

Year 6

Autumn

Short Burst writing activities to secure core skills and revisit prior learning
(3 weeks)

Fiction Unit (5 weeks)

Model text: The canal

Focus: dangerous settings- atmosphere

Non- Fiction Unit (4 weeks)

Class text / stimulus:

Model Text: Teacher written explanation *Why canals are dangerous*

Genre & Plot Structure: Explanation

Focus / Outcome (Hot Task): Children will plan and write a 'why' explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. *Why abandoned buildings are dangerous*

+ 1 week cross-curricular application

What role does light play in how and what we see?

Poetry Unit

Model poem: *Into the Lair of Baron Jugula* by Brian Moses

Spring

Fiction Unit (5 weeks)

Class text / stimulus: *The Ice Forest* (Wolf Brother)

Model Text:

Genre & Plot Structure:

Focus / Outcome (Hot Task): To write a magical powers story

Non- Fiction Unit (4 weeks)

Class text / stimulus: *Spy Kids* film

Model Text: Teacher written discussion - Should parents be spies?

Genre & Plot Structure: Discussion

Focus / Outcome (Hot Task): To write a discursive text e.g. Should children as young as 12 be detained in correction centres? (link to TFR Holes)

+ 1 week cross-curricular application

Poetry unit

Summer

Whole school invention week.
(1 week)

Fiction Unit

(5 weeks)

The Lighthouse Unit - application of toolkits

Non- Fiction Unit

(4 weeks)

Autobiography

+ 1 week cross-curricular application

Whole school invention week.
(1 week)

YEAR 5

Autumn (Vikings)

Short Burst writing activities to secure core skills and revisit prior learning
(3 weeks)
Possible links to 'The Promise' TFR

Fiction Unit
(5 weeks)
Beowulf
focus: **character**
Model text: Grendel
Class Innovation: Norse Hero
Innovation: own Norse hero/villain
Hot task: invented story with hero/villain

Non- Fiction Unit
(4 weeks) **discussion**
Model Text: Do monsters like Grendel exist?
Class Innovation:
+ 1 week cross-curricular application
Linked to History vikings -
Ruthless killers or peaceful settlers?

Poetry Unit

Spring (Ancient Greece/Migration)

Fiction Unit
(5 weeks)
Zelda Claw **suspense** -
Innovation
Hot task - use toolkit to write new suspense opening and build up

Non- Fiction Unit **explanation**
(4 weeks)
Why raincoats are extinct

Innovation: own mythical creature
+ 1 week cross-curricular application
Why do people migrate?
(geography focus)

Summer (Victorians/Sustainability)

Whole school invention week.
(1 week)

Fiction Unit (Linked to TFR—Tom's Midnight Garden)
(5 weeks) Clock Close—**portal story—**
focus: setting

(This morning I met a whale)

Non- Fiction Unit
(4 weeks) **persuasive writing** - Save the forests
+ 1 week cross-curricular application
- sustainable schools linked to Geography

Whole school invention week.
(1 week)

YEAR 4

Autumn

Short Burst writing activities to secure core skills and revisit prior learning (3 weeks)

Fiction Unit (5 weeks)

Class text / stimulus: *The Wild Girl* – Chris Wormell
Model Text: *The Wild Girl* adapted model
Genre & Plot Structure: Overcoming the monster adventure tale
Focus / Outcome (Hot Task): Chn will write a sequel further adventure of the wild girl.

Non- Fiction Unit (4 weeks)

Class text / stimulus: *The Wild Girl* –Chris Wormell
Model Text: *The Day I met the Mighty Aslan* – Teacher written magazine article
Genre & Plot Structure: Recount
Focus / Outcome (Hot Task): Chn will write their own magazine recount article about a meeting with a fictional character
+ 1 week cross-curricular application

Poetry Unit

Model poem: *What do the fairies ride?* by Clare Bevan

Spring

Fiction Unit (5 weeks)

Class text / stimulus: *The Tunnel* – Anthony Browne
Model Text: *The Tunnel* adapted model
Genre & Plot Structure: Opening and Build up focused on setting and atmosphere
Focus / Outcome (Hot Task): To write an opening and build up to a portal story focused on setting and atmosphere.

Non- Fiction Unit (4 weeks)

Class text / stimulus: *The Tunnel* – Anthony Browne
Model Text: *Rose's diary* (first person diary recount)
Genre & Plot Structure: Recount
Focus / Outcome (Hot Task): To write a first person diary recount about a personal experience
+ 1 week cross-curricular application

Poetry unit

Model poem: *Dragon's Wood* by Brian Moses

Summer

Whole school invention week.
(1 week)

Fiction Unit (5 weeks)

Class text / stimulus: *The Field Guide/The Seeing Stone* (part of *The Spiderwick Chronicles*) – Holly Black
Model Text: *The Night Fairy*
Genre & Plot Structure: Fantasy/Finding Tale
Focus / Outcome (Hot Task): To write a Finding Tale set in a fantasy world

Non- Fiction Unit (4 weeks)

Class text / stimulus: *The Field Guide/The Seeing Stone* (part of *The Spiderwick Chronicles*) – Holly Black
Model Text: Teacher written persuasive letter to a River Troll
Genre & Plot Structure: Persuasion
Focus / Outcome (Hot Task): To write a persuasive letter to another of the fantastical creatures
+ 1 week cross-curricular application

Whole school invention week.
(1 week)

YEAR 2

Autumn

Short Burst writing activities to secure core skills and revisit prior learning (3 weeks)

Fiction Unit (5 weeks)

[Kassim and the Greedy Dragon.docx](#)

Focus: Description

Non- Fiction Unit (4 weeks)

Non-fiction Model Text: How to Trap a Dragon - Pie Corbett

Genre & Plot Structure: Instructions

Focus / Outcome (Hot Task): To write a set of instructions for trapping another mythical creature

+ 1 week cross-curricular application

Poetry Unit

Model poem: A few frightening things by Clare Bevan

Spring

Fiction Unit (5 weeks)

Class text / stimulus: Meerkat Mail

Fiction Model Text: Meerkat Mail adapted model

Genre & Plot Structure: Journey / Meeting Tale

Focus / Outcome (Hot Task): To create an additional setting for Sunny to visit to embellish the story.

Non- Fiction Unit (4 weeks)

Non-fiction Model Text: MeerKats

Genre & Plot Structure: Report - Information report

Focus / Outcome (Hot Task): To write an information report about a dragon or a unicorn.

+ 1 week cross-curricular application

Poetry unit

Model poem: To be decided by school

Summer

Whole school invention week.
(1 week)

Fiction Unit (5 weeks)

Class text / stimulus: Supertato by Sue Hendra

Fiction Model Text: Supertato adapted version

Genre & Plot Structure: Beat the Baddy

Focus / Outcome (Hot Task): To write a superhero story based on the Beat the Baddy plot.

Non- Fiction Unit (4 weeks)

Non-fiction Model Text: Teacher written superhero report based on Supertato

Genre & Plot Structure: Information text - report

Focus / Outcome (Hot Task): To write an information text about a superhero.

+ 1 week cross-curricular application

Whole school invention week.
(1 week)

YEAR 3

Autumn

Short Burst writing activities to secure core skills and revisit prior learning
(3 weeks)

Fiction Unit (5 weeks)

Class text / stimulus: *The Day the Crayons Quit* – Drew Daywalt
Model Text: *The Day the Crayons Quit* adapted model
Genre & Plot Structure: Conflict and Resolution story
Focus / Outcome (Hot Task): Children will write their own conflict and resolution story e.g. *The Day the Clothes Quit*

Non- Fiction Unit (4 weeks)

Class text / stimulus: *Hawk Ridge Farm*
Non-fiction
Genre & Plot Structure: Persuasion (advertising)
Focus / Outcome (Hot Task): To write a persuasive advert
1 week cross-curricular application

Poetry Unit

Model poem: *Wish (a spell)* by Brian Moses

Spring

Fiction Unit (5 weeks)
Class text / stimulus: *The Great Kapok Tree* – Lynne Cherry
Model Text: *The Great Kapok Tree* adapted model
Genre & Plot Structure: Character transformation tale
Focus / Outcome (Hot Task): Children will write their character transformation story

Non- Fiction Unit (4 weeks)

Model Text:
Genre & Plot Structure: Persuasion
Focus / Outcome (Hot Task): Letter to
+ 1 week cross-curricular application

Poetry unit

Summer

Whole school invention week.
(1 week)

Fiction Unit (5 weeks)
Class text / stimulus: *The Lion, the Witch and the Wardrobe* – C S Lewis
Model text: *Elf Road* by Pie Corbett
Genre & Plot Structure: Portal story
Focus / Outcome (Hot Task): To write a portal story

Non- Fiction Unit (4 weeks)

Class text / stimulus: *The Lion, the Witch and the Wardrobe* – C S Lewis
The Land of NeverBelieve – Norman Messenger
Model Text: Genre & Plot Structure: Teacher written report about an imaginary world
Focus / Outcome (Hot Task): To write a report about an imaginary world/land

+ 1 week cross-curricular application

Whole school invention week.
(1 week)

YEAR 1

Autumn

Short Burst writing activities to secure core skills and revisit prior learning (3 weeks)

Fiction Unit (5 weeks)

Class text / stimulus: Handa's Surprise – Eileen Browne

Fiction Model Text: Handa's Surprise adapted model

Genre & Plot Structure: Journey tale / story from another culture

Focus / Outcome (Hot Task): A version of Handa's surprise but where Akeyo takes fruit to Handa and meets different animals on the way.

- + Non- Fiction Unit (4 weeks)
- + Class text / stimulus: Handa's Hen - Eileen Browne
- + Non-fiction Model Text: Amazing Antelopes
- + Genre & Plot Structure: Report – Information report
- + Focus / Outcome (Hot Task): To write an information report about the animals in Handa's surprise and/or Handa's hen.
- + 1 week cross-curricular application

Poetry Unit

Model poem: In the spider's pocket I found

Spring

Fiction Unit (5 weeks)

Class text / stimulus: How to Catch a Star- Oliver Jeffers

Fiction Model Text: How to Catch a Star adapted model

Genre & Plot Structure: Wishing Story

Focus / Outcome (Hot Task): A new version of a wishing tale. Children will innovate a new way to catch a star.

Non- Fiction Unit (4 weeks)

Non-fiction Model Text: Teacher written How to Catch a Fairy

Genre & Plot Structure: Instructions

Focus / Outcome (Hot Task): To write instructions to create their own star catcher.

- + 1 week cross-curricular application

Poetry unit

Model poem: To be decided by school

Summer

Whole school invention week. (1 week)

Fiction Unit (5 weeks)

Class text / stimulus: The Storm Whale –Benji Davis

Model Text: The Storm Whale adapted model

Genre & Plot Structure: Finding tale

Focus / Outcome (Hot Task): To write another finding story based on the plot of finding an animal in trouble, saving it and returning it to its natural habitat.

Non- Fiction Unit (4 weeks)

Class text / stimulus: Dear Greenpeace – Simon James; Big Blue Whale – Nicola Davies

Model Text: Teacher written non-chronological report about Blue Whales

Genre & Plot Structure: Information – non-chronological report

Focus / Outcome (Hot Task): To write a non-chronological report about a different sea creature.

- + 1 week cross-curricular application

Whole school invention week. (1 week)

YEARS 1-6

Autumn

Short Burst writing activities to secure core skills and revisit prior learning (3 weeks)

Fiction Unit(5 weeks)

Non- Fiction Unit (4 weeks)

+ 1 week cross-curricular application

Poetry Unit

Spring

Fiction Unit (5 weeks)

Non- Fiction Unit (4 weeks)

+ 1 week cross-curricular application

Poetry unit

Summer

Whole school invention week. (1 week)

Fiction Unit (5 weeks)

Non- Fiction Unit (4 weeks)

+ 1 week cross-curricular application

Whole school invention week. (1 week)