CST Link: Human Dignity: Everyone is special Outcome:	Hoorah for Mary Seacole, by Trish Cooke and Anni Axworthy Links to History, Mary Seacole, Nurses CST Link: Solidarity: Showing we care Outcome: Formal/Persuasive Letter: To write a formal letter from Mary Seacole explaining that she would like to help the soldiers. (2 weeks) A River by Marc Martin Links to Geography, Rivers, human features CST Link: Stewardship: Caring for God's Gifts	Tidy by Emily Gravett Links to Geography and PSHE, looking after our World CST Link: Stewardship: Caring for God's Gifts Outcome: Non-Fiction: Informal Persuasive Letter: To write an informal persuasive letter from Pete the Badger encouraging the other woodland animals to be tidier (3 weeks) The King Who Banned the Dark	<i>Continued...</i> Grandpa's Gift by Fiona Lumbers Links to Geography, places to live, cities Outcome: Fiction: Narrative: To write my own story about Grandpa's trip to a new city (2 weeks, continued from before half term) Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens New text experience CST Link: Human Dignity: Everyone is special Outcome: Fiction:

		(2 weeks)	description: To describe the Night Garden (2 weeks) Rapunzel by Bethan Woolvin Links to PSHE, emotions and behaviors CST Link: Human Dignity: Everyone is special Outcome: Non-Fiction: Instructions: To write numbered instructions for how to catch a witch (2 weeks) The Owl and The Pusey Cat by Edward Lear Links to PSHE, emotions and behaviors CST Link: Human Dignity: Everyone is special Outcome: Poetry: To write a monologue poem based on the Owl and the Pussy Cat. (1 week) <u>Oracy Presentation</u> Evidence collected through recording using a QR code	Fiction: Narrative: Recount/Diary entry: To write a diary entry as the little boy about his trip into space (3 weeks)	Outcome: Non-Fiction: Recount (based on a story): To write my own story about a journey along a river (3 weeks)	by Emily Haworth-Booth Links to PSHE, emotions and behaviors CST Link: Distributive justice: Sharing Fairly Outcome: Fiction: Character Description: To write a character description about the King who banned the dark. (3 weeks) Grandpa's Gift by Fiona Lumbers Links to Geography, places to live, cities CST Link: Participation: Taking part Solidarity: Showing we care Outcome: Fiction: Narrative: To write my own story about Grandpa's trip to a new city (1 week, continue after half term)	Narrative: To retell the adapted version of 'The Tempest' (2 weeks) Rosie Revere Engineer by Andrea Beaty Links to PSHE, perseverance and encouragement CST Link: Distributive Justice: Sharing fairly Participation: Taking Part Outcome: Non-Fiction: Explanation: To write an explanation about how a machine works (everyday machine or invented) (2 weeks)
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KS2							
Year 3	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 3 19 lessons 4 weeks Stone Age Boy by Satoshi Kitamura. Links to History, Stone Age CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome: Non-Chronological Report <i>Read to p24 (right before he returns to the modern day)</i> To write a non-chronological report about life in the Stone Age. (2 weeks)	The Most Magnificent Thing by Ashley Spires Links to PSHE being me and celebrating differences CST Link: The Common Good: We are called to work for the good of each and of all Outcome: Non-Fiction: Instructions: <i>Read to page where the girl becomes frustrated and gives up ("She smashes. She pummels. She gets mad.") Stop before she takes a walk with her dog.</i> To write a set of clear, sequenced instructions for how to make their own "magnificent thing". (3 weeks) Gorilla by Anthony Browne Links to PSHE, friendship, loneliness and imagination	Escape from Pompeii by Christina Balit Links to History, The Romans CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: Fiction: Diary entry: <i>STOP at the page where the eruption begins — when Mount Vesuvius erupts and 'the sky turns black'.</i> To write in the first person as a child in Pompeii on the day of the eruption. (2 weeks) Outcome 2: Historical Narrative:	Wisp: A Story of Hope by Zana Fraillon Links to PSHE, dreams and goals CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Diary entry based on a narrative: Stop after the Wisp has given memories to several adults, but before Idris's turn. To write a diary entry from one of the adults, reflecting on what was brought back to them, or from Idris waiting, hoping for his turn. (3 weeks) Malala's Magic Pencil by Malala Yousafzai & Kerascoët	Anglo-Saxon Boy by Tony Bradman Links to History, The Anglo Saxons CST Link: The Common Good: We are called to work for the good of each and of all Outcome: First Person Recount To Chapter 6 where Magnus has left home, He has met Harold and learned more about his father, He has begun training with the warriors and The northern attacks and battles have not started yet. To write a first-person recount in role as Magnus entitled one of the following: "My First Day at Harold's Court", "The Journey That	Ratty's Big Adventure Lara Hawthorne Linked to Geography, Mountains and Volcanos CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Chronological Report: <i>Read to p40</i> To write a factual report detailing Ratty's adventure, presented in chronological order. (3 weeks) Stranded!: A Mostly True Story from Iceland A Evar Thor Benediktsson & Anne Wilson

			CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Fiction: Adventure: <i>Stop at the page where Hannah wakes up and realises the gorilla is gone (Near to the end).</i> To write a continuation adventure based on the characters in <i>Gorilla</i>, focusing on setting, dialogue, and feelings. (3 weeks) Out Of This World: Poems to Make You Laugh, Smile and Think Michael Rosen & Ed Vere New text experience CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Poetry To write their own calligram based on <i>This World: Poems to Make You Laugh, Smile and Think</i>, using creative	<i>Read the full story — until the very end, including the reflection in modern-day Pompeii.</i> To write a short story set during the eruption of Vesuvius, possibly imagining a new character (e.g., a Roman child or family) trying to escape. (2 weeks) Roman's on the Rampage by Jeremy Strong Links to History, The Romans CST Link: Participation: We all have the right and duty to participate fully in society Outcome: Persuasive Letter based on a narrative <i>Read up to around p60.</i> To write a persuasive letter as Perilus to Emperor Nero, trying to persuade him to allow his	Links to PSHE, dreams and goals CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Persuasive opinion writing <i>Stop reading around the point where Malala realises that wishing isn't enough and that she must use her voice, her writing and action instead of waiting for magic.</i> To write to answer the question: "What change would you make in the world if you had a magic pencil?" (2 weeks)	Changed Everything", "Travelling Cat and the Viking Terror by Julia Jarman Links to History CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: First-Person: Diary Entry: <i>Stop at the point where Topher arrives in the Saxon village and begins to understand the gravity of the Viking threat.</i> To imagine you are Topher. Write a diary entry describing	Linked to Geography, Mountains and Volcanos CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Non-Fiction: Information <i>Read through to include the endnotes (volcano facts, Norse mythology, and culture).</i> To write a report about Surtsey: how it formed, what challenges explorers face, and how people survive in volcanic environments. Include diagrams, facts, and examples from the story. (3 weeks)
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			language and ideas to provoke emotion. (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>	father, Livius, to demonstrate his amazing new invention (the “chariot-o-matic” or another Roman gadget) in Rome. (2 weeks)		your arrival in the Saxon village. Include your feelings about the journey, your first impressions of the village, and your concerns about the Viking threat. (2 weeks) Outcome 2: (2 weeks) Narrative: What happens next? <i>Stop after Topher arrives at the village.</i> To write a short story imagining what happens next after Topher arrives in the village. Does he manage to warn the villagers? How do they prepare for the Viking attack?	
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						(2 weeks)	
Year 3/4 Cycle A	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 4 19 lessons 4 weeks Stone Age Boy by Satoshi Kitamura. Links to History, Stone Age CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome: Non-Chronological Report <i>Read to p24 (right before he returns to the modern day)</i> To write a non-chronological report about life in the Stone Age. (2 weeks)	The Most Magnificent Thing by Ashley Spires Links to PSHE being me and celebrating differences CST Link: The Common Good: We are called to work for the good of each and of all Outcome: Non-Fiction: Instructions: <i>Read to page where the girl becomes frustrated and gives up ("She smashes. She pummels. She gets mad.")</i> <i>Stop before she takes a walk with her dog.</i> To write a set of clear, sequenced instructions for how to make their own "magnificent thing". (3 weeks) Gorilla by Anthony Browne Links to PSHE, friendship, loneliness and imagination	Escape from Pompeii by Christina Balit Links to History, The Romans CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: Fiction: Diary entry: <i>STOP at the page where the eruption begins — when Mount Vesuvius erupts and 'the sky turns black'.</i> To write in the first person as a child in Pompeii on the day of the eruption. (2 weeks) Outcome 2: Historical Narrative:	Wisp: A Story of Hope by Zana Fraillon Links to PSHE, dreams and goals CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Diary entry based on a narrative: <i>Stop after the Wisp has given memories to several adults, but before Idris's turn.</i> To write a diary entry from one of the adults, reflecting on what was brought back to them, or from Idris waiting, hoping for his turn. (3 weeks) Malala's Magic Pencil by Malala Yousafzai & Kerascoët	Anglo-Saxon Boy by Tony Bradman Links to History, The Anglo Saxons CST Link: The Common Good: We are called to work for the good of each and of all Outcome: First Person Recount <i>To Chapter 6 where Magnus has left home, He has met Harold and learned more about his father, He has begun training with the warriors and The northern attacks and battles have not started yet.</i> To write a first-person recount in role as Magnus entitled one of the following: "My First Day at Harold's Court", "The Journey That	Ratty's Big Adventure Lara Hawthorne Linked to Geography, Mountains and Volcanos CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Non-Chronological Report: <i>Read to p40</i> To write a factual report detailing Ratty's adventure, presented in chronological order. (3 weeks) Stranded!: A Mostly True Story from Iceland

			CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Fiction: Adventure: <i>Stop at the page where Hannah wakes up and realises the gorilla is gone (Near to the end).</i> To write a continuation adventure based on the characters in <i>Gorilla</i>, focusing on setting, dialogue, and feelings. (3 weeks) Out Of This World: Poems to Make You Laugh, Smile and Think Michael Rosen & Ed Vere <i>New text experience</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Poetry To write their own calligram based on <i>This World: Poems to Make You Laugh, Smile and Think</i>, using creative	<i>Read the full story — until the very end, including the reflection in modern-day Pompeii.</i> To write a short story set during the eruption of Vesuvius, possibly imagining a new character (e.g., a Roman child or family) trying to escape. (2 weeks) Roman's on the Rampage by Jeremy Strong <i>Links to History, The Romans</i> CST Link: Participation: We all have the right and duty to participate fully in society Outcome: Persuasive Letter based on a narrative <i>Read up to around p60.</i> To write a persuasive letter as Perilus to Emperor Nero, trying to persuade	<i>Links to PSHE, dreams and goals</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Persuasive opinion writing <i>Stop reading around the point where Malala realises that wishing isn't enough and that she must use her voice, her writing and action instead of waiting for magic.</i> To write to answer the question: "What change would you make in the world if you had a magic pencil?" (2 weeks)	Changed Everything", "Trining with the King's Warriors". (2 weeks) The Time-Travelling Cat and the Viking Terror by Julia Jarman <i>Links to History</i> CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: First-Person: Diary Entry: <i>Stop at the point where Topher arrives in the Saxon village and begins to understand the gravity of the Viking threat.</i> To imagine you are Topher. Write a diary entry describing	AEvar THor Benediktsson & Anne Wilson <i>Linked to Geography, Mountains and Volcanos</i> CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Non-Fiction: Information <i>Read through to include the endnotes (volcano facts, Norse mythology, and culture).</i> To write a report about Surtsey: how it formed, what challenges explorers face, and how people survive in volcanic environments. Include diagrams, facts, and examples from the story. (3 weeks)
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			language and ideas to provoke emotion. (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>	him to allow his father, Livius, to demonstrate his amazing new invention (the “chariot-o-matic” or another Roman gadget) in Rome. (2 weeks)		your arrival in the Saxon village. Include your feelings about the journey, your first impressions of the village, and your concerns about the Viking threat. (2 weeks) Outcome 2: (2 weeks) Narrative: What happens next? <i>Stop after Topher arrives at the village.</i> To write a short story imagining what happens next after Topher arrives in the village. Does he manage to warn the villagers? How do they prepare for the Viking attack?	
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						(2 weeks)	
Year 3/4 Cycle B	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 3 19 lessons 4 weeks The Erie Canal by Peter Spier <i>Links to History: Canals</i> CST Link: The Common Good: We are called to work for the good of each and of all Outcome: Non-chronological report <i>Read to p40.</i> To write a non-chronological report about the Erie Canal, organising information into clear sections with headings and subheadings. (2 weeks)	Blue John by Berlie Doherty <i>Links to History: Canals and Caverns</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Fiction: Narrative: Write their own version of the story <i>Read to end</i> To write their own version of the story with a new magical character and setting. (3 weeks) Winter's Child by Graham Baker-Smith <i>Links to Science, Working Scientifically and exploring our environment</i> CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Fiction: Scene Setting <i>Read p1-10</i>	The Egyptian Cinderella by Shirley Climo <i>Links to History, Ancient Egypt</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Explanation based on Narrative <i>Read to p18</i> To write an explanation for how Rhodopis became queen explaining the steps and reasons. (2 weeks) Outcome 2: Fiction: Narrative: <i>Read to end</i> To write their own traditional tale with a twist, with a new magical event.	Journey by Aaron Becker <i>Links to Geography, Journeys</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Instructions based on a Narrative <i>Picture book</i> To write some instructions to explain "How to Use a Magic Crayon to Open a Portal" (Include materials, steps, tips!) (3 weeks) Hansel and Gretel by Anthony Brown <i>Familiar tales for children</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Character Description:	Greek Myths by Savour Pirotta <i>Links to History, Ancient Greeks</i> Theseus and the Minotaur CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Narrative: Story retelling <i>Read Theseus and the Minotaur</i> To retell the myth of Theseus and the Minotaur in your own words. (2 weeks) Pandora CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 2: Explanation <i>Read Pandora</i>	<i>Continued ...</i> Where the Forest Meets the Sea by Jeannie Baker <i>Links to Geography</i> Outcome: Formal Letter <i>Read to the end</i> To write a formal persuasive letter to a decision-maker (e.g. local council, government official, or developer), arguing for the protection of the rainforest. (2 weeks <i>continued from before half term</i>) Ming Lo Moves the Mountain by Arnold Lobel <i>Links to Geography</i> CST Link: The Common Good: We are called to work for the good of each and of all

			To write setting description for the start of winter using a magical tone. (3 weeks) Out Of This World: Poems to Make You Laugh, Smile and Think Michael Rosen & Ed Vere <i>New text experience</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Concrete Shape Poem: <i>Read teacher selected chosen poems</i> To write their own concrete shape poem, made of couplets in the style of This World: Poems to Make You Laugh, Smile and Think, using creative language and ideas to provoke emotion, imagination, or reflection. (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording</i>	(2 weeks) We're All Wonders by R.J. Palacio <i>Links to PSHE, Being Me</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: <i>Read to the end</i> Non: Fiction: Informal Letter: To write a kind letter to someone in their class or family, highlighting what makes that person a "wonder." (2 weeks)	To write a character description for one of the characters in the story. (2 weeks)	To explain what happened when Pandora opened the box. (2 weeks) King Midas CST Link: The Common Good: We are called to work for the good of each and of all Outcome 3: Narrative with an alternative ending <i>Read the story of King Midas up to the original ending where he asks the god Dionysus to take back the golden touch and learns his lesson</i> To retell the story of King Midas with an alternative ending. (2 weeks) Where the Forest Meets the Sea by Jeannie Baker <i>Links to Geography</i> CST Link: The Common Good: We are called to work for the good of each and of all	Outcome: Instruction writing based on a story <i>Stop after the wise man finishes giving his instructions — just before Ming Lo and his wife start carrying out the steps. (2/3 of the way through the book)</i> To write some instructions to explain 'How to move a mountain' linked to the 'Wise Man's' advice in the story. (2 weeks) The Boy Who Ran Up a Mountain by Jared Styan <i>Links to Geography</i> <i>Read to the end</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Recount: Personal Narrative <i>Read to the end</i> To write about a time when you faced a big challenge and what you did to overcome it, inspired by the
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			using a QR code			Outcome: Formal Letter <i>Read to the end</i> To write a formal persuasive letter to a decision-maker (e.g. local council, government official, or developer), arguing for the protection of the rainforest. <i>(1 week continue after the half term)</i>	boy's journey in the story. (2 weeks)
Year 4	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 4 19 lessons 4 weeks The Erie Canal by Peter Spier <i>Links to History: Canals</i> CST Link: The Common Good: We are called to work for the good of each and of all	Blue John by Berlie Doherty <i>Links to History: Canals and Caverns</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Fiction: Narrative: Write their own version of the story <i>Read to end</i> To write their own version of the story with a new magical character and setting.	The Egyptian Cinderella by Shirley Climo <i>Links to History, Ancient Egypt</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Explanation based on Narrative <i>Read to p18</i> To write an explanation for	Journey by Aaron Becker <i>Links to Geography, Journeys#</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Instructions based on a Narrative <i>Picture book</i> To write some instructions to explain "How to Use a Magic	Greek Myths by Savour Pirotta <i>Links to History, Ancient Greeks</i> Theseus and the Minotaur CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Narrative: Story retelling <i>Read Theseus and the Minotaur</i>	<i>Continued ...</i> Where the Forest Meets the Sea by Jeannie Baker <i>Links to Geography</i> Outcome: Formal Letter <i>Read to the end</i> To write a formal persuasive letter to a decision-maker (e.g. local council, government official, or developer), arguing for the

		Outcome: Non-chronological report <i>Read to p40.</i> To write a non-chronological report about the Erie Canal, organising information into clear sections with headings and subheadings. (2 weeks)	(3 weeks) Winter's Child by Graham Baker-Smith <i>Links to Science, Working Scientifically and exploring our environment</i> CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Fiction: Scene Setting <i>Read p1-10</i> To write setting description for the start of winter using a magical tone. (3 weeks) Out Of This World: Poems to Make You Laugh, Smile and Think Michael Rosen & Ed Vere <i>New text experience</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Concrete Shape Poem: <i>Read teacher selected chosen poems</i>	how Rhodopis became queen explaining the steps and reasons. (2 weeks) Outcome 2: Fiction: Narrative: <i>Read to end</i> To write their own traditional tale with a twist, with a new magical event. (2 weeks) We're All Wonders by R.J. Palacio <i>Links to PSHE, Being Me</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: <i>Read to the end</i> Non: Fiction: Informal Letter: To write a kind letter to someone in their class or family, highlighting what makes that person a "wonder." (2 weeks)	Crayon to Open a Portal" (Include materials, steps, tips!) (3 weeks) Hansel and Gretel by Anthony Brown <i>Familiar tales for children#</i> CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Character Description: To write a character description for one of the characters in the story. (2 weeks)	To retell the myth of Theseus and the Minotaur in your own words. (2 weeks) Pandora CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 2: Explanation <i>Read Pandora</i> To explain what happened when Pandora opened the box. (2 weeks) King Midas CST Link: The Common Good: We are called to work for the good of each and of all Outcome 3: Narrative with an alternative ending <i>Read the story of King Midas up to the original ending where he asks the god Dionysus to take back the golden touch and learns his lesson</i>	protection of the rainforest. (2 weeks continued from before half term) Ming Lo Moves the Mountain by Arnold Lobel <i>Links to Geography</i> CST Link: The Common Good: We are called to work for the good of each and of all Outcome: Instruction writing based on a story <i>Stop after the wise man finishes giving his instructions — just before Ming Lo and his wife start carrying out the steps. (2/3 of the way through the book)</i> To write some instructions to explain 'How to move a mountain' linked to the 'Wise Man's' advice in the story. (2 weeks) The Boy Who Ran Up a Mountain by Jared Styan <i>Links to Geography</i> CST Link: Human Dignity: We are beautifully made
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			To write their own concrete shape poem, made of couplets in the style of This World: Poems to Make You Laugh, Smile and Think, using creative language and ideas to provoke emotion, imagination, or reflection. (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>			To retell the story of King Midas with an alternative ending. (2 weeks) Where the Forest Meets the Sea by Jeannie Baker Links to Geography CST Link: The Common Good: We are called to work for the good of each and of all Outcome: Formal Letter <i>Read to the end</i> To write a formal persuasive letter to a decision-maker (e.g. local council, government official, or developer), arguing for the protection of the rainforest. (1 week continue after the half term)	in the image and likeness of God Outcome: Recount: Personal Narrative <i>Read to the end</i> To write about a time when you faced a big challenge and what you did to overcome it, inspired by the boy's journey in the story. (2 weeks)
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Year 5	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVPG Year 5 19 lessons 4 weeks Anglo-Saxon Boy by Tony Bradman Links to History, Anglo-Saxons CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Non-Chronological Report Read up to the end of Chapter 5/6 To write a non-chronological report about Anglo-Saxon life, drawing on information from the text and additional research. (2 weeks)	Beowulf by Michael Morpurgo Links to History, Anglo-Saxons CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Setting Description Read to p15 To write a detailed setting description of Heorot, the mead-hall, using figurative language, sensory detail, and atmosphere. (3 weeks) Outcome 2: Diary entry – Beowulf’s Perspective Read to p38 To write a diary entry from Beowulf’s point of view the night before the battle. Show his thoughts, motivations, and feelings (courage, doubt, honour). (3 weeks)	Viking Boy by Tony Bradman Links to History, Vikings CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Narrative: Write an action scene Read to page 52 (after Gunnar escapes into the forest To write an action-packed scene describing the raid and Gunnar’s escape. (2 weeks) Outcome 2: Newspaper report Read up to p70 To write a Viking-era news report about the attack on Gunnar’s home. (2 weeks)	Storm Runners by Roland Smith Links to Geography, America and Natural Disasters CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: Narrative: Adventure Scene Read to around Chapter ~18 / ~ p. 90 (this covers the crash, escape from the bus, rescue scenes) To write a fastpaced, dramatic narrative of the bus crash and the struggle to survive from a characters perspective. (3 weeks) Outcome 2: Balanced Argument Read up to near the end / after Chase has separated from his father or had to make difficult choices (around Chapters ~30-35) (2 weeks)	The Matilda Effect by Ellie Irving Linked to PSHE themes of perseverance, resilience, and courage. CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: First Person Monologue Read up to the point where Matilda learns about the discovery (the star/planet) with Granny Joss. To write a first-person monologue where Matilda explains her discovery of the star/planet with Granny Joss and they try to tell other scientists and are dismissed. (2 weeks) Outcome 2:	The Great Kapok Tree by Lynne Cherry Linked to Geography, Climates CST Link: Stewardship: We are guardians of God’s creation, living sustainably and enhancing the wellbeing of our planet Outcome: Explanation: Stop after the sloth’s speech – this is about halfway through the book, just before the man is approached by more rainforest animals. Approx. 10-12 pages in. To write an explanation text to explain “Why the Rainforest is Important.” (3 weeks) Young gifted and Black by Jamia Allsburg Linked to PSHE, dreams and goals CST Link: Human Dignity: We are beautifully made in the image and likeness of God Read up to page 32, which includes figures such as: Maya Angelou, Nelson Mandela, Oprah Winfrey, Rosa Parks, and Martin Luther King Jr.
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			Bold and Brave Women from Shakespeare by Shakespeare's Birthplace Trust New text experience CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: To write a structured poem, ballad from the perspective of a bold female character featured in <i>Bold and Brave Women from Shakespeare</i> (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>	Arthur and the Golden Rope by Joe Todd-Stanton Links to History, Vikings CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 2: Non-Fiction: Instructions Read up to where Arthur completes his challenges (approx. spread 13) To write a set of instructions: "How to retrieve a magical item from a mythical beast." (2 weeks)		Formal persuasive letter Read to late Chapter 5 To write a formal letter to the Prime Minister about the Discovery of a star. (2 weeks) Outcome 3: Narrative: Alternative ending Read to the end of a chosen chapter. Chosen together by Year 5/6 and Year 5 teacher. To write an alternative ending to a chapter that is logical and believable and relates to the events so far in the story. (2 weeks)	Outcome: To write a biography of a chosen individual from the book, using the style and structure of the entries in <i>Young, Gifted and Black</i>, expand with research or imagined detail. (3 weeks)
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Year 5/6 Cycle A	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 5 19 lessons 4 weeks Anglo-Saxon Boy by Tony Bradman Links to History, Anglo-Saxons CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Non-Chronological Report Read up to the end of Chapter 5/6 To write a non-chronological report about Anglo-Saxon life, drawing on information from the text and additional research. (2 weeks)	Beowulf by Michael Morpurgo Links to History, Anglo-Saxons CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Setting Description Read to p15 To write a detailed setting description of Heorot, the mead-hall, using figurative language, sensory detail, and atmosphere. (3 weeks) Outcome 2: Diary entry – Beowulf’s Perspective Read to p38 To write a diary entry from Beowulf’s point of view the night before the battle. Show his	Viking Boy by Tony Bradman Links to History, Vikings CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Narrative: Write an action scene Read to page 52 (after Gunnar escapes into the forest To write an action-packed scene describing the raid and Gunnar’s escape. (2 weeks) Outcome 2: Newspaper report Read up to p70 To write a Viking-era news report about the attack	Storm Runners by Roland Smith Links to Geography, America and Natural Disasters CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: Narrative: Adventure Scene Read to around Chapter ~18 / ~ p. 90 (this covers the crash, escape from the bus, rescue scenes) To write a fastpaced, dramatic narrative of the bus crash and the struggle to survive from a characters perspective. (3 weeks) Outcome 2: Balanced Argument	The Matilda Effect by Ellie Irving Linked to PSHE themes of perseverance, resilience, and courage. CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: First Person Monologue Read up to the point where Matilda learns about the discovery (the star/planet) with Granny Joss. To write a first-person monologue where Matilda explains her discovery of the star/planet with Granny Joss and they try to tell other scientists	The Great Kapok Tree by Lynne Cherry Linked to Geography, Climates CST Link: Stewardship: We are guardians of God’s creation, living sustainably and enhancing the wellbeing of our planet Outcome: Explanation: Stop after the sloth’s speech – this is about halfway through the book, just before the man is approached by more rainforest animals. Approx. 10-12 pages in. To write an explanation text to explain “Why the Rainforest is Important.” (3 weeks) Young gifted and Black by Jamia Allsburg -Year 5 Linked to PSHE, dreams and goals

			thoughts, motivations, and feelings (courage, doubt, honour). (3 weeks) Shakespeare's Birthplace Trust New text experience CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: To write a structured poem, ballad from the perspective of a bold female character featured in <i>Bold and Brave Women from Shakespeare</i> (1 week) <u>Oracy Presentation</u> <i>Evidence collected through recording using a QR code</i>	on Gunnar's home. (2 weeks) Arthur and the Golden Rope by Joe Todd-Stanton Links to History, Vikings CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 2: Non-Fiction: Instructions Read up to where Arthur completes his challenges (approx. spread 13) To write a set of instructions: "How to retrieve a magical item from a mythical beast." (2 weeks)	Read up to near the end / after Chase has separated from his father or had to make difficult choices (around Chapters ~30-35) (2 weeks)	and are dismissed. (2 weeks) Outcome 2: Formal persuasive letter Read to late Chapter 5 To write a formal letter to the Prime Minister about the Discovery of a star. (2 weeks) Outcome 3: Narrative: Alternative ending Read to the end of a chosen chapter. Chosen together by Year 5/6 and Year 5 teacher. To write an alternative ending to a chapter that is logical and believable and relates to the	CST Link: Human Dignity: We are beautifully made in the image and likeness of God Read up to page 32, which includes figures such as: Maya Angelou, Nelson Mandela, Oprah Winfrey, Rosa Parks, and Martin Luther King Jr. Outcome: To write a biography of a chosen individual from the book, using the style and structure of the entries in <i>Young, Gifted and Black</i>, expand with research or imagined detail. (3 weeks) SMW Transition Unit – Year 6 (3 weeks)
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						events so far in the story. (2 weeks)	
Year 5/6 Cycle B	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 6 19 lessons 4 weeks Holes by Louis Schar Links to History, Crime and Punishment CST Link: Preferential Option for the Poor: The needs of poor and vulnerable people should be put first Outcome 1: Non-Chronological Report Chapter 8 To write a non-chronological report about the yellow-spotted lizard in Holes.	Holes by Louis Schar Continued Outcome 2: Informal Letter based on a Narrative Read to the end of Chapter 16 To write an informal letter from Stanley to his Mum. (3 weeks) Outcome 3: Diary entry based on a Narrative: Read to the end of Chapter 11 To write a diary entry as Stanley on his first full day at Camp Green Lake. Include his thoughts, feelings, and reflections on the	Letters from the Lighthouse by Emma Carroll Links to History, World War 2 CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: Newspaper Report on the Blitz Read to the end of Chapter 2 To write a newspaper report on The Blitz. (2 weeks) Outcome 2: Explanation Read to the end of Chapter 2	The Journey by Francesca Sanna Links to Geography and PSHE, migration and displacement CST Link: Preferential Option for the Poor: The needs of poor and vulnerable people should be put first Outcome: Informal Letter from the child on the journey Around page 20–22 — where the family is still traveling and facing the challenges of their journey, but before they reach the refugee camp. To write an informal letter from the child in the story to a close	The Jaguar Stones, Middle World, Book 1 by J P Voelkel Links to History, Maya Civilisation CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome 1: Fiction: Narrative: Story retelling with a different character Read up to Chapter 6 To retell a key event in the story (e.g. Max's arrival in San Xavier or his first encounter with	Pig Heart Boy by Malorie Blackman Links to PSHE, courage, identity, difference, friendship and loyalty CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Discursive Writing Read up to Chapter 6 To write a discursive text to answer 'Should Animal Organs Be Used in Human Transplants?' (2 weeks) Outcome 2: Read up to Chapter 16

		(2 weeks)	environment, the Warden, and the boys. (2 weeks – make two weeks on medium term plan) Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini Links to Geography, The World and PSHE, taking responsibility for our world CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Biography Read up to Chapter 7 To write a biography of Greta Thunberg, charting her journey from a quiet student in Sweden to a global climate activist. (2 weeks)	To write an explanation text of how to survive World War II (2 weeks) Outcome 3: Setting description with Dialogue Read up to half way down p39 To write a narrative from Cliff's point of view based at the train station (being evacuated) (2 ½ weeks)	friend or relative back home. (2 weeks) The Selfish Giant by Oscar Wilde Links to PSHE, compassion and forgiveness CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Narrative Retelling from the Children's Perspective Read to the part where the children return to the garden and find it full of blossoms — Just before the Giant sees the small boy in the farthest corner. To write a first-person narrative retelling of the story from one of the children's points of view. (3 weeks)	the local people) — but from Lola's perspective (or another side character). (2 weeks) Outcome 2: Formal Letter Read to the end of Chapter 7 To write a formal letter from Max to the British Consulate or a government official, expressing concerns about his safety, the mystery around his parents, and the strange events in San Xavier. (2 weeks) Outcome 3: Narrative with a flashback Read to Chapter 8-10 To write a narrative	To retell the ending of <i>Pig Heart Boy</i> from the point where you stopped reading — but change how the story ends. (2 weeks) SMW Transition Unit (2 weeks)
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						flashback from the perspective of one of the main characters (e.g., Max or Maddie). The flashback should describe an important moment from their ancestor's life or a significant event connected to the Jaguar Stones. (2 weeks) A Stage Full of Shakespeare Stories by Angela McAllister CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Poetry: To write a 14-line sonnet using Shakespeare's structure and rhyme scheme to explore themes from	
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						Shakespeare's plays. (1 week) <u>Oracy</u> <u>Presentation</u> Evidence collected through recording using a QR code	
Year 6	Driver Texts Curriculum Links Writing Outcomes	Grammasaurus PVP Year 6 19 lessons 4 weeks Holes by Louis Schar Links to History, Crime and Punishment CST Link: Preferential Option for the Poor: The needs of poor and vulnerable people should be put first Outcome 1: Non-Chronological Report Chapter 8 To write a non-chronological report about the	Holes by Louis Schar Continued Outcome 2: Informal Letter based on a Narrative Read to the end of Chapter 16 To write an informal letter from Stanley to his Mum. (3 weeks) Outcome 3: Diary entry based on a Narrative: Read to the end of Chapter 11 To write a diary entry as Stanley on his first full day at Camp Green Lake. Include his thoughts,	Letters from the Lighthouse by Emma Carroll Links to History, World War 2 CST Link: Solidarity: God created us as one global family called to support our brothers and sisters Outcome 1: Newspaper Report on the Blitz Read to the end of Chapter 2 To write a newspaper report on The Blitz. (2 weeks) Outcome 2: Explanation	The Journey by Francesca Sanna Links to Geography and PSHE, migration and displacement CST Link: Preferential Option for the Poor: The needs of poor and vulnerable people should be put first Outcome: Informal Letter from the child on the journey Around page 20–22 — where the family is still traveling and facing the challenges of their journey, but before they reach the refugee camp. To write an informal letter from the child in	The Jaguar Stones, Middle World, Book 1 by J P Voelkel Links to History, Maya Civilisation CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome 1: Fiction: Narrative: Story retelling with a different character Read up to Chapter 6 To retell a key event in the story (e.g. Max's arrival in San	Pig Heart Boy by Malorie Blackman Links to PSHE, courage, identity, difference, friendship and loyalty CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome 1: Discursive Writing Read up to Chapter 6 To write a discursive text to answer 'Should Animal Organs Be Used in Human Transplants?' (2 weeks)

		yellow-spotted lizard in Holes. (2 weeks)	feelings, and reflections on the environment, the Warden, and the boys. (2 weeks – make two weeks on medium term plan) Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini Links to Geography, The World and PSHE, taking responsibility for our world CST Link: Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet Outcome: Biography Read up to Chapter 7 To write a biography of Greta Thunberg, charting her journey from a quiet student in Sweden to a global climate activist. (2 weeks)	Read to the end of Chapter 2 To write an explanation text of how to survive World War II (2 weeks) Outcome 3: Setting description with Dialogue Read up to half way down p39 To write a narrative from Cliff's point of view based at the train station (being evacuated) (2 ½ weeks)	the story to a close friend or relative back home. (2 weeks) The Selfish Giant by Oscar Wilde Links to PSHE, compassion and forgiveness CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Narrative Retelling from the Children's Perspective Read to the part where the children return to the garden and find it full of blossoms — Just before the Giant sees the small boy in the farthest corner. To write a first-person narrative retelling of the story from one of the children's points of view. (3 weeks)	Xavier or his first encounter with the local people) — but from Lola's perspective (or another side character). (2 weeks) Outcome 2: Formal Letter Read to the end of Chapter 7 To write a formal letter from Max to the British Consulate or a government official, expressing concerns about his safety, the mystery around his parents, and the strange events in San Xavier. (2 weeks) Outcome 3: Narrative with a flashback Read to Chapter 8-10	Outcome 2: Read up to Chapter 16 To retell the ending of <i>Pig Heart Boy</i> from the point where you stopped reading — but change how the story ends. (2 weeks) SMW Transition Unit (2 weeks)
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						To write a narrative flashback from the perspective of one of the main characters (e.g., Max or Maddie). The flashback should describe an important moment from their ancestor’s life or a significant event connected to the Jaguar Stones. (2 weeks) A Stage Full of Shakespeare Stories by Angela McAllister CST Link: Human Dignity: We are beautifully made in the image and likeness of God Outcome: Poetry: To write a 14-line sonnet using Shakespeare’s structure and rhyme scheme to explore	
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						themes from Shakespeare's plays. (1 week) <u>Oracy</u> <u>Presentation</u> <i>Evidence collected through recording using a QR code</i>	
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