

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year Group</b>						
<b>Nursery</b>	<u>Getting to Know You</u> <b>Texts:</b> The Little Red Hen The Rainbow Fish You Choose	<u>Long, Long ago</u> <b>Texts:</b> Winnie the Witch or Pumpkin Soup Stomp, Chomp, here come the Dinosaurs Portside Pirates The Christmas Story	<u>Once Upon a Time</u> <b>Texts:</b> Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs	<u>The Great Outdoors</u> <b>Texts:</b> The Very Hungry Caterpillar Jack and the Beanstalk The Runaway Pea	<u>Wild World</u> <b>Texts:</b> We're going on a Bear Hunt Giraffes don't Dance Commotion in the Ocean	<u>On the Move</u> <b>Texts:</b> Car, car, truck, jeep Magic Train Ride Zoom Rocket Zoom The Train Ride
<b>Reception</b>	<u>Getting to Know You</u> <b>Texts:</b> Elmer The Messy Book We're going on a Bear Hunt Gingerbread Man Goldilocks Oi frog Rhyme Crime The Colour Monster <b>Writing opportunities:</b> <ul style="list-style-type: none"> <li>Ascribing meanings to marks</li> <li>Story mapping</li> </ul>	<u>Long, Long ago</u> <b>Texts:</b> Room on the Broom The Christmas Story Gigantosaurus A New Home for Pirate <b>Writing opportunities:</b> <ul style="list-style-type: none"> <li>Letter: from the witch</li> <li>Instructions: potions</li> <li>Story sequencing: nativity</li> <li>Xmas lists</li> <li>Letters: to Santa</li> <li>Fact books: dinosaurs</li> <li>Story maps</li> <li>Treasure maps</li> </ul>	<u>Once Upon a Time</u> <b>Texts:</b> Mr Wolf's Pancakes Billy Goats Gruff Little Red Riding Hood <b>Writing opportunities:</b> <ul style="list-style-type: none"> <li>Instructions: pancakes</li> <li>Character descriptions: wolf wanted poster</li> <li>Lists: shopping list for school trip (Co-op)</li> <li>Letters: to the troll</li> </ul>	<u>The Great Outdoors</u> <b>Texts:</b> Farmer Duck/ What The Ladybird Heard A Seed in Need Oliver's Vegetables The Bog Baby <b>Writing opportunities:</b> <ul style="list-style-type: none"> <li>Letters: to the lazy farmer</li> <li>Labels: plants, lifecycles</li> <li>Instructions: how to look after a Bog Baby</li> </ul>	<u>Wild World</u> <b>Texts:</b> Under the Sea The Gruffalo The Lion Inside Billy's Bucket <b>Writing opportunities:</b> <ul style="list-style-type: none"> <li>Story maps</li> <li>Character descriptions: Gruffalo</li> <li>Instructions: how to roar</li> <li>Fact files: animals</li> <li>Riddles: Who am I? linked to sea creatures</li> </ul>	<u>On the Move</u> <b>Texts:</b> The Way Back Home The Hundred Decker Bus Emma Janes Aeroplane <b>Writing opportunities:</b> <ul style="list-style-type: none"> <li>Instructions: how to fix an alien spaceship, how to get the boy back from Mars</li> <li>Lists: places we want to go on a plane</li> <li>Postcards</li> <li>Fact files: different countries</li> <li>Story writing: innovate the end of Emma Jane's aeroplane.</li> </ul>

<p><b>Year 1</b></p>	<p><b>Transition Week Unit</b> (1 week) <b>Text:</b> <i>The Colour Monster goes to School</i> by Anna Llenas <b>Writing Outcomes:</b> -simple sentence to describe the first week</p> <p><b>Fiction:</b> Journey story (3 weeks) <b>Text:</b> <i>The Shopping Basket</i> by John Burningham</p> <p><b>Writing Outcome:</b> - Shopping lists - Food labels - Captions</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Segmenting and blending to spell</li> </ul> <p><b>Non-Fiction:</b> Recounts (2 weeks) <b>Text:</b> <i>Spooky Rumpus</i> by Tony Mitton</p> <p><b>Writing Outcomes:</b> -Recount of Spooky Disco</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters at the start of sentences</li> <li>• Full stops</li> <li>• Capital letter for pronoun I</li> </ul>	<p><b>Fiction:</b> Traditional Tales (4 weeks) <b>Text:</b> <i>Cinderella</i></p> <p><b>Writing Outcomes:</b> - Imitate story - Letter: to say why Cinderella should go to the ball</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adjectives</li> </ul> <p><b>Poetry:</b> Acrostic poems (2 weeks) <b>Text:</b> <i>The Snowflake Mistake</i> by Lou Treleaven</p> <p><b>Writing Outcomes:</b> -Write and perform an acrostic poem using senses</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul> <p><b>Christmas Week</b> (1 week) <b>Text:</b> <i>A Letter to Santa story</i> (provided by the English team) <b>Writing Outcomes:</b> Letters</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters at the start of sentences</li> <li>• Full stops</li> <li>• Capital letter for pronoun I</li> </ul>	<p><b>Fiction:</b> Problem and resolution story (3 weeks) <b>Text:</b> <i>Lost and Found</i> by Oliver Jeffers</p> <p><b>Writing Outcome:</b> -Story writing: imitation</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Conjunctions (and, but)</li> </ul> <p><b>Fiction:</b> Action story (4 weeks) <b>Text:</b> <i>Traction Man</i> by Mini Grey</p> <p><b>Writing Outcomes:</b> - Character description of a super hero to join Traction Man's team. Perform as an 'audition'. - Story writing with innovation of characters (use character descriptions already written)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Conjunctions (review all)</li> </ul>	<p><b>Fiction:</b> Traditional Tales (4 weeks) <b>Texts:</b> <i>Jack &amp; the Beanstalk</i> (main text), <i>Jim &amp; the Beanstalk</i> (example of innovation)</p> <p><b>Writing Outcome:</b> - Story writing: innovate alternative ending - Letter: from the giant with ways to help him</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Suffixes (ed, ing, er...linked to text, climbed, shouted, running, faster, growing, taller, stomping etc)</li> </ul> <p><b>Non-Fiction:</b> Instructions (2 week) <b>Text:</b> <i>Jim &amp; the Beanstalk</i> by Raymond Briggs</p> <p><b>Writing Outcome:</b> -Write instructions of how to plant a seed.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Nouns and plural noun suffixes (es, s)</li> </ul>	<p><b>Fiction:</b> Fantasy settings (2 weeks) <b>Text:</b> <i>How to grow a Dinosaur</i> by Caryl Hart</p> <p><b>Writing Outcome:</b> -Newspaper report about the cracked dinosaur egg. Perform as reporters.</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Prefix un (linked to topic...unbreakable, unfortunately, unhappy etc)</li> </ul> <p><b>Fiction:</b> Rhyming fiction (3 weeks) <b>Text:</b> <i>Superworm</i> by Julia Donaldson</p> <p><b>Writing Outcomes:</b> - Character description of Wizard Lizard - Innovation</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Prefix un (linked to topic...unkind, unfortunately, unhappy, unbelievable, untidy, untie etc)</li> <li>• Adjectives</li> <li>• Time connectives</li> </ul>	<p><b>Fiction:</b> Adventure story (3 weeks) <b>Texts:</b> <i>The Pirates Next Door</i> by Jonny Duddle</p> <p><b>Writing Outcome:</b> - Write class pirate adventure story</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Simple past and present tense</li> </ul> <p><b>Non-Fiction:</b> Fact files: pirates and sea creatures (3 weeks) <b>Texts:</b> <i>The Pirates Next Door</i> by Jonny Duddle</p> <p><b>Writing Outcome:</b> - Fact files linked to pirate and sea creature themes</p> <p><b>Themed week:</b> Health and wellbeing week (1 week)</p> <p><b>Writing Outcome:</b> Write a review of your healthy smoothie. Perform as a short video clip.</p> <p><b>EGPS focus:</b></p> <ul style="list-style-type: none"> <li>• Simple past and present tense</li> </ul>
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<p><b>Year 2</b></p>	<p><b>Transition Week Unit:</b> (1 week) <b>Text:</b> <i>The Mega Magic Teacher Swap</i> by Rochelle Humes <b>Writing Outcomes:</b> -simple sentence to describe the first week</p> <p><b>Fiction:</b> Action story (2 weeks) <b>Text:</b> <i>Supertato</i> by Sue Hendra</p> <p><b>Writing Outcome:</b> -Story writing: imitate then innovate characters</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, finger spaces</li> <li>• Expanded noun phrases</li> <li>• Exclamations</li> </ul> <p><b>Non-Fiction:</b> Instructions (1 week) <b>Text:</b> <i>A range of simple recipes and instructions</i> (WAGOLL text provided by English team)</p> <p><b>Writing outcome:</b> -Write instructions to make a healthy food bar/ smoothie.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Commands</li> <li>• Plural noun suffixes (es, s)</li> </ul>	<p><b>Poetry:</b> Senses (1 week) <b>Text:</b> <i>Sparks in the Sky eBook (Twinkl)</i> <b>Writing outcomes:</b> -Firework senses poem (based on I can see, I can smell, I can hear etc.)</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Exclamations</li> <li>• Expanded noun phrases</li> <li>• Adjectives</li> </ul> <p><b>Unit 2 - Fiction:</b> Historical fiction (3 weeks) <b>Text:</b> <i>The Conqueror</i> by David McKee</p> <p><b>Writing Outcomes:</b> - Character description - Setting description</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Use of suffix 'er' and 'est' in adjectives.</li> </ul> <p><b>Non-Fiction:</b> Information texts (2 weeks) <b>Texts:</b> <i>A range of newspaper reports – First News and Twinkl</i></p>	<p><b>Fiction:</b> Stories from different cultures (3 weeks) <b>Text:</b> <i>Handa's Surprise</i> by Eileen Browne</p> <p><b>Writing Outcome:</b> -Write a setting description.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and</li> <li>• Co-ordination (using or, and, but)</li> </ul> <p><b>Poetry:</b> Rhyming (3 weeks) <b>Text:</b> <i>Monkey Puzzle</i> by Julia Donaldson</p> <p><b>Writing Outcome:</b> -Write and perform a series of rhyming couplets to tell part of a story.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Verbs – progressive in the past and present</li> <li>• Co-ordination (using or, and, but)</li> </ul> <p><b>Non-Fiction:</b> Chinese New Year (1 week) <b>Text:</b> Example letters, non-fiction text Chinese New Year</p>	<p><b>Fiction:</b> Modern classic fiction (3 weeks) <b>Text:</b> <i>The Lighthouse Keepers Lunch</i> by Ronda and David Armitage</p> <p><b>Writing outcome:</b> - Imitate the story - Innovate the story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Expanded noun phrases</li> <li>• Apostrophes for possession</li> </ul> <p><b>Fiction:</b> Stories from the same author (3 weeks) <b>Text:</b> <i>Katie Morag seaside stories</i> by Mairi Hedderwick</p> <p><b>Writing Outcomes:</b> - Innovate the problem in the story - Invent class seaside story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Apostrophes for omission</li> </ul>	<p><b>Fiction:</b> Story with a moral (1 week) <b>Text:</b> <i>The Bad-Tempered Ladybird</i> by Eric Carle</p> <p><b>Writing Outcome:</b> -Character description</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Prefix un linked to text (unkind, unwilling, unfortunately, untidy, unhappy)</li> <li>• Commas in a list</li> <li>• Inverted commas for speech</li> </ul> <p>SAT's preparation (2 weeks)</p> <p><b>Non-Fiction:</b> Explanation texts (2 weeks) <b>Text:</b> How to grow a seed (WAGOLL text provided by English team)</p> <p><b>Writing Outcome:</b> -Explanation: How a seed grows (life cycle)</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Using a and an accurately</li> <li>• Commands</li> <li>• Imperative verbs</li> </ul>	<p><b>Fiction:</b> Stories from familiar settings (2 weeks) <b>Text:</b> <i>Alfie Goes Camping</i> by Shirley Hughes</p> <p><b>Writing Outcome:</b> -Invent class camping story</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Expanded noun phrases</li> <li>• Inverted commas for speech</li> </ul> <p><b>Poetry</b> Humorous poetry (1 week) <b>Text:</b> Silly seaside riddles (WAGOLL text provided by English team)</p> <p><b>Writing Outcome:</b> -Write and perform own riddles.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Co-ordination (and, but)</li> </ul> <p><b>Non-fiction:</b> Recount (1 week) <b>Text:</b> <i>Alfie Goes Camping</i> by Shirley Hughes</p>
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	<ul style="list-style-type: none"> <li>• Accurate use of a and an</li> </ul> <p><b>Fiction:</b> Traditional Tales (2 weeks) <b>Text:</b> <i>The Enormous Turnip</i></p> <p><b>Writing Outcome:</b> -Write a story opener</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, finger spaces</li> <li>• Using capital letters for names and the personal pronoun.</li> </ul>	<p><b>Writing Outcomes:</b> -Newspaper report about Great Fire of London.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Statements</li> </ul> <p><b>Christmas Week</b> (1 week) <b>Text:</b> <i>A Letter to Santa story (provided by the English team)</i></p> <p><b>Writing Outcomes:</b> Letters</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Using capital letters for names and the personal pronoun</li> <li>• Full stops, exclamation marks and question marks.</li> </ul>	<p><b>Writing Outcome:</b> -Write a letter to another class describing Chinese New Year.</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> </ul>			<p><b>Writing Outcome:</b> Write a recount of class camping day/trip</p> <p><b>EGPS Focuses:</b></p> <ul style="list-style-type: none"> <li>• Past and present tense</li> <li>• Suffixes that can be added to verbs (adding ed, ing or er)</li> <li>• Use of suffix 'er' and 'est' in adjectives.</li> </ul> <p><b>Non-Fiction:</b> Non-chronological Reports (3 weeks) <b>Text:</b> (WAGOLL text provided by English team)</p> <p><b>Writing Outcome:</b> Non-chronological report based on animals from a range of habitats.</p> <p><b>EGPS Focus:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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<p><b>Year 3</b></p>	<p><b>Fiction:</b> Stories with a familiar setting (3/4 weeks) <b>Texts:</b> <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><b>Writing Outcome/s:</b> - Setting description - Character description - Innovate and write a section of the story</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Word families based on common words</li> <li>• Prepositions</li> <li>• Conjunctions</li> </ul> <p><b>Non-Fiction:</b> Instructions (3 weeks) <b>Texts:</b> <i>How to wash a woolly mammoth</i> by Michelle Robinson</p> <p><b>Writing Outcome/s:</b> -Sets of instructions linked to themes in text.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Determiners (a or an)</li> <li>• Adverbs to express time</li> <li>• Commas in a list</li> <li>• Headings and sub-headings</li> </ul>	<p><b>Poetry:</b> Language Play (2 weeks) <b>Texts:</b> <i>On The Ning Nang Nong</i> by Spike Milligan <i>Firework Night</i> by Enid Blyton</p> <p><b>Writing Outcome/s:</b> -Write and perform nonsense poems</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes</li> </ul> <p><b>Fiction:</b> Myths and Legends (4 weeks) <b>Texts:</b> <i>Can you catch a mermaid?</i> by Jane Ray</p> <p><b>Writing Outcome/s:</b> - Non-chronological report - Description of special item in myth - Setting description - Innovate and write a section of the myth</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Irregular tense changes</li> <li>• Introduction to paragraphs</li> <li>• Headings and sub-headings (embedding)</li> </ul>	<p><b>Poetry:</b> Performance Poetry (1 week) <b>Texts:</b> <i>The Sound Collector</i> by Rodger McGough <i>Please Mrs Butler</i> by Alan Ahlberg</p> <p><b>Writing Outcome/s:</b> -Write and perform a performance poem with sounds</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes to form comparison of adjectives and adverbs</li> </ul> <p><b>Fiction unit:</b> Fantasy &amp; Imaginary <b>Texts:</b> <i>The Tin Forest</i> by Helen Ward &amp; Wayne Anderson (3/4 weeks)</p> <p><b>Writing Outcome/s:</b> - Setting description (comparative) - Character description - Dialogue conversation between characters - Innovate and write a chapter (with speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas</li> <li>• Conjunctions, adverbs and prepositions (embedding)</li> </ul> <p><b>Non-Fiction:</b> Non-chronological reports: linked to 'Bronze Age/Iron Age' History unit. (2 weeks)</p>	<p><b>Fiction:</b> Adventure &amp; Mystery (6 weeks) <b>Texts:</b> <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p><b>Writing Outcome/s:</b> - Character description - Diary entry - Innovate and write an alternative ending (with speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Perfect form of verbs</li> <li>• Apostrophes for contractions</li> <li>• Inverted commas (embedding)</li> </ul> <p><b>Poetry:</b> Shape poetry and calligrams (2 weeks) <b>Texts:</b> <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p><b>Writing Outcome/s:</b> -Write and perform shape and calligram poetry linked to key themes in text</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Suffixes to form comparison of adjectives and adverbs (embedding)</li> </ul>	<p><b>Non-Fiction:</b> Information Texts (4/5 weeks) <b>Texts:</b> <i>A World of Cities</i> by James Brown</p> <p><b>Writing Outcome/s:</b> - Descriptive writing (setting/country) - Letter - Fact-file - Information texts linked to a country in text</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs</li> <li>• Heading and sub-headings</li> <li>• Commas in a list (all embedding)</li> </ul>	<p><b>Fiction:</b> Plays and Dialogue (3 weeks) <b>Texts:</b> <i>Matilda</i> by Roald Dahl</p> <p><b>Writing Outcome/s:</b> - Scene description - Character description - A variety of playscripts based on key points of the plot.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas</li> <li>• Perfect form of verbs</li> <li>• Conjunctions, adverbs and prepositions (all embedding)</li> </ul> <p><b>Non-Fiction:</b> Authors and Letters (3 weeks) <b>Text:</b> <i>Where the Forest meets the Sea</i> by Jeannie Baker <i>Window</i> by Jeannie Baker</p> <p><b>Writing Outcome/s:</b> - Book review - Fact file (on the author) - Formal letters (to the author) - Letters (to others to share the author's work)</p> <p><b>EGPS focuses:</b> Revision of all Y3 EGPS objectives – time dedicated to identifying and teaching to gaps</p>
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**Writing Outcome/s:**  
-Non-chronological report  
linked to The Bronze Age

- EGPS focuses:**
- Intro to paragraphs
  - Commas to separate items in a list
  - Determiners (all embedding)

<p><b>Year 4</b></p>	<p><b>Fiction:</b> Stories which raise issues/dilemmas (3/4 weeks) <b>Texts:</b> <i>Charlotte's Web by E.B White</i></p> <p><b>Writing Outcome/s:</b> - Setting description - Diary entry - Write the next chapter at key turning point of the novel - Newspaper report</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Use of commas after fronted adverbials</li> </ul> <p><b>Non-fiction:</b> Persuasive Texts (3 weeks) <b>Texts:</b> <i>Charlotte's Web by E.B White</i></p> <p><b>Writing Outcome/s:</b> - Persuasive letters - Persuasive debate</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentence</li> </ul>	<p><b>Fiction:</b> Stories from other cultures (3/4 weeks) <b>Texts:</b> <i>Grandpa Chatterji By Jamila Gavin</i></p> <p><b>Writing Outcome/s:</b> - Character description - Comparative setting description - Instructions (curry) - Write a new chapter</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Standard English forms for verb inflections</li> <li>• Apostrophes</li> </ul> <p><b>Non-fiction:</b> Information Texts (3 weeks) <b>Texts:</b> <i>Grandpa Chatterji By Jamila Gavin</i></p> <p><b>Writing Outcome/s:</b> - Information texts linked to key themes in text (e.g.; India, cultural differences, food etc)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>across</i> a sentence</li> <li>• Paragraphs (embedding)</li> </ul>	<p><b>Fiction:</b> Stories with imaginary worlds (4 weeks) <b>Texts:</b> <i>MalaManda: an Eerie on Sea Mystery by Thomas Taylor</i></p> <p><b>Writing Outcome/s:</b> - Setting description of children's own imaginary world - Write the next chapter of the story (with own imaginary world)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas and speech punctuation</li> <li>• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases)</li> </ul> <p><b>Poetry:</b> Creating Images (2 weeks) <b>Texts:</b> <i>What are you? By Pie Corbett</i></p> <p><b>Writing Outcome/s:</b> -Poems using similes, alliteration and other poetic devices to create imagery</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Plurals and possessive (-s)</li> </ul>	<p><b>Non-fiction:</b> Recounts: newspapers and magazines (4 weeks) <b>Texts:</b> <i>The True Story of the Three Little Pigs by John Scieszka &amp; Lane Smith</i></p> <p><b>Writing Outcome/s:</b> - News bulletin (film) - Newspaper report - Diary entry - Informal letter (recount)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Use of commas after fronted adverbials</li> <li>• Noun phrases</li> <li>• Inverted commas and speech punctuation (all embedding)</li> </ul> <p><b>Non-Fiction:</b> Explanation texts (3 weeks) <b>Texts:</b> <i>Wallace and Gromit's Cracking Contraptions by Haynes</i></p> <p><b>Writing Outcome/s:</b> -ch design their own cracking contraption and write an explanation text to explain how it works</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentence (embedding)</li> <li>• Plurals and possessive (-s) (embedding)</li> </ul>	<p><b>Fiction:</b> Play scripts (3/4 weeks) <b>Texts:</b> <i>Escape to Pompei by Christina Balti</i></p> <p><b>Writing Outcome/s:</b> - Scene description - Character description - Suspense narrative of dilemma - Playscripts based on key points of the plot.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Inverted commas and speech punctuation</li> <li>• Apostrophes (all embedding)</li> </ul> <p><b>Poetry:</b> Exploring form - Haiku and Cinquin poetry (2 weeks) <b>Texts:</b> <i>Escape to Pompei by Christina Balti</i></p> <p><b>Writing Outcome/s:</b> Haiku and Cinquin poems linked to key themes in text</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Appropriate choice of pronoun or noun <i>within</i> a sentence</li> <li>• Noun phrases (expanded by modifying adjectives, nouns and preposition phrases) (all embedding)</li> </ul>	<p><b>Fiction:</b> Historical fiction (4/5 weeks) <b>Texts:</b> <i>Robin Hood (Ladybird Classics)</i></p> <p><b>Writing Outcome/s:</b> - Historical setting/character description - Informal letter - Innovate and re-write an alternative chapter</p> <p><b>EGPS focuses:</b> Revision of all Y4 EGPS objectives – time dedicated to identifying and teaching to gaps</p> <p><b>Non-fiction:</b> Non-Chronological Reports (2 weeks) <b>Texts:</b> <i>Robin Hood (Ladybird Classics)</i></p> <p><b>Writing Outcome/s:</b> -Non-chronological reports linked to themes in key text</p> <p><b>EGPS focuses:</b> Revision of all Y4 EGPS objectives – time dedicated to identifying and teaching to gaps</p>
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<p><b>Year</b> <b>5</b></p>	<p><b>Fiction:</b> Adventure fiction (5 weeks) <b>Texts:</b> <i>Kensuke's Kingdom</i> by Michael Morpurgo</p> <p><b>Writing Outcome/s:</b> - Balanced argument - Formal persuasive letter - Diary entry - Write a next chapter (including speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Devices to build cohesion within a paragraph</li> </ul> <p><b>Non-Fiction:</b> Instructions (2 weeks) <b>Texts:</b> <i>Kensuke's Kingdom</i></p> <p><b>Writing Outcome/s:</b> Survival guide instructions</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using time adverbials</li> </ul>	<p><b>Poetry:</b> Poetic Style (2 weeks) <b>Texts:</b> <i>The Magic Box</i> by Pie Corbett</p> <p><b>Writing Outcome/s:</b> -A piece of free-verse poetry focusing on word-play, rhyme, metaphor and word choice.</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives using suffixes</li> <li>• Verb prefixes</li> </ul> <p><b>Fiction:</b> Modern classics (4/5 weeks) <b>Texts:</b> <i>Tom's Midnight Garden</i> by Phillipa Pearce</p> <p><b>Writing Outcome/s:</b> - Character descriptions - Descriptive narrative - Re-write a chapter (including speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Dashes, brackets or commas for parenthesis</li> </ul>	<p><b>Fiction:</b> Traditional stories, fables, myths and legends. (4 weeks) <b>Texts:</b> <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton <i>The Dragon's Hoard</i> by Lari Don</p> <p><b>Writing Outcome/s:</b> - Setting description - Character description - Re-write section of a myth from an alternative character's viewpoint - Non-chronological report</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Devices to build cohesion within a paragraph (embedding)</li> </ul> <p><b>Non-Fiction:</b> Recounts (3 weeks) <b>Texts:</b> <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton <i>The Dragon's Hoard</i> by Lari Don</p> <p><b>Writing Outcome/s:</b> - Newspaper reports - Diary entries</p>	<p><b>Fiction:</b> Stories from other countries (4 weeks) <b>Texts:</b> <i>Journey to Jo-burg</i> by Beverley Naidoo</p> <p><b>Writing Outcome/s:</b> - Character description - Setting description - Diary entry - Informal letter</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using time adverbials</li> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Devices to build cohesion within a paragraph (all embedding)</li> </ul> <p><b>Non-Fiction:</b> Persuasive Texts (2 weeks) <b>Texts:</b> <i>Journey to Jo-burg</i> by Beverley Naidoo</p> <p><b>Writing Outcome/s:</b> - Persuasive letter - Persuasive speech - Balanced argument</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Adverbs to indicate degrees of possibility</li> </ul>	<p><b>Fiction:</b> Mystery and Suspense (3 weeks) <b>Texts:</b> <i>The Hound of the Baskervilles</i> by Arthur Doyle</p> <p><b>Writing Outcome/s:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Suspense writing (with dialogue)</li> <li>• Re-write a chapter from an alternative character's perspective</li> </ul> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses (embedding)</li> <li>• Dashes, brackets or commas for parenthesis (embedding)</li> </ul> <p><b>Poetry:</b> Classic/Narrative Poems (2 weeks) <b>Texts:</b> <i>The Highwayman</i></p> <p><b>Writing Outcome/s:</b> -Poetry writing inspired by the Highwayman (focusing on language and rhythm of the poem)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives using suffixes</li> <li>• Verb prefixes (all embedding)</li> </ul>	<p><b>Fiction:</b> Novel-based study (6/7 weeks) <b>Texts:</b> <i>The Boy in the Girl's Bathroom</i> by Louis Sachar</p> <p><b>Writing Outcome/s:</b> - A school report - Formal letter - Balanced argument - Write a next chapter - Re-write the chapter with an alternative ending (including speech) - Epilogue</p> <p><b>EGPS focuses:</b> Revision of all Y5 EGPS objectives – time dedicated to identifying and teaching to gaps in ch's learning</p>
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			<b>EGPS focuses:</b> <ul style="list-style-type: none"><li>• Apostrophes to mark singular and plural possession</li><li>• Linking ideas across paragraphs using time adverbials (embedding)</li></ul>	<ul style="list-style-type: none"><li>• Devices to build cohesion within a paragraph (embedding)</li></ul>		
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<p><b>Year 6</b></p>	<p><b>Poetry:</b> The Power of Imagery (2 weeks) <b>Texts:</b> <i>City Jungle and From the Balcony poems by Pie Corbett</i> <b>Writing Outcome/s:</b> -Write and perform poems using personification, figurative language &amp; imagery</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Synonyms and antonyms</li> <li>• Recap verb prefixes and converting nouns or adjectives using suffixes (Y5)</li> </ul> <p><b>Non-Fiction:</b> Biographies and Autobiographies (4/5 weeks) <b>Texts:</b> <i>Mud, Sweat and Tears by Bear Grylls</i> <i>Adventures into undiscovered worlds by Steve Backshall</i></p> <p><b>Writing Outcome/s:</b> - Autobiography of a chosen famous personality - An introduction of ch's own autobiography -Biography of a famous explorer</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal vocabulary</li> <li>• Adverbial phrases (time) for cohesion</li> </ul>	<p><b>Fiction:</b> Horror (3 weeks) <b>Texts:</b> <i>Room 13 by Robert Swindells</i> <b>Short films:</b> <i>Literacy Shed – Alma and Francis Brandywine</i> <b>Writing Outcome/s:</b> - Character description - Setting description - A short horror story</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Semi-colon, colon and dashes (embedding)</li> <li>• Adverbial phrases for cohesion (embedding)</li> </ul> <p><b>Poetry:</b> Protest Poetry (1 week) <b>Texts:</b> <i>2 stars and a wish by Stormzy</i></p> <p><b>Writing Outcome/s:</b> -Poetry using a range of poetic devices</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Hyphens</li> <li>• Synonyms and antonyms (embedding)</li> </ul> <p><b>Fiction:</b> Adventure &amp; Fantasy (3 weeks) <b>Texts:</b> <i>CogHeart by Peter Bunzl</i></p>	<p><b>Fiction:</b> Short stories with flashbacks (3 weeks) <b>Texts:</b> <i>Holes by Louis Sachar</i> <b>Short films:</b> <i>Up and The Piano</i></p> <p><b>Writing Outcome/s:</b> - Short flashback narrative extracts - A short class story with a flashback (including speech)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Semi-colon, colon and dash</li> <li>• Cohesive devices (linking ideas across paragraphs) (all embedding)</li> </ul> <p><b>Non-Fiction:</b> (Persuasion and Arguments (3 weeks) <b>Texts:</b> <i>Holes by Louis Sachar</i></p> <p><b>Writing Outcome/s:</b> - persuasive speech - formal persuasive letter - persuasive advert - balanced argument</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Passive voice</li> <li>• Informal and formal speech structures</li> <li>• Layout devices to structure non-fiction writing (embedding)</li> </ul>	<p><b>Fiction:</b> Science fiction (3/4 weeks) <b>Texts:</b> <i>Who let the Gods out? by Maz Evans</i></p> <p><b>Writing Outcome/s:</b> - Character description - Setting description - Diary entry</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Grammatical connections (contractions)</li> <li>• Passive voice (embedding)</li> <li>• Perfect form of verbs</li> </ul> <p><b>Unit 8 - Non-fiction:</b> Journalistic writing (2 weeks) <b>Texts:</b> <i>Who let the Gods out? by Maz Evans</i></p> <p><b>Writing Outcome/s:</b> - journalistic newspaper reports</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal speech structures</li> <li>• Layout devices to structure non-fiction writing (embedding)</li> <li>• Hyphens (embedding)</li> </ul>	<p><b>SATs Revision:</b> Reading and EGPA SATs Revision (2 weeks)</p> <p><b>Non-Fiction:</b> Formal and Impersonal writing (3 weeks) <b>Texts:</b> <i>Harry Potter and the Philosopher's Stone by JK Rowling</i></p> <p><b>Writing Outcome/s:</b> - Non-chronological report - Journalistic report - Personal statement</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Subjunctive form</li> <li>• Punctuation of bullet points to list information</li> <li>• Expanded noun phrases (embedding)</li> <li>• Layout devices to structure non-fiction writing (embedding)</li> </ul>	<p><b>Fiction:</b> Modern world classics (6/7 weeks) <b>Texts:</b> <i>Boy 87 by Ele Fountain</i></p> <p><b>Writing Outcome/s:</b> - Poetry - Narrative extract using speech - Re-write the ending from a different perspective</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"> <li>• Managing shifts in formality (using a range of formal and informal vocabulary and grammatical structures to match particular audiences and purposes)</li> <li>• Colons and semi colons in a list (embedding)</li> </ul>
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	<ul style="list-style-type: none"><li>• Semi-colon, colon and dashes</li><li>• Layout devices to structure non-fiction writing</li></ul>	<p><b>Short films:</b> <i>Literacy Shed – Ruin</i></p> <p><b>Writing Outcome/s:</b> - Write an extract of an adventure narrative -Re-write a chapter of a fantasy narrative (at a key turning point)</p> <p><b>EGPS focuses:</b></p> <ul style="list-style-type: none"><li>• Cohesive devices</li><li>• Semi-colon, colon and dashes (embedding)</li><li>• Adverbial phrases for cohesion (embedding)</li></ul>	<ul style="list-style-type: none"><li>• Colons and semi colons in a list</li></ul>			
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