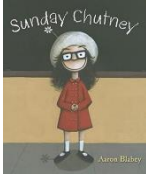



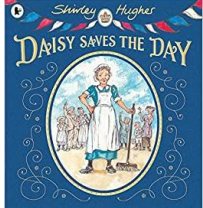
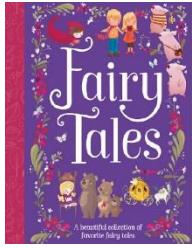




Quality Text and Writing Genre Overview



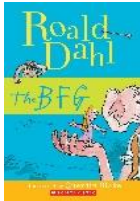

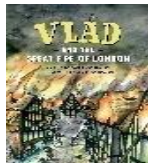
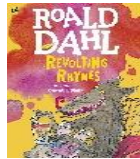
Year 1	YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Me and My Community		Our Kingdom		Life in the Past	
	Text	'Sunday Chutney' 	'The Day the Crayon Quit' 	'Meerkat Mail' 	'The Queen's Hat' 	'Daisy Saves the Day' 	A collection of traditional fairy tales 
Genre	Fiction	Within our autumn term, we begin our writing journey with <u>character descriptions</u> of Sunday Chutney. Here, we focus on basic characteristics and forming simple and descriptive sentences.		Building on previous learning from last term, we write some more <u>character descriptions</u> about Sunny, the meerkat. In addition, we create some <u>diary entries</u> , using non-fiction information to contextualise our writing about our furry meerkat friends.		This term, we will be delving back in time, to the Victorian times! Our book Daisy will allow us to write our very own action-filled stories about 'saving the day'. In Summer 2, we will be exploring a range of traditional fairy tales and recounting the stories.	
	Non-Fiction	When undertaking the opportunity for some non-fiction writing, we write some <u>letters of apology</u> with a real focus on creating accurate sentences with capital letters and appropriate punctuation.		During the spring term, our non-fiction writing is all about <u>newspaper writing</u> . Within this, we focus on pluralisation of key words and creating grammatically accurate sentences for clarity.		N/A	
	Poetry	Neal Zetter Poet Visit (National Poetry Day 2023) Students had the opportunity to write some descriptive poems with famous children's poet, Neal Zetter.		N/A		We will be exploring poetry and the language features with poems. We will be writing our own acrostic poems about fairy tale characters.	

*Year 1 complete 1 weekly Big Write session due to daily RWI phonic sessions

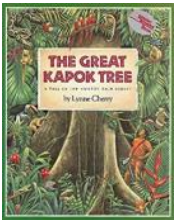
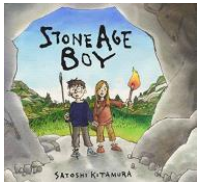
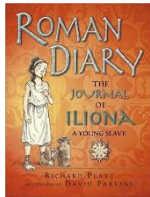





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	YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	A Journey Through Time		The World Around Us		London's Burning!	
Year 2	Text	The BFG 		Oliver and the Seawigs 		Vlad and the Great Fire of London A variety of fractured fairytales  	
Genre	Fiction	During the Autumn term, in our fiction writing sessions, we be applying our creative writing skills to craft vivid <u>character descriptions</u> about friendly and unfriendly giants, alongside a <u>setting description</u> about the creepy 'Witching Hour'. We will <u>recount</u> the journey of the BFG and Sophie and how they saved humankind.		In our Spring fiction writing, we will travel the world alongside Oliver, writing <u>postcards recounting</u> our adventures.		In our Summer term, we will be <u>recounting</u> and <u>sequencing</u> historical events about the GFoL. We will write a diary entry from 1666 recounting the key events from the GFoL. This will be retold from the perspective of one of the main characters Vlad the flea or Boxtton the rat. In Summer 2, we will be exploring a range of fractured fairy tales and will have the opportunity to create our own	
	Non-Fiction	In our non-fiction writing sessions, we will be channelling the BFG himself to create compelling <u>persuasive letter</u> to the Queen, create <u>instruction texts</u> to create the perfect dream and form ideas for a <u>debate</u> about important issues and dilemmas: <i>'The BFG knew it was not right to steal cauliflower, but thought it was ok to take Sophie as she was only a little girl.'</i> <i>Was he right to do this?</i>		In Spring term, we will become reporters and investigate the disappearance of Oliver's parents. We will then write a newspaper report about the disappearance. We will be writing a non-chronological report about the Lost city of Propocapaktl, ensuring we include many key facts!		We will be writing instructions about fire safety fire safety to ensure we and others can stay safe and know what to do in the event of a fire! In Summer 2, we will be writing an apology letter from the perspective of a villain from one of the fairy tales we explore throughout the term.	
	Poetry	Neal Zetter Poet Visit (National Poetry Day 2023) We will immerse ourselves in <u>descriptive poetry</u> and create our own about The BFG's Marvellous Ears.		We will be revising the different techniques and features poets can use within their poems. We will then be writing our own shape poem about one of the main characters – Iris, Cliff or Mr Culpeper.		We will be reciting and performing Poetry about 'The Great Fire of London' using the poem 'A tiny little flame' as our stimulus.	


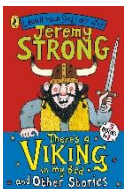

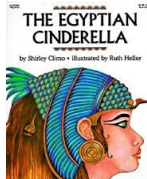



Year 3	YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Amazon Adventures	Savage Stone Age	Romans on a Rampage		Myths, Monsters and Magic	
	Text	'The Great Kapok Tree' and 'Stone Age Boy'  		'The Journal of Iliona' and 'Boudicca's Army (I Was There)'  		'The Boy Who Grew Dragons' and 'The Nothing to See Here Hotel'  	
Genre	Fiction	During our autumn term, the Y3 fiction writing focus is <u>writing some story endings</u> relating to our A1 text, 'The Great Kapok Tree'. We explore chronology and how we can create suspense within our writing.		In our spring term, we explore writing <u>diaries</u> relating to our text 'The Journal of Iliona' with a focus on investigating the piece's audience.		In our final term of Y3, we turn our hand to writing narratives, in the form of <u>fantasy stories</u> , relating to our Su2 text, 'The Nothing to See Here Hotel'. Our goal is to create consistency within our narrative perspectives and ensure that our structure is clear.	
	Non-Fiction	We predominately focus on non-fiction writing during our Autumn term. We begin our year with some <u>persuasive speeches</u> , ensuring we use the correct word types and tense. We then move onto writing a set of <u>instructions</u> , with a focus on the use of imperative verbs. Finally, we finish the term with an exploration of formality through <u>informal letter writing</u> .		From a non-fiction perspective, we kick the term off with some <u>newspaper articles</u> about our Roman diary. Our primary focus here is ensuring that we are using the correct tense and our chronology is clear throughout. In the S2 term, we then switch our attention to writing a <u>biography</u> of Boudicca, the warrior queen.		During the summer term, we use our imaginations to formulate our very own dragons and then write a <u>non-chronological report</u> about our mythical beast. Throughout this unit, we will focus on using modal verbs and cohesion through conjunctions.	


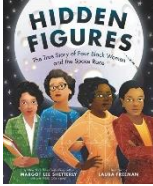
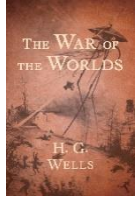
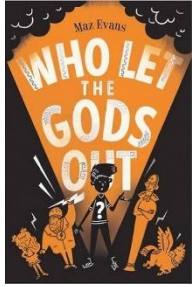


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	Poetry	Neal Zetter Poet Visit (National Poetry Day 2023) Students had the opportunity to write some descriptive poems with famous children's poet, Neal Zetter.	Poetry in this term is explored through Guided Reading. Though there is no writing pieces completed, devices are analysed and poems are enjoyed!	In a burst of creative and imaginative energy to finish the year, in Y3, students analyse and create some 'silly poetry' based on poems by Michael Rosen and other modern poets.
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Year 4	YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Vicious Vikings		Ancient Egyptians		Ocean Explorers	
	Text	The Saga of Erik the Viking/ There's a Viking in my bed  		The Ancient Egypt Sleepover The Egyptian Cinderella  		Song of the Dolphin Boy 	
Genre	Fiction	During the autumn term, in our fiction writing sessions, we honed our skills in crafting vivid <u>character descriptions</u> and delved into the realm of <u>historical sagas</u> .		In our spring fiction writing, we explored <u>stories from diverse cultures</u> through our text. It raised important issues and dilemmas for us to consider.		In the Summer term, we will embark on a creative journey to explore the oceans through our fiction writing, by crafting <u>stories set in imaginary underwater worlds</u> .	
	Non Fiction	In our non-fiction writing sessions, we channelled the spirit of the Viking era to create compelling <u>persuasive texts</u> and captivating advertisements that skilfully incorporated our Topic theme throughout.		In our non-fiction writing, we practiced creating <u>instructional texts</u> , such as detailing the mummification process of a pharaoh and writing down recipes.		We will write <u>informative texts</u> about various sea creatures during our non-fiction sessions. Additionally, we will unleash our creativity by designing our own unique sea creatures, and compose detailed, illustrated information pages.	
	Poetry	In addition to our creative writing pursuits during the autumn term, we were delighted to host the renowned poet James Carter for an engaging <u>poetry workshop</u> in celebration of National Poetry Day.		During our spring poetry sessions, we examined <u>various types of imagery</u> through creating our own poems and performing them in front of an audience.		In our poetry sessions, we will <u>investigate various styles and forms</u> , experimenting with diverse poetic techniques and structures.	



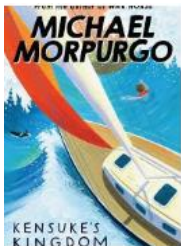


Year 5	YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	WW2		Out of This World		Ancient Civilisations	
	Text	<p>‘Letters from the Lighthouse’</p> 		<p>‘Hidden Figures’ and ‘War of the Worlds’</p>  		<p>‘Who Let the Gods Out?’</p> 	
Genre	Fiction	<p>To begin our Y5 writing journey, we explore diary writing with a focus on narrative perspective and emotive writing. Later in the term, we look at narrative writing, in the form of an exciting, action story about a boat rescue.</p>		<p>Using the text, ‘War of the Worlds’ by H.G. Wells, students write a narrative piece full of suspense, intrigue and disaster, focusing on sentence structure and effective descriptive languages choices to create tension.</p>		<p>With such a mysterious and mythical topic, it seems only fitting that the Y5s write a creation story for a myth of their own choosing. Focusing on narrative perspective and effective story-telling features, this allows the children creative autonomy and gives them a chance to use their imagination to the fullest.</p>	
	Non-Fiction	<p>Relating to our main text, ‘Letters from the Lighthouse’, we explore writing a persuasive letter, discussing tone and formality, imploring officials not to destroy <i>the</i> lighthouse. Additionally, we focus on writing non-chronological reports about code-breaking, linking to our trip to Bletchley Park.</p>		<p>In the spring term, Y5 students write a biography based on one of the extraordinary women, studied in the class text, ‘Hidden Figures’. During the writing of this piece, there is a focus on organisational features and formality. Later in the term, using a TV clipping, the students write a persuasive advert.</p>		<p>Undertaking a previously unknown style of writing, the summer term begins a balanced argument being written, based on the text, ‘Who Let the Gods Out’. This focuses on formality and structuring critical pieces. In addition, the Y5s write some formal letters, utilising the knowledge they have gained throughout the year.</p>	



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	Poetry	As well as an incredible experience on <u>National Poetry Day</u> , with Neal Zetter, we explore a <u>poem and alter the perspective</u> of it. This allows us to focus on poetic features and <u>audience interpretation of poetry</u> .	Poetry in this term is explored through Guided Reading. Though there is no writing pieces completed, devices are analysed and poems are enjoyed!	To start off the term, using our text 'Who Let the Gods Out?', students complete a sequence of work surrounding cinquain poetry. This focuses on performative aspects of poetry, as well as effective structural detail.
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YEAR 6	YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Natural Disasters		Battle for Life		Exploration & Crime	
	Text	'Kensuke's Kingdom' 		'Lightning Mary' 		'Holes' 	
Genre	Fiction	Using the beautiful text, 'Kensuke's Kingdom' and it's protagonists (Michael and Kensuke), our Y6 writing journey beginnings with some <u>character descriptions</u> , focusing on 'show me don't tell me' ways of describing emotions. This is followed, later in the term, with some <u>perspective-altering narratives</u> with a particular emphasis on tense, narrative perspective and using both literal and figurative descriptive devices.		With a real focus on Mary Anning and the work of Charles Darwin, the majority of writing in the spring is poetry or non-fiction. However, using a letter written in 'Lightning Mary' as a guide, the students write a <u>persuasive apology letter</u> from the perspective of a secondary character, Henry de la Beche (famous nineteenth century artist) to palaeontology's princess.		In the summer term, the Y6s write two narrative pieces based around the brilliant book, 'Holes'. The first is a <u>setting description</u> of the infamous 'Camp Green Lake' ("which was neither green, nor a lake"). And the second is an epic <u>story</u> , detailing the tragic bandit Kissin' Kate Barlow's fall from grace. Both pieces focus on narrative techniques previously explored and seek to give the students an opportunity to be imaginative with both their structural and linguistic choices.	
	Non-Fiction	From a non-fiction perspective, Y6 embark upon <u>balanced arguments</u> . This critical piece explores formality and		To begin the spring term in Y6, the children write a <u>biography</u> of Charles Darwin. Building on their knowledge		To end the Y6s year and time at primary school, they explore writing and delivering some <u>persuasive speeches</u> on	



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		cohesion, using the topic of sailing around the world. In addition, using Michael's newly found survival skills, we explore an <u>instructional text</u> in the form of a <u>survival guide</u> towards the end of the term.	from last year, we focus on distinguishing between fact, opinion and fiction through research. Additionally, the children write a piece of <u>journalistic writing</u> about Mary Anning's findings and attempt to give her a voice. This focuses upon varying narrative perspectives and speech types for differing purposes.	a topic that they are passionate about. Given autonomy of subject matter (within reason!), the students must focus on their structuring of each point of argument and their use of rhetorical devices to become effective persuasive writers and speakers.
	Poetry	Although mainly explored within our guided reading sessions with the collection of poems 'Be The Change', during the autumn term, for <u>National Poetry Day</u> , the Y6s were given the opportunity to have a <u>poetry workshop</u> with the poet Neal Zetter. The children wrote descriptive kenning poems.	As a way to explore the emotional difficulties and complexities of Mary Anning during her childhood, the Y6s write two contrasting <u>poems about bullying and friendship</u> . This navigates and evokes discussion surrounding <u>imagery and emotive language</u> for a variety of purposes.	Primarily focused on within guided reading once again, Y6 explore the poem 'The Highwayman' and <u>narrative poetry</u> as a form of storytelling.