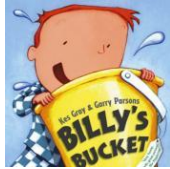
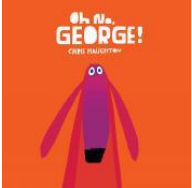
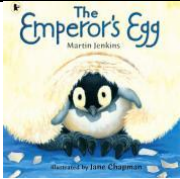
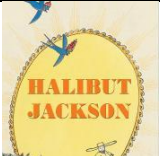
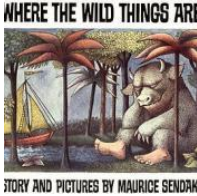
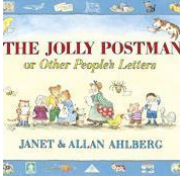
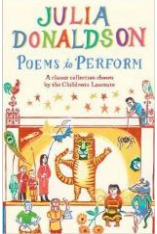
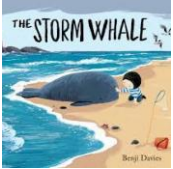
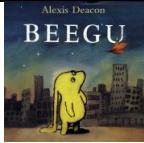
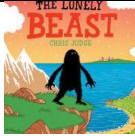
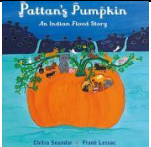
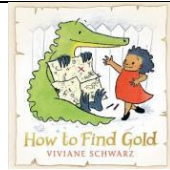
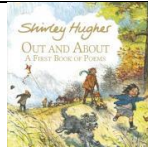
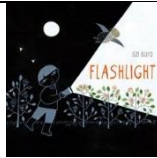
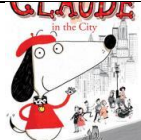
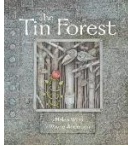
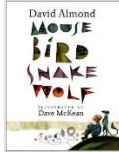
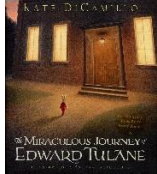
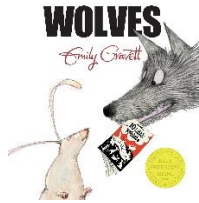
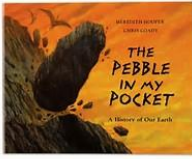
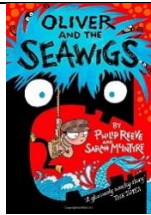
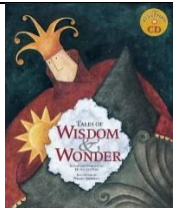
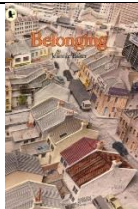
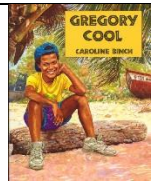
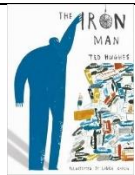
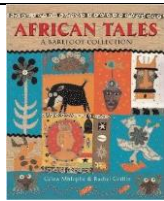
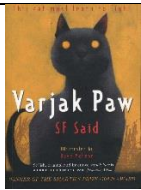
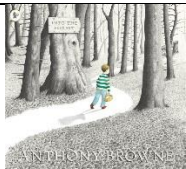


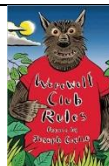
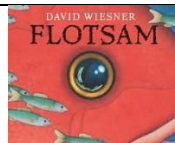
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception					 <i>Billy's Bucket (3 weeks)</i> By the end of this unit the children will have learnt and practised to: Sequenced and explored story structure through storytelling and story mapping Written simple sentences that can be read by themselves and others Spell some words correctly and make phonetically plausible attempts at others.	 <i>Oh no George! (4 weeks)</i> By the end of this unit the children will have learnt and practised to: Sequenced and explored story structure through storytelling and story mapping Written simple sentences that can be read by themselves and others Spell some words correctly and make phonetically plausible attempts at others.
Year 1	 <i>Zeffera Giraffa (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Letters – persuasive to Pasha Character description of Atir Labels and explanations of designs Writing in role as Atir Debate paragraph – Should Zeraffa stay in France or return to Africa Retellings from a different perspective - either Atir or Zeraffa's point of view	 <i>One day on our blue planet (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Fact Card about lions Free Verse Poems describing the setting of the Savannah Information script for the video of the Savannah Action description of the lions and zebras Explanation of the food chain Alternative narrative from the perspective of the ostrich and her chick	 <i>Man on the moon (a day in the life of Bob) (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Labelled drawings of favourite parts of the story Captions for labelled drawings Simple recount (postcard) of being a moon tourist Simple instructions (rules/signs for moon tourists) Persuasive poster (as a class) to get people to visit the moon Character fact file for aliens they have designed	 <i>The Emperor's egg (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Extended vocabulary and language - annotations on artwork Setting description of Antarctica Free verse poem about penguins Information writing – The lifecycle of a penguin Non-fiction book about penguins	 <i>The robot and the bluebird (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Captions and annotations Debate writing – are humans and robots the same? Speech and thought bubbles to describe the robot's feelings Writing in role as the robot, describing thoughts and feelings Non-chronological report about bluebirds	 <i>Halibut Jackson (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Opinions on whether Halibut should go to the party or not In role – Responding to the Queen's invite Free verse poetry about the palace (class poem) In role – characters thoughts and opinions about the party Descriptions of outfits

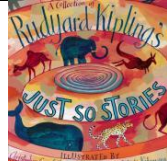
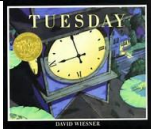
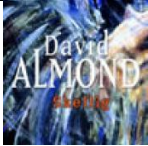
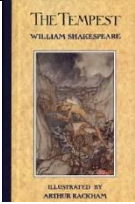
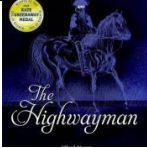
			In role (thought or speech bubbles) Simple narrative (sequel written from another perspective: A Day in the Life of...)		Instructions - how to make a bird feeder Story maps Retelling from alternative perspective – either the robot or the bluebird	
	 Where the wild things are (3 weeks) By the end of this unit the children will have learnt and practised to write: Story maps Character description of Max Setting description of a fantasy setting In role – letter to Max to comfort and reassure him Poetry – Free verse celebration poems (Created in groups) Narrative – innovated version of the story – changing the magical thing that starts the adventure.	 Pancakes for breakfast – Text without words (2 weeks) By the end of this unit the children will have learnt and practised to: Respond imaginatively and creatively to visual narrative Use inference and deduction to understand character motivation	 The story Tree (2 weeks) By the end of this unit the children will have learnt and practised to write: Setting description for 'The sweetest song' Character description of Little daughter In role - a recount of the Wolf's story of events Narrative sequence retelling the story Simple narrative based on known text (traditional tales)	 The jolly postman and other people's letters (3 weeks) By the end of this unit the children will have learnt and practised to write: A story map for the postman's journey Argument – letter from Baby bear to Goldilocks Explanation – writing to Hobgoblin supplies explaining why they want a certain item Persuasive advert for people to buy their product Letter of advice to the Giant Own version of Goldilocks story Character fact files Learn and perform nursery rhymes	 Poems to perform – Poetry (2 weeks) By the end of this unit the children will have learnt and practised to write: Learnt a poem by heart – 'Rhythm of life' Descriptive vocabulary and phrase collections Poems inspired by the collection: Innovated verses of 'Rhythm of Life' - Fresh lines for 'The Sound Collector' Performance and recital Class anthologies	 The storm whale (3 weeks) By the end of this unit the children will have learnt and practised to write: Writing in role – thought bubble of characters to demonstrate their thinking List of resources needed for game Instructions about how to play a game the children have devised Free verse poetry about the storm Script for factual narration Letter of advice to Noi Re-write familiar story
Year 2	 Beegu (3 weeks) By the end of this unit the children will have learnt and practised to write: In role as Beegu	 The lonely Beast (4 weeks) By the end of this unit the children will have learnt and practised to write:	 I want my hat back (3 weeks) By the end of this unit the children will have learnt and practised to write: News report about answers the Bear gave about his hat	 Olga da Polga (4 weeks) By the end of this unit the children will have learnt and practised to write: Writing in role – a farewell card to Olga	 The dark (3 weeks) By the end of this unit the children will have learnt and practised to write:	 Pattan's pumpkin (3 weeks) By the end of this unit the children will have learnt and practised to write:

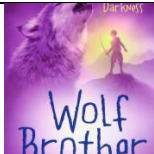
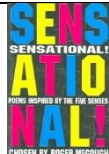
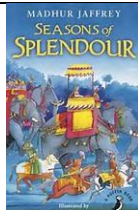
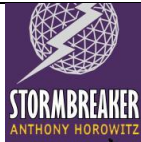
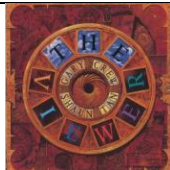
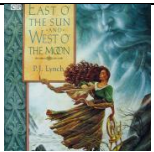
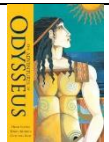
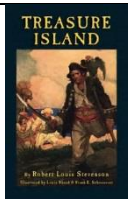
	Free verse poetry created as a class Letter Writing saying goodbye to Beegu Playscript for when Beegu is reunited with her Mum and Dad Guide to Earth – Information text about key events/ places on Earth.	Character descriptions of The Beast and a friend for The Beast An underwater creature poem Interview questions about the beast Script for news report including interview Front page newspaper article Persuasive letter to the city Mayor The story of a Beast’s journey In role (diary entries, postcards, letters and invitations) Party preparations (lists, invitations, banners, etc)	Character description of the bear Information text presenting information about hats Letter to the bear to cheer him up, offering advice Discussion text thinking about how both the Bear and the Rabbit are feeling and what the outcomes of their actions are Missing person poster Police report about the theft of the hat	Presentation on their design for a guinea-pig hutch Non-fiction book about how to care for their Guinea-pig Poetry complete as a class to build up the tension of the approaching cat Persuasive letter of advice to Olga Captions in a certificate Newspaper article discussing Olga’s actions Get well soon card to cheer Olga up Short story based around their own invention an adventure Olga might go on	Description of the dark Writing a narrative sequence retelling the story Piece of advice for Lazlo about what he should do Argument in defence of the dark or urging caution Call and response poetry to reassure fears Story based on known narrative – Lazlo’s viewpoint Instructions to make a glow jar Non-chronological report about nocturnal animals Book review for class anthology	Information writing comparing different fruits and vegetables Free Verse Poetry about a pumpkins appearance, texture and taste – created as groups Letter Writing as Pattan discussing whether he will take the advice of not News Report script giving information about the flood Writing in Role: Diary as Kanni Narrative, rewrite story from another character’s perspective
 <i>How to find gold (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Character description of either Anna or Crocodile Instructions to find gold Writing in role (thought bubbles and diary entries) Play script for the underwater scene Setting description of the underwater scene Free verse poetry about the underwater scene Argument about what to do with the gold Letter to the author/illustrator giving their opinions on the book and asking her questions Writing a narrative sequence, retelling the story in own words	 <i>Out and about – Poetry (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Explanations – why they like being outside Descriptive language for the weather/seasonal conditions Poetic words and phrases Free verse poetry about being around the fire	 <i>10 things I can do to help my world (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: ‘Tell Me’ responses Labels, questions and captions for recycling displays and areas Conservation posters - questions they have found out about around conserving energy Persuasive letter to the headteacher – asking for an assembly based around conserving energy Call and response poem – class poem giving ways to save energy Information Writing – non-fiction text around how we can help conserve energy Instruction making – how to make a bird feeder	 <i>Flashlight – Text without words (2 weeks)</i> By the end of this unit the children will have learnt and practised to: Respond imaginatively and creatively to visual narrative Use inference and deduction to understand character motivation	 <i>The Magic Finger (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Letter to the girl, asking questions Argument about fox hunting Persuasive letter to the Greggs to make them stop hurting and shooting Captions on behaviour chart Diary entry as Phillip Information poster about native birds Collaborative poem about the joys of flying Narrative sequel to the story telling the Cooper’s story	 <i>Claude in the city (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Character descriptions for sock friends and Claude City Poems Story maps Postcard in role to Mr and Mrs Shinyshoes about journey so far Persuasive Guide Books for the Museum Newspaper Reports about Claude stopping the robber Own Claude story in an alternative setting	

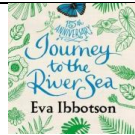
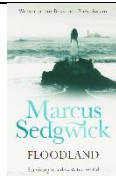
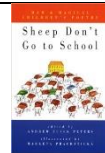
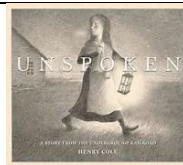
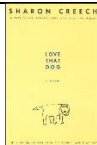
			Learning a poem by heart – The treasures			
Year 3	 <i>The tin forest (5 weeks)</i> By the end of this unit the children will have learnt and practised to write: Responses to illustrations Character description of the old man Free verse poem about the jungle Diary entry as the old man Continuation of narrative based on their predictions of what will happen Setting description of the Tin forest Prediction of what will happen in the story Letter in role of the old man to an imagined character Speech about their own hopes and dreams for the future Setting description of the living forest Justification for their views and opinions Play script for their own retelling of the story	 <i>Mouse, Bird, Snake, Wolf - Graphic Novel (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Debate – Is what Little Ben and Sue are doing right or wrong? Note to characters offering persuasive advice about whether they should carry on with the wolf or not In role as Ben thinking about what he should do next Story map Discussion - Are humans responsible for the destruction of the earth?	 <i>The Green ship (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Character description of Mrs Tredegar Diary entry as Alice or her brother detailing their adventures – include aspects of setting description List poem about the storm Setting description of the ship at night time Persuasive argument - Should humans interfere with nature? Describe their favourite part of the story Own version of the story with a different discovery	 <i>A nest full of stars – Poetry (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Poems based around themes (Memories, friendship, families) Glossary to inform on meaning of new words Learnt poem by heart – either ‘Getting bigger rap’ or ‘gobble gobble rap’ Personal opinions and responses to poetry Poetry performance	 <i>One plastic bag (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Notes about what they know Persuasive argument about best materials Guidance on how to make a bag more robust Leaflet/booklet/poster about the properties of plastic Free verse poetry about the environment Advertising campaign	 <i>The miraculous journey of Edward Tulane (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Diary entry as Edward, expressing his feeling about the domestic dramas Poems following a given structure, thinking about how Edward feels Own version of Pellagrina’s story, incorporating features of traditional tales List of items to take to another country, explaining and justifying their choices Story map Write in role as Susanna, a letter home to Abilene Instructions for packing a bedroll In role as Edward, the children to write a letter to Bull and Lucy saying thank you to them Biography for one of the characters Personal narrative in the form of a diary

	 <i>Wolves (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Junk mail – leaflets, menus, adverts etc. Story map Alternative ending to the story Descriptions of wolves Five facts I have learnt leaflets about wolves Non-chronological report about wolves	 <i>The pebble in my pocket (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Story map Description of the pebble's journey up to this point Descriptive paragraph in role as the pebble Poem describing bees/dragonflies Own version of story for their pebble and the journey it had Did you know? Information book	 <i>The museum trip – text without words (2 weeks)</i> By the end of this unit the children will have learnt and practised to: Respond imaginatively and creatively to visual narrative Use inference and deduction to understand character motivation	 <i>Oliver and the Seawigs (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: List for explorers – explaining the choice of each item Letter in role as Oliver describing where he has been Character profile of Iris Instructions on how to make a seawig List poem based on a description Leaflet for how to care for and train a sea monkey Persuasive notes to Cliff, saying whether he should stay or go Persuasive argument to Cliff Diary entry from Iris Speech in role of Cliff declining the award Poetry – metaphors and personification to describe the sea Letter of apology from Stacey Re-write the story from the point of view of a different character	 <i>Tales of wisdom and wonder (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Statements, questions, commands and exclamations in role Poem about honey Story map Own version of the story In role as the pedlar writing a letter to his wife describing what London is like Newspaper report about the statue Diary entry in role as one of the characters from the blind man and the hunter Own version of the blind man and the hunter Letter from hunter to blind man apologising for how he treated him and persuading him to forgive	 <i>Belonging (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Descriptive writing in role as one of the characters Note taking for research Leaflet/ booklet giving information about the environment Persuasive leaflet/ letter on how to improve the environment of the school
Year 4	 <i>Gregory Cool (3 weeks)</i>	 <i>The Iron Man (4 weeks)</i>	 <i>Arthur and the golden rope – Graphic novel (4 weeks)</i>	 <i>African tales (4 weeks)</i>	 <i>Varjak Paw (4 weeks)</i>	 <i>Into the forest (3 weeks)</i>

	By the end of this unit the children will have learnt and practised to write: Character description of Grandma In role as Gregory explaining his thoughts and feelings List poem about the house Play scripts imagining Gregory’s reaction Persuasive advice getting Gregory to try different foods Fact files for sharks and dolphins, thinking about the similarities and differences between them Story mapping Re-writing the story from Lennox’s point of view Travel guide for Tobago	By the end of this unit the children will have learnt and practised to write: Story map Free verse poem about the iron man Diary entry as Hogarth at various points throughout the text Persuasive letter in role as the farmer telling Hogarth’s father what he should do about the Iron man Questions that they want to ask The Iron man Newspaper report about the Iron Man Discussion about the text compared to a visual representation of the story	By the end of this unit the children will have learnt and practised to write: Persuasive letter to be allowed into the vault Persuasive letter to get a friend to travel to Iceland with them Script for TV advert to visit Iceland Description of Arthur Eyewitness reports of the wolf attack Newspaper article about the wolf attack Thought bubbles to represent characters thoughts and feelings Diary entry as Arthur thinking about his suitability for the quest Balanced argument – Is Arthur right for the quest? List of equipment for Arthur to take justifying reasons for taking them Narrative of Arthur’s voyage to the land of the Viking gods Kenning poem about Fenrir Annotating illustrations	By the end of this unit the children will have learnt and practised to write: Created a poster to give and overview of the continent of Africa Information text about a specific area in Africa Short descriptive passage in role as Nolwandle when she is waiting by the sea Poem following a given structure describing the hunter and the impala Write own version of ‘Ananse and the impossible quest’ Oral retellings of stories Write own proverb	By the end of this unit the children will have learnt and practised to write: Diary entries as Varjak Paw at different points throughout the text Persuasive letter to Varjak advising him what he should do Describe a scene from Varjak’s point of view Describe an opposite scene from the point of view of Varjak Story map Free verse poem about the traffic Interviewer questions Eye-witness report Newspaper report about the vanishings Diary entry as one of the cats discussing the struggles of life on the streets Narrative from Cludge’s viewpoint	By the end of this unit the children will have learnt and practised to write: Email in role of boy, describing life at home and trying to persuade Dad to come back A note to the boy, offering him advice about what to do Play script adapted from a section of the text Story map Retelling the story as the boy Play script of the boy and some of the characters he meets in the text
 <i>Noah Barleywater runs away (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Letter to Noah’s parents as he parts from them	 <i>Werewolf club rules – poetry (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Poem learnt by heart – I am a writer Poems around the theme of school	 <i>Storm (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Eyewitness account of the robbery Newspaper report for the robbery Note to Annie giving advice List poem for the storm	 <i>Flotsam – Text without words (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Respond imaginatively and creatively to visual narrative Use inference and deduction to understand character motivation	 <i>The Wind in the willows – Shakespeare and more (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Descriptive writing about Mole entering the wild wood	 <i>The Great Kapok tree (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Descriptions of the rain forest Free verse poetry about the rainforest	

	Discussion about whether Noah should be charged for the offence Newspaper report around the crime committed by Noah Poem following a given structure about winter trees Opinion and description of the old man Persuasive letter of advice to the young boy Instructions for ensuring a harmonious school community Motivational speeches for the prince and for themselves Poem about Mum's emotions following given structure Letter writing in role as Noah to Mum, explaining why he ran away	Free verse poem about an adult Poem about a special person in their life focussing on emotions Letter to the poet, explaining their opinions of his work	Questions they want to ask the horseman Narrative of the ride through the storm as the horseman		Own version of the above scene Play script of one scene read from the text Character study of one of the main characters Personal response to the text, justifying their opinions	Persuasive note in role as an animal, getting the man to not cut the tree down Balanced or biased argument about logging Response to note in role as the man Play script for the small man and the large man Continuation of the narrative after the man leaves the forest
Year 5	 <i>Just so stories (2 weeks)</i> By the end of this unit the children will have learnt and practised: Free verse poetry based around a cat Debating about whether the 'Just so stories' still have a place in this world Writing their own 'Just so stories' based around how the 'How the ...' stories were created	 <i>Tom's midnight garden – Graphic Novel (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Character description of Tom Letter writing in role as Tom to his brother Peter Setting description of the garden Documentary script for their own garden Poetry following a given structure to describe a garden/outdoor environment Diary entries as Tom reflecting on his experiences and viewpoint Descriptive writing to accompany key illustrations from the text	 <i>Tuesday – text with no words (2 weeks)</i> By the end of this unit the children will have learnt and practised to: Respond imaginatively and creatively to visual narrative Use inference and deduction to understand character motivation  <i>Varmints (3 weeks)</i> By the end of this unit children will have written: Persuasive posters about the outbreak of Varmints Writing in role as a character	 <i>Skellig (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Diary entry in role as Michael recording innermost thoughts and feelings about what is happening to him Describe the character in the garage Write in role as Mina – her response to the creature in the garage Personal response to chapter 24 discussing key points in the chapter Write in role as Michael or Mina- sending an email after their argument In role as Michael write letter to the baby expressing hopes and fears	 <i>The tempest (3 weeks)</i> <i>Shakespeare and more</i> By the end of this unit the children will have learnt and practised to write: A personal response to <i>The Tempest</i> discussing their likes and dislikes Persuasive argument considering who Prospero has power over A detailed character study of either Ariel or Caliban Perform extracts from a Shakespeare play	 <i>The highway man (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Additional verse for the poem – the meeting of Bess and the Highwayman Narrative retelling the story from the point of view of one of the characters Character profile of either Tim, The Highwayman or Bess

		Argument – Should Tom try to remain in Hatty’s midnight garden? Persuasive writing – letter to Tom to persuade him to stay or go based on their opinion	Written argument - The varmints should stop thinking and accept the changes as a sign of positive progress. Persuasive letter getting the Varmint to either stay or go Story writing in the first person from another perspective			
	 <i>Wolf Brother (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Character description of one of the following: Torak ,Wolf, Renn or Hord. Storyboard retelling the story that Torak tells his captors Eyewitness account as a member of the Raven clan recounting the fight List poems describing the hidden people Journals written in role describing the events Descriptive writing in response to an illustration Letter written in role as Fa	 <i>Sensational! Poetry (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Create poems around a given structure – ‘Such a sight I saw’ Personal responses to poems giving reasons for their opinions Narrative opening to a story based around the poem ‘Preludes’	 <i>Seasons of Splendour (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Create a story map for Savitri and Satyavan. Setting description of the 2 palaces Playscript for ‘Ram is banished’ Explanation writing in the role of Bam – explaining to his brother what happened Oral retelling of ‘How Ram banished the demon’	 <i>The Odyssey (3 weeks)</i> <i>Shakespeare and more</i> By the end of this unit the children will have learnt and practised to write: A detailed character study of Odysseus An extended first-person narrative based on the story of the Odyssey – the children’s own adventure Completed an on-going story log for the text	 <i>Stormbreaker (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Diary entries Letter to Jack explaining what has happened since he started his training Reflective first-person narratives as Alex contemplating what he has been asked Secret note to Blunt Character profile/ description of Alex Text for graphic novel adaptation of text Written comparisons between film and book Argument – Is watching a film the same as reading a book?	 <i>The viewer (4 weeks)</i> By the end of this unit the children will have learnt and practised to write: Group poetry based around an image Character profile of Tristan Discussion about the action that Tristan should take Note of advice to Tristan, persuading him of their opinion Story map of the text Interview with Tristan’s mum Newspaper article about the disappearance Narrative of the story from a different characters point of view
Year 6	 <i>East o’ the sun, West o’ the moon (3 weeks)</i> By the end of this unit the children will have learnt and practised to write:	 <i>The adventures of Odysseus (3 weeks)</i> By the end of this unit the children will have learnt and practised to write:	 <i>Shackleton’s Journey (4/5weeks)</i> By the end of this unit the children will have learnt and practised to write:	 <i>Rooftoppers (4 weeks)</i> By the end of this unit the children will have learnt and practised to write:	 <i>Treasure Island - Shakespeare and more (5 weeks)</i>	 <i>Macbeth (4 weeks)</i> By the end of this unit the children will have learnt and practised to write:

	Character profile of ‘the lassie’ Storyboards of the journey and the quest Quest narrative focusing on the journey and the obstacles that the characters must overcome Setting description of when the bear come to the cottage to ask for the youngest daughter	Letter to Penelope in role as Odysseus persuading her that he is doing the right thing Play script of the cyclops scene Annotated storyboards Diary entry as Odysseus at the point of ‘the land of the dead’ in the story Description of the song of the sirens Debate – should Odysseus have sacrificed his men or warned them of the dangers they faced. Story map of the locations visited in the story Story writing in role Odysseus when he returns home Newspaper articles of the day Odysseus challenged the suitors Write and additional chapter to the myth of Odysseus - another adventure that he went on	Recount of own journey previously undertaken Character fact file for a member of the crew Persuasive letter in the form of a CV for a job on the crew of the Endurance Writing in role – a goodbye card to a member of the crew from a loved one Write poetry about the setting in a given structure; word, phrase, word, phrase etc Motivational speech to the crew Write in role as a member of the crew writing a letter to a loved one Persuasive argument – should Shackleton go or not? Children to pick a side of the argument Playscript of the scene where the crew meets Mr Sorelle Newspaper report about the rescue of the crew	Character description of Sophie Diary entry as Sophie, discussing her thoughts and feelings Argument – should the children leave the country? Newspaper article about Sophie’s disappearance Diary entry as Sophie reflecting on her journey Poetry in response to a piece of music Newspaper article about Sophie looking to her mother, contrasting previous article Retell part of the story as Sophie or Charles	By the end of this unit the children will have learnt and practised to write: A diary extract, written in character as Jim the night after Jim took something from the chest Writing an extra chapter to the text, detailing another adventure that Jim went on An persuasive argument telling Jim what he should do now after he hears about the mutiny plot A non-fiction text about pirates based on research they have done A character study of either Long John Silver or Jim	Diary entry, written in role as Lady Macbeth, responding to the letter Letter in role as Macbeth to explain his actions Playscript of scene using modern day language Report from psychiatrist about Lady Macbeth Persuasive posters for an audience to come and see their production of ‘Macbeth’ A review of ‘Macbeth’ for website/newsletter			
	<i>Journey to the river sea (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: In role as either Finn or Clovis after their night at the museum (Narrative) Newspaper article about the fire		<i>Floodland (3 weeks)</i> By the end of this unit the children will have learnt and practised to write: Write in role as Zoe (diary entry) Written in role as Zoe to inform about a typical day on the island		<i>Sheep don’t go to school – Poetry (1/2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Letter to friends informing them what happened with the schoolmaster Whole class performance of ‘The spring’ – Learn poem by heart Group performances of poetry		<i>Unspoken – text with no words (2 weeks)</i> By the end of this unit the children will have learnt and practised to write: Respond imaginatively and creatively to visual narrative Use inference and deduction to understand character motivation		<i>Love that dog (3 Weeks)</i> By the end of this unit the children will have learnt and practised: Give written feedback on their thoughts and opinions on poems Writing in role – a letter as Miss Stretchberry responding to Jack Writing their own narrative poem

	Free verse poetry written in groups about the setting of the amazon rainforest Write in role as Finn or Maia about a day aboard 'the Marabella'	Write to a character, giving them advice Debated and written arguments for why Zoe should not trust Sarah and Molly, referring to the text in their argument Discussed and written instructions for how to behave on Eel island Report writing to prepare for radio broadcast about Zoe's situation Written a narrative in the role of Dobby	Write own poems based around 'A boy's head'			Performing and presenting poetry
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