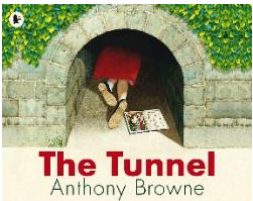
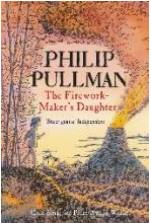




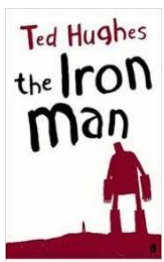
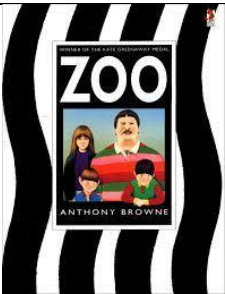


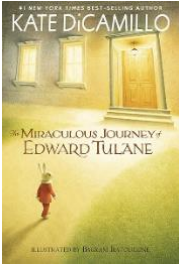
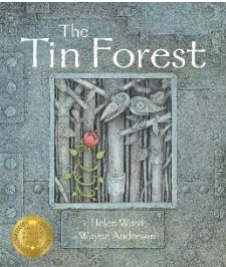


	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y1	To Inform: Labels and Captions	To Entertain: Narrative: Traditional Tales including other cultures Poetry: vocabulary building	To Inform: NC Report	To Entertain: Narrative: Stories with repeating patterns-structure Poetry: rhyme	To Inform: Poetry: structure <i>Shape, rhyme, acrostic</i> Instructions	To Entertain: Narrative: Stories with fantasy setting- descriptive detail
	 <p>Traction Man</p>	 <p>Traditional Tales</p>	 <p>Animal non-fiction books</p>	 <p>Julia Donaldson</p>	 <p>Range of poetry books</p>	 <p>Wizard of Oz</p>
Y2	To Entertain: Narrative: Traditional Tales with a twist/other cultures- descriptive detail; structure	To Inform: Recount: 1 st & 3 rd person – based on a fictional story Instructions	To Entertain: Narrative: Adventure stories- descriptive detail; structure Poetry: vocabulary building- classic poems	To Inform: Explanation	To Entertain: Narrative: characterisation Real events recount	To Inform: NC Report Poetry: performance poetry Poetry: structure- calligrams; riddles
	 <p>True story of the 3 little pigs</p>	 <p>Meerkat Mail</p>	 <p>Where the wild things are?</p>	 <p>Range of "how do" books</p>	 <p>Katie in London</p>	 <p>Israel information books</p>

<p>Y3</p>	<p>To Entertain: Narrative: contemporary fiction with moral dilemmas: dialogue; characterisation</p> <p>Poetry: vocabulary building- free verse</p>	<p>To Persuade: Persuasion- adverts; letters Persuasive letter (within context of another curriculum area)</p>	<p>To Entertain: Narrative: adventure stories; description & structure; dialogue</p> <p>Poetry: performance poetry & structure- limericks</p>	<p>To Inform: Instructions</p>	<p>To Entertain: Narrative: Fables- structure</p> <p>Poetry: haiku, tanka, kennings</p>	<p>To Inform: NC Report</p> <p>Recount- diary</p>
 <p>The Tunnel</p>	 <p>The Firework Maker's Daughter</p>	 <p>Peter Pan</p>	 <p>How to make an alien sandwich</p>	 <p>Little Witch</p>	 <p>The Titanic Diary for Kids</p> <p>The English Reading Tree</p> <p>Keith Goodman</p> <p>Titanic diary</p>	
<p>Y4</p>	<p>To Entertain: Narrative: Fantasy/Sci-Fi: setting; atmosphere, description</p> <p>Poetry: poems with different structures (<i>keep for a long half term</i>)</p>	<p>To Persuade: Persuasion: leaflets & brochures</p>	<p>To Entertain: Narrative: Historical fiction: dialogue; structure</p> <p>Poetry: Vocabulary building (<i>works well with the Pompeii book</i>)</p>	<p>To Inform: Explanation</p> <p>NC Report</p>	<p>To Entertain: Narrative: setting; atmosphere, description Poetry: narrative poetry</p>	<p>To Inform: Instructions (with a persuasive element)</p> <p>Recount in the form of a letter</p> <p>Persuasive leaflet (within context of another curriculum area)</p>
 <p>Iron Man</p>	 <p>The Zoo</p>	 <p>The Girl Who Stole an Elephant</p>	 <p>Dragon's Den</p>	 <p>Edward Tulane</p>	 <p>The Tin Forest</p>	

<p>Y5</p>	<p>To Entertain: Narrative: Contemporary Fiction- adventure stories: dialogue; characterisation; suspense</p>	<p>To Inform: Explanation text</p>	<p>To Entertain: Narrative: Myths and Legends including other cultures- structure & description; dialogue</p>	<p>To Persuade: Persuasion (letters & articles) Poetry: performance poetry- vocabulary building</p>	<p>To Entertain: Narrative: Classic fiction from our literary heritage (timeslip- structure); atmosphere; description</p>	<p>To Inform & Discuss: Report writing: Create an Ofsted report</p>
 <p>Varjak Paw</p>	 <p>Ripley's Mighty Machines</p>	 <p>The Legend of Podkin One-Ear</p>	<p>The</p>  <p>There's an orang-utan in my bedroom</p>	<p>The</p>  <p>Nowhere Emporium</p>	 <p>There's a boy in the girl's bathroom</p>	
<p>Y6</p>	<p>To Entertain: Narrative: Contemporary Fiction- suspense, atmosphere & dialogue</p>	<p>To Persuade, Discuss and Explain: Persuasion- article Discussion- article</p>	<p>To Entertain: Narrative: Science Fiction/Fiction from our literary heritage; exploring atmosphere, characterisation. Poetry: vocabulary building</p>	<p>To Inform: Newspaper reports including recounts and bias Explanation</p>	<p>To Entertain: Narrative: Contemporary Fiction: exploring morals and dilemmas; characterisation</p>	<p>Poetry: performance poetry- raps</p>
 <p>Wonder</p>	 <p>The Day The Crayons Came Home</p>	 <p>The Giver</p>	 <p>Shakespeare Macbeth</p>	 <p>Range of poetry books</p>		