



EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre school	Helicopter writing Development	Learning and retelling traditional tales (4 weeks) Helicopter Writing/ developing imagination/ innovation (2 weeks)					
		Rosie’s Walk	Mr Gumpy’s Outing	The Elves and The Shoemaker	Whatever next?	The Bad Tempered Ladybird	Handa’s Surprise
Preschool and reception objectives: draw s maps retelling stories, create a simple story that starts and ends in the same place, create a simple story in which a main character has to do something, tell a story with a new character, use adjectives, give your character a name, have a goodie and a baddie, give your character a problem, end with happily ever after, use story openers							
Reception	Fiction Focus	Focus: story sequencing, setting and character					
		The Baby Mouse	The Gingerbread Man Traditional Tale	The Three Little Pigs Traditional Tale	Dinosaur	Farmer Duck	The Three Billy Goats Gruff Traditional Tale
	Non fiction	Focus: Fact file about Mice	Focus: Instructional Steps on how to make gingerbread	Focus: Advert Wanted poster for big bad wolf	Focus: Fact file about dinosaurs	Focus: About the life cycle of a duckling (developing vocabulary – egg, duckling, duck)	Focus: Persuasion letter To the Troll
	Grammar	• Capital letters, finger spaces and full stops.					
KS1							
Year 1	Fiction Focus	Setting x 4 weeks	Character x 4 weeks	Setting x 4 weeks	Character x 4 weeks	Settings x 4 weeks	Character x 4 weeks
		Goldilocks Story Focus: Setting Description	Gruffalo Story Focus: CHaracter Description	Supertato Story Focus: Setting Description	ZIG Story focus: Character description	Safi’s Journey Story focus: journey story (quest)	Meercat mail Story focus: hybrid – fictional recount (journey and postcard)
		Name and describe the setting using adjectives (describing words) and nouns (naming words)		To bring the setting alive by describing some details To help the reader to ‘see’ the setting by describing the time and weather OPTIONAL: (from Y2) Make the reader feel that they are there Using senses to describe the setting	Give them a name Using a capital letter Describe the characters to the reader Using adjectives with a comma OPTIONAL: Compare my character to something Using a simile	To bring the setting alive by describing some details To help the reader to ‘see’ the setting by describing the time and weather OPTIONAL: (from Y2) Make the reader feel that they are there Using senses to describe the setting	Tell people the order in which you did things by using time openers: First, ... Next, ... After that, ... Finally, ... Write about what happened, using verbs in the past tense: went, arrived, climbed, ate, etc. Help the reader picture what happened with carefully chosen adjectives, the ginormous, wooden drawbridge
		Help your reader feel what the setting is like by using adjectives (describing words)					
		OPTIONAL: Include the time of day and weather by using time phrases					
	Non fiction	Focus: Recipe Writing (Instructional writing)	Focus: Creature fact file (Information)	Poetry unit Focus: riddles	Focus: Leaflet about a dragon (Information)	Focus: instructional List of rules	Focus: persuasion Invitation
Grammar	• Use regular plural noun suffixes –s or –es • use of prefix un– use and to join clauses / sentences together • capital letters, full stops, question marks and exclamation marks to demarcate sentence • capital letters for names and for the personal pronoun I						

	Innovation Focus	Substitutions Introduce additions from Spring term as appropriate					
Year 2	Fiction Focus	Setting x 4 weeks	Character x 4 weeks	Action x 4 weeks	Setting and character revisit x 4	SATS Revision SPAG focus Short Burst Writing activities	Openings and endings x 4 weeks
		The tunnel Story type: Journey Poetry Writing: setting descriptions	Room on the broom Wobbly Wanda	Story focus: warning tale Kasim and the greedy Dragon	Cinderella Rags to riches tale Story type: focus on dialog		The Boy and the Rainbow Story type: journey (revisit)
		Make the reader feel that they are there using senses to describe the setting Pile up the detail using sentences of 3 to describe the setting Describe the setting to the reader using carefully chosen adjectives	Give your character a descriptive name using an adjective and capital letters Describe a character's specific feature by using a simile Describe how your character moves using carefully chosen verbs and adverbs	Show how the characters move by using exciting verbs and adverbs To develop the action in order using time adverbials To slow down the action by using conjunctions to lengthen sentences	Use like and as similes		Use time starters to begin a story Add in early or late End by stating how the character has changed or what has been learned
	Non fiction	Focus: recount Diary entry	Focus: persuasive Writing Letter – The day the crayons quit	Focus: instructional Recipe:	Focus: Recount Diary of Great Fire of London		Focus: information Non chron on Tree Giants
	Grammar	• Use suffixes such as –ness, –er, –ful, –less, –er, –est, –ly • subordination (using when, if, that, because) and co-ordination (using or, and, but) • expanded noun phrases, use of present tense and past tense • progressive form of verbs in the present and past tense to mark actions in progress • use of capital letters, full stops, question marks and exclamation marks to demarcate sentence • commas to separate items in a list • apostrophes to mark where letters are missing in spelling and to mark singular possession					
	Innovation focus	Substitutions and additions					

LKS2							
Year 3	Fiction Focus	Settings x 4 weeks	Character x 4 weeks	Suspense x 4 weeks	Dialogue x 4 weeks	Action x 4 weeks	Openings and endings x 4 weeks
		Into the Rabbit Hole Story type: portal	River Dragon Story type: defeat the monster	The Lake Story Type: warning	The Twits Story type: Narrative	Escape from Methana Story type: Action	Blown Away Story type: flashback
		Set and change the mood of the story by selecting the time of day and weather Bring the setting to life using carefully chosen verbs and adverbs Step into the setting and bring it to life using the senses and prepositions	Develop my characters' personalities by giving them a hobby, passion or talent Give my characters a motivation to do something in the story by giving them a desire, fear or wish	Isolate your character using empty words and choosing a remote location Show how the character responds to the setting by selecting powerful verbs Build tension using dramatic adverbial phrases	The way a character is doing is related to what they are doing, by using Use the way a character is doing to describe what they are doing, by using	Use objective to state character's feelings, add length and interest using varied sentence Use the way a character is doing to describe what they are doing, by using	To orientate the reader, use one word at a time to describe the scene Use the way a character is doing to describe what they are doing, by using

			Describe the character’s appearance using carefully chosen adjectives Compare my character to something using similes	Slow down the action by letting the threat get closer and closer			
	Non fiction	Focus: recount (transition unit) Newspaper Report linked to GR or Geography	Focus: persuasive speech to Villain persuasive writing	Focus: recount Diary – link to The Lake	Focus: information text Non chron about a Wolly Mammoth	Focus: Instructional Manual of How to look after a dragon	Focus: recount Autobiography On Charlie/ Bottom
	Grammar	• Prefixes anti–, auto– • use of a or an according to whether the next word begins with a consonant or a vowel • express time, place and cause using conjunctions [for example, when, before, after, while, so, because] • adverbs [for example, then, next, soon, therefore] • or prepositions [for example, before, after, during, in, because of] • introduction to paragraphs as a way to group related material • use headings and sub-headings to aid presentation • use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • introduction to inverted commas to punctuate direct speech					
	Innovation focus	Substitutions Additions Change the time period (past, present, future)					
Year 4	Fiction Focus	Settings x 4 weeks	Character x 4 weeks	Suspense x 4 weeks	Actions x 4 weeks	Dialogue x 4 weeks	Openings and endings x 4 weeks
		The Hidden Rainforest Story type: finding tale	The Giggling Gargoyle Story type: Overcoming the monster	The House Across the Street Story type: tale of fear	Jason and the Golden Fleece Story type: journey story	Noel’s Trick Story focus: change story	The Enchanted Book Story type: finding tale
		Bring the setting to life by using personification and description Choose a name that suggests something about the setting by using an adjective to describe it Describe the setting in detail using carefully chosen expanded noun phrases Show how a character reacts to or moves through the setting using carefully chosen verbs	Show (not tell) the reader how the character feels by describing emotions using senses Make the reader think that they are the main character by revealing the character’s thoughts Describe the character’s appearance to reflect their personality or emotions using carefully chosen, powerful adjectives CHOICE: Choose one more tool from Y3 toolkit based on cold task	Show the character’s feelings by describing their reactions to setting and other characters Create drama by using short punchy sentences Hide the threat by using empty words Build tension by using dramatic adverbial phrases	Inject action into the setting by using personification and similes Drop the reader straight into the action by adding –ing progressive openers Advance the action by using a range of dramatic adverbial phrases	Include what the characters are saying by punctuating dialogue correctly Keep our stories balanced by balancing action and dialogue Show what the character is doing by adding a stage direction after speech Add drama to dialogue By using alternatives to said	Use dramatic speech by including warnings, worries, dares or secrets Hook the reader’s interest by starting with questions or exclamations Have a meaningful ending by showing how a character has changed or what has been learned Orientate the reader by using time, weather or place starters
	Non fiction	Focus: Informational Guide to looking after a hybrid rainforest animal	Focus: persuasion Invite / letter Link to eco-friendly / environmental	Focus: biography – Greek Gods Add authenticity by using specific names of people or places Interest the reader by choosing unusual details and special features	Poetry unit: Cinquain focus	Focus: explanation Guide How a lightbulb lights up	Focus: recount Trip adviser review on a trip

				Create links between sentences by comparing and adding more information			
	Grammar	• Difference between plural and possessive –s • standard English forms for verb inflections instead of local spoken forms • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • fronted adverbials • use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • use of inverted commas and other punctuation to indicate direct speech • end punctuation within inverted commas • apostrophes to mark plural possession • use of commas after fronted adverbials • determiners					
	Innovation focus	Substitutions Additions Change the time period (past, present, future) Re-order the text (flash backs and time slips)					

UKS2							
Year 5	Fiction Focus	Settings x 4 weeks	Character x 4 weeks	Suspense x 4 weeks	Dialogue x 4 weeks	Action x 4 weeks	Openings and endings x 4 weeks
		Mountain Wakes Story type: warning story	The Letter Story type: finding tale	Beowulf Story type: tale of fear	The plan (Harry Potter) Story type: Quest	The Highway Man Story type: multiple points of view and action	The Game Story type: losing/finding tale
		Select detail and description to suit a purpose (lull the reader, scare the reader) using carefully chosen adjectives and vocabulary Create a change of atmosphere by changing the setting Build tension by hinting at what might happen Create a strong sense of atmosphere by using personification, simile and metaphor	Give the reader a clue about the character through the name by choosing a name that suggests to the personality of the character Develop the character throughout the story by changing their feelings from the beginning to the end Develop the character’s personality using drop in or relative clauses Give other perspectives on the main character using other character’s or the narrator’s comments	Make the reader feel that they are in the story by making your character see, hear or touch something ominous Hide the threat using empty words and changing the weather Surprise the reader by including something that is unexpected and using varied sentence lengths Entice the reader to read on by giving clues that something is about to happen	Have characters discuss other characters and reflect on events by revealing something that has happened in the past or in the future Add to the speech sandwich by adding in the listener’s reaction by using appropriate reporting verbs Keep the action going by adding in some action before character B replies and put the speaker before or after what is said or in between Reveal your character using formal and informal techniques to develop a character’s voice	Build tension and pace by varying sentence length Add to the speech sandwich by adding in the listener’s reaction by using a variety of ‘ing’ openers Focus on the action taking place by using sentences with 3 verbs Keep advancing the action By using dramatic fronted adverbials	Hook in the Reader 1. Use Adverbials 2. Use suggestions to tease the reader Create a mood Make the reader feel an emotion and want to read on Use a flashback or flashforward 1. Include a trigger object, feeling or event to transition End showing what the MC has Learned 1. Link back to the beginning

	Non fiction	Focus: explanation Encyclopaedia entry about mountains or volcanoes	Focus: persuasion Travel brochure on my country	Focus: discussion Balanced argument linked to WAC / Science	Focus: recount Diary entry	Focus: report / Information Newspaper article on The Highway Man	Poetry unit / Invention Sonnet focus
	Grammar	• use suffixes –ate; –ise; –ify • use prefixes dis–, de–, mis–, over– • relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • build cohesion within a paragraph [for example, then, after that, this, firstly] • use adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity					
	Innovationfocus	Substitutions Additions Change the time period (past, present, future) Re-order the text (flash backs and time slips) Change perspectives / view points					
Year 6	Fiction Focus	Settings x 4 weeks	Character and dialogue x 4 weeks	Suspense (include dialogue) x 4 weeks	Action x 4 weeks (include dialogue)	SATS SBW Weekly units – draw on units from over KS2 Including poetry: soliloquy focus	
		Sandy Cove Story type: finding tale	Aladdin Story type: wishing tale	Red Story Type: tale of fear	Smaug Story type: defeating the monster		
		Create a change of atmosphere that mirror's the character's feelings by changing the weather Create a strong sense of atmosphere by using personification, similes and metaphors Hook the reader in and develop the story by introducing something unusual in the setting Bring the setting to life by using action within sentences of 3 Engage and intrigue the reader by describing contrasted settings (inside/outside)	Show (not tell) the reader how the character feels by including what the character does, thinks or says Create drama by describing contrasting characters Add depth to the character by revealing how a character feels on the inside whilst pretending something else Develop the character's personality using parenthesis	Start the story by making the reader feel worried or relaxed by choosing a setting that is abandoned or usually safe Slow the action by using in a sentence of 3 and parenthesis Change or develop the setting to sound dangerous by personifying it and describing it Create atmosphere by using or changing the weather / time of day Move the story forwards using dialogue	Drop the reader straight into the action using of variety of progressive ‘ing’ openers Build tension and pace by varying sentence length Advance the action and show emotion by using speech and reactions to speech Explore the ways different characters react to a situation by carefully selecting verbs Build action by using the active voice		
		Poetry: Leisure x 1 week					
	Non fiction	Focus: recount Newspaper report about Sandy Cove or Rocketeer Rescue Poetry: Leisure	Focus: information text Non chron applied to science unit (evolution)	Focus: Persuasion Letter to close down Victorian Workhouse (cross curricular link)	Focus: discussion Article or formal essay linked to Climate Change		
	Grammar	• informal speech and formal speech [for example, find out – discover; ask for – request; go in – enter] • synonyms and antonyms [for example, big, large, little] • use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] • use of subjunctive forms such as If I were or Were they • use a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] • ellipsis • headings, sub-headings, columns, bullets, or tables, to structure text • semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] • use of the colon to introduce a list and use of semi-colons within lists • bullet points to list information • hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]					
	Innovation focus	Substitutions Additions Change the time period (past, present, future) Re-order the text (flash backs and time slips) Change perspectives / viewpoints Alteration (alter the text to change the outcome using ‘what if...?’ questions)					

