

Shotley Bridge Primary School - Writing Unit of Study

Diversity	Traditional Tale	Poetry	Non-Fiction
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Reception	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Core Texts	 <p>We're Going on a Bear Hunt by Michael Rosen</p>  <p>Oi Frog! by Kes Gray</p>  <p>The Three Little Pigs</p>	 <p>Elmer by David McKee</p>  <p>The Smeds and the Smoos by Julia Donaldson</p>  <p>Hansel and Gretel</p>	 <p>The Explorer by Chris Judge</p>  <p>Penguins by National Geographic</p>  <p>Jack and the Beanstalk</p>	 <p>The Jolly Postman by Janet and Allan Ahlberg</p>  <p>Zog and the Flying Doctors by Julia Donaldson</p>  <p>The Gingerbread Man</p>	 <p>Farmer Duck by Martin Waddell</p>  <p>Oliver's Vegetables by Vivian French</p>  <p>The Enormous Turnip</p>	 <p>Big Book of Bugs by Yuval Zommer</p>  <p>Dear Earth by Isabel Otter</p>  <p>Goldilocks and the Three Bears</p>
	Nursery Rhymes	<p>Wind the Bobbin Up Twinkle, Twinkle Little Star The Incy Wincy Spider</p>	<p>Baa, Baa, Black Sheep Elephants Have Wrinkles Five Little Ducks</p>	<p>Row, Row, Row Your Boat 1,2,3,4,5 Once I Caught a Fish Alive</p>	<p>I Had a Little Turtle The Grand Old Duke of York The Wheels on the Bus</p>	<p>Old McDonald Had a Farm Humpty Dumpty Hickory Dickory Duck</p>	<p>10 Fat Sausages Hey Diddle Diddle</p>

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			Five Speckled Frogs			When Goldilocks Went to the House of the Bears
Text Types	Oral Story Telling Rhyming Strings	Story Sequencing Labels	Non-fiction Labels Write a list	Non-Fiction Facts Description	Recount Instructions	Story Writing Letter Writing
Skills Taught	<ul style="list-style-type: none"> Orally complete a rhyming string Begin to write own first name Orally blend and segment CVC words 	<ul style="list-style-type: none"> Write own first name Write initial sounds Begin to segment and write CVC words 	<ul style="list-style-type: none"> Bullet points for lists Write CVC words Write words containing phase 3 sounds 	<ul style="list-style-type: none"> Leave spaces between words Spell some common exception words Write a short sentence 	<ul style="list-style-type: none"> Hold a short sentence Instructional language and numbered instructions Write a short sentence, leaving spaces between words 	<ul style="list-style-type: none"> Write a sentence, leaving spaces between words Use full stops at the end of sentences Begin sentences with capital letters
Phonics Coverage	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk Words with s /s/ added at the end (hats sits) Words with s /z/ (his) and with s /z/ added at the end (bags)	ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review Phase 3: er air Words with double letters Longer words Words with two or more digraphs Words ending in -ing Compound words Words with s in the middle /z/ s Words ending in -s Words with -es at the end /z/	Short vowels CVCC Short vowels CVCC CCVC Short vowels CVCVC CCVCV Longer words compound words Root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es Longer words Root words ending in: -ing, -ed /t/ -ed /d/ /ed/ -ed /d/ Root words ending in: -er -est
Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary 			<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English 		

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		<ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.
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Diversity	Traditional Tale	Poetry	Non-Fiction
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Year One	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		 The Gruffalo by Julia Donaldson  Foggy Foggy Forest by Nick Sharratt	 Emma Jane's Aeroplane by Katie Haworth  Amelia Earhart: Little People, Big Dreams Acrostic Poetry	 Whatever Next by Jill Murphy  Look Up! By Nathan Bryon	 Pirate Mums by Jodie Lancet-Grant List Poems	 Commotion in the Ocean by Giles Andreae  First Encyclopaedia of Seas and Oceans by Ben Denne	 The Lighthouse Keeper's Lunch by Ronda and David Armitage  Bee and Me by Allison Jay

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			 <p>Alien's Love Underpants by Claire Freedman</p>		<p>Riddles</p>  <p>The Sea Saw by Tom Percival</p>	
Poetry	Acrostic Poetry		List Poems		Riddles	
Text Types	<ol style="list-style-type: none">1. Verbal Recount (The Gruffalo)2. Character Description (The Gruffalo)3. Instructions (The Gruffalo)4. Repeated Phrases (Foggy, Foggy Forest)	<ol style="list-style-type: none">1. Setting Description (Emma Jane's Aeroplane)2. Postcard (Emma Jane's Aeroplane)3. Fact File (Amelia Earhart: Little People, Big Dreams)4. Acrostic Poetry	<ol style="list-style-type: none">1. Recount (Whatever Next)2. Persuasive Poster (Look Up!)3. Fact File (Aliens Love Underpants)	<ol style="list-style-type: none">1. Character Description (The Pirate Mums)2. Narrative (The Pirate Mums)3. List Poems	<ol style="list-style-type: none">1. Fact File (Commotion in the Ocean/First Encyclopaedia of Seas and Oceans)2. Riddles3. Character Description – Lost Poster (The Sea Saw)4. Letter – Thank You Letter (The Sea Saw)	<ol style="list-style-type: none">1. Instructions (The Lighthouse Keeper's Lunch)2. Setting Description (The Lighthouse Keeper's Lunch)2. Narrative (Bee and Me)3. Persuasive Poster (Bee and Me)
Skills Taught	1. Verbal Recount -Sequencing -Following story map -Speaking and listening skills -Lower case and capital letters	1. Setting Description -Adjectives -Using the five senses -Using 'and' to join words'	1. Recount -Suffixes (-ed and -ing) -Sequencing -Full sentences -Editing and improving 2. Persuasive Poster	1.Character Description Adjectives -Synonyms -Capital letters for names	1. Fact File -Fact finding -Making notes -Questions and answers	1. Instructions -Imperative verbs -Time words -Creating lists -Features of instructions

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		<p>2. Character Description</p> <ul style="list-style-type: none"> -Applying phase 2/3 phonics -Labels -Finger spaces -Adjectives <p>3. Instructions</p> <ul style="list-style-type: none"> -Labels -Sentences -Capital Letters -Full Stops -Digits <p>4. Repeated Phrases</p> <ul style="list-style-type: none"> -Rhyming words -Performing -Nouns -Repeated structure -Capital letters and full stops 	<ul style="list-style-type: none"> -Regular plural noun suffix 's' <p>2. Postcard</p> <ul style="list-style-type: none"> -Capital letters for names and places -Exclamation marks -Describing feelings <p>3. Fact File</p> <ul style="list-style-type: none"> -Bullet points -Statements -Questions -Question marks -Capital Letters for names and places -Sequencing -Full stops <p>4. Acrostic Poetry</p> <ul style="list-style-type: none"> -Adjectives -Initial sounds -Descriptive phrases 	<ul style="list-style-type: none"> -Question marks -Persuasive text features -Exclamation marks -Positive framing -Using should, must (not introducing modals) <p>3. Fact File</p> <ul style="list-style-type: none"> -Fact/Fiction -Subheadings -Grouping information -Statements -Questions 	<ul style="list-style-type: none"> -Conjunction 'and' <p>2. Narrative</p> <ul style="list-style-type: none"> -Story language -Using full sentences -Beginning, middle and end -Sequencing -Using a storyboard to plan <p>3. List Poems</p> <ul style="list-style-type: none"> -Using bullet points -adjectives 	<ul style="list-style-type: none"> -Sub-headings to group <p>2. Riddles</p> <ul style="list-style-type: none"> -Descriptive language -Questions -Exclamations <p>3. Character Description</p> <ul style="list-style-type: none"> Adjectives -Synonyms -Capital letters for names -Conjunction 'and' -Vocabulary for personality traits -Similes <p>4. Letter</p> <ul style="list-style-type: none"> -Features of a letter -Letter structure -Introduction -Full sentences -Using the conjunction 'and' 	<ul style="list-style-type: none"> -Sequencing <p>2. Setting Description</p> <ul style="list-style-type: none"> -Adjectives -Using senses -Conjunction 'and' -Sentence openers -Features of narratives <p>3. Narrative</p> <ul style="list-style-type: none"> -Planning using a story map. -Narrative adventure curve -First person -Editing <p>3. Persuasive Poster</p> <ul style="list-style-type: none"> -Question marks -Persuasive text features -Exclamation marks -Positive framing -Suffixes – ed, ing, er, est
	Phonics Coverage	<p>review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p>	<p>/ur/ ir bird</p> <p>/igh/ ie pie</p> <p>/ool/ /yoo/ ue blue rescue</p> <p>/yoo/ u unicorn</p> <p>/oa/ o go</p> <p>/igh/ i tiger</p> <p>/ai/ a paper</p> <p>/ee/ e he</p>	<p>/ee/ y funny</p> <p>/e/ ea head</p> <p>/w/ wh wheel</p> <p>/oa/ oe ou toe shoulder</p> <p>/igh/ y fly</p> <p>/oa/ ow snow</p> <p>/j/ g giant</p> <p>/f/ ph phone</p> <p>/l/ le al apple metal</p> <p>/s/ c ice</p>	<p>/ur/ or word</p> <p>/oo/ u oul awful would</p> <p>/air/ are share</p> <p>/or/ au aur oor al</p> <p>author dinosaur floor walk</p> <p>/ch/ tch match</p> <p>/ch/ ture adventure</p> <p>/ar/ al half*</p> <p>/ar/ a father*</p>	<p>ay play a-e shake</p> <p>ea each e he</p> <p>ie pie</p> <p>i-e time</p> <p>o go o-e home</p> <p>ue blue rescue</p> <p>ew chew new</p> <p>u-e rude cute</p> <p>aw claw</p> <p>ea head</p>	<p>/ai/ eigh aigh ey ea</p> <p>eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge bridge</p> <p>/i/ y crystal</p> <p>/j/ ge large</p>

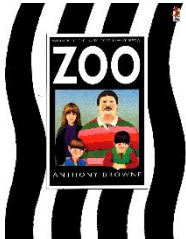
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		Phase 5: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	/v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
	Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 			<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 		

Diversity	Traditional Tale	Poetry	Non-Fiction
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Year	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2

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	Core Texts	 Scarecrow's Wedding by Julia Donaldson  Snail and the Whale by Julia Donaldson  The Baddies by Julia Donaldson	Shape Poetry  Room on the Broom by Julia Donaldson	 Tell Me a Dragon by Jackie Morris  When the Dragons Came by Naomi Kefford and Lynne Moore Rhyming Poetry	 Meerkat Mail by Emily Gravett  Non-Fiction about nocturnal animals	 Little People, Big Dreams: Martin Luther King Jr  If all the World Were... by Joseph Coelho Repeated Pattern	 Tear Thief by Carol Ann Duffy  Zoo by Anthony Browne
	Poetry	Shape Poems		Rhyming Poetry		Repeated Pattern	
	Text Types	1. Character Description (Scarecrow's Wedding) 2. Descriptive Writing (Snail and the Whale) 3. Recount (The Baddies)	1. Shape Poems 2. Instructions (Room on the Broom) 3. Narrative (Room on the Broom)	1. Non-Chronological Report (Tell me a Dragon) 2. Newspaper Report (When the Dragons Came)	1. Informal Letter (Meerkat Mail) 2. Fact File (The Big Five)	1. Fact File (Martin Luther King Jr) 2. Repeated Pattern Poetry (If all the World Were...) 3. Persuasive Poster (Martin Luther King and If all the World Were...)	1. Diary Entry (The Tear Thief) 2. Information Leaflet (Zoo)

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	Skills Taught	<p>1. Character Description</p> <ul style="list-style-type: none"> -Capital letters and full stops -Commas in a list -Adjectives -Expanded noun phrases <p>2. Descriptive Writing</p> <ul style="list-style-type: none"> -Capital letters and full stops -Expanded noun phrases -Similes -Alliteration <p>3. Recount</p> <ul style="list-style-type: none"> -Five senses -Feelings and emotions -Subordination -Past and present tense 	<p>1. Shape Poems (Fireworks)</p> <ul style="list-style-type: none"> -Speaking and listening -Tone and intonation -Descriptive language <p>2. Instructions</p> <ul style="list-style-type: none"> -Verbs and adverbs -Time conjunctions -Subordination and co-ordination -Apostrophes for contractions and possession <p>3. Narrative</p> <ul style="list-style-type: none"> -Verbs and adverbs -Past and present tense -Sentence openers -Apostrophes for contractions -Apostrophes for singular possession 	<p>1. Non-Chronological Report</p> <ul style="list-style-type: none"> -Verbs and adverbs -Time conjunctions -Conjunctions -Apostrophes for contractions and possession -Question marks <p>2. Newspaper Report</p> <ul style="list-style-type: none"> -Past tense -Apostrophes for possession -Sentence types - Statements -Speaking and listening -Conjunctions 	<p>1. Informal Letter</p> <ul style="list-style-type: none"> -Four different sentence types -Past and present tense -Expanded noun phrases -Conjunctions <p>2. Fact File</p> <ul style="list-style-type: none"> -Four different sentence types -Expanded noun phrases -Apostrophe for possession -Conjunctions -Use of -ly to turn adjectives into adverbs 	<p>1. Fact File</p> <ul style="list-style-type: none"> -Four different sentence types -Expanded noun phrases -Conjunctions <p>2. Repeated Pattern Poetry</p> <ul style="list-style-type: none"> -Speaking and listening -Tone and intonation -Descriptive language -Alliteration -Expanded noun phrases <p>3. Persuasive Poster</p> <ul style="list-style-type: none"> -Expanded noun phrases -Use of -ly to turn adjectives into adverbs -Apostrophes for contractions and possession -Conjunctions 	<p>1. Diary Entry</p> <ul style="list-style-type: none"> -Past and present tense -Expanded noun phrases -Conjunctions -Use of -ly to turn adjectives into adverbs <p>2. Information Leaflet</p> <ul style="list-style-type: none"> -Four different sentence types -Apostrophes for possession -Conjunctions
	Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 			<ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
	Spelling Coverage	<p>Words where 'dge' makes a /j/ sound</p> <p>Words where 'ge' makes a /j/ sound</p> <p>Words</p>	<p>'wr' makes a /r/ sound at the beginning of words</p> <p>Words ending in 'le'</p> <p>Words ending in 'el'</p>	<p>Words where 'y' makes an /igh/ sound</p> <p>: Words where '-es' is added to words ending in 'y'</p>	<p>Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p>	<p>Words where the digraph 'ey' makes an /ee/ sound</p> <p>Words where 'a' makes an /o/ sound</p>	<p>Words that are homophones</p> <p>Words that are homophones or near homophones</p>

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		<p>where 'g' makes a /j/ sound</p> <p>Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>Challenge Words</p>	<p>Words ending in 'al'</p> <p>Words ending in 'il'</p> <p>Challenge Words</p>	<p>Words where '-ed' is added to words ending in 'y'</p> <p>Words where '-er' and '-est' are added to words ending in 'y'</p> <p>Words where '-ing' is added to words ending in 'e'</p> <p>Challenge Words</p>	<p>Words where '-ing' is added to single syllable words</p> <p>Words where '-ed' is added to single syllable words</p> <p>Words where 'a' makes an /or/ sound</p> <p>Words where 'o' makes an /u/ sound</p> <p>Challenge Words</p>	<p>Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>Words where 'si' and 's' makes an /zh/ sound</p> <p>Words ending in '-ment' and '-ness'</p> <p>Words ending in '-ful' and '-less'</p>	<p>Words ending in '-tion'</p> <p>Words with an apostrophe for contraction</p> <p>Words with an apostrophe for possession</p> <p>Challenge Words</p>
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Diversity	Traditional Tale	Poetry	Non-Fiction
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Year Three	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		 Tin Forest by Helen Ward  Stone Age Boy by Satoshi Kitamura	 The BFG by Roald Dahl	 Lights on Cotton Rock by David Litchfield	 Jolly Rodgers and the Cave of Doom by Jonny Duddle	 Little People, Big Dreams: Ella Fitzgerald by Isabel Sanchez Vegara  Tuesday by David Wiesner	 The Nothing to See Here Hotel by Steven Lenton

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Poetry	Kennings		Classic Poetry (The Owl and the Pussy Cat by Edward Lear)		Quatrains	
Text Types	1. Recount (Literacy Shed) 2. Setting Description (Our Tower) 3. Dialogue (Stone Age Boy) 4. Explanation text (Stone Age Boy)	1. Character Description (The BFG) 2. Diary Entry (The BFG) 3. Instructions (The BFG) 4. Kennings (Poetry)	1. Character Description (Lights on Cottom Rock) 2. Non-Chronological Report (Lights on Cottom Rock) 3. Narrative (Lights on Cottom Rock)	1. Classic Poetry (The Owl and the Pussycat) 2. Setting Description (Jolly Rodgers and the Cave of Doom) 3. Persuasive Letter (Jolly Rodgers and the Cave of Doom)	1. Biography (Little People, Big Dreams: Ella Fitzgerald) 2. Newspaper Report (Tuesday) 3. Narrative (Tuesday)	1. Recount (Residential) 2. Diary Entry (Nothing to See Here Hotel) 3. Persuasive Writing (Nothing to See Here Hotel) 4. Quatrains (Poetry)
Skills Taught	1. Recount -Time conjunctions -Contractions -Chronological order -Past tense -Sentence Structure 2. Setting Description -Synonyms -Subordinating conjunctions -Present perfect tense -Expanded noun phrases 3. Dialogue -Rules of direct speech -Synonyms -Reporting clauses -Adverbs 3. Explanation Text	1. Character Description -Vocabulary - senses -Compound sentences -Similes -Apostrophe for possession (singular) 2. Diary Entry -Paragraphs -Emotive language -Pronouns -Informal language 3. Instructions -Adverbs -Ordering events -Sentence types -Time conjunctions 4. Kennings -Descriptive language -Hyphens	1. Character Description -Vocabulary - senses -Compound sentences -Similes -Apostrophe for possession (singular) 2. Non-Chronological Report -Subheadings -Vocabulary -Apostrophe for possession -Prepositions 3. Narrative -Expanded Noun phrases -Different sentence types -Apostrophe for possession (singular and plural) -Dialogue	1. Classic Poetry -Rhyming couplets -Similes -Alliteration 2. Setting Description -Prepositions to show time and cause -Synonyms -Adverbs of time and cause -Expanded noun phrases 3. Persuasive Letter -Persuasive language -Vocabulary -Sentence openers -Sentence types -Emotive Language	1. Biography -Paragraphs -Pronouns -Facts and opinions -Main and subordinate clauses -Commas in a list 2. Newspaper Report -Paragraphs -Direct and indirect speech Formal language -Sentence openers -Present Perfect tense 3. Narrative -Complex sentences -Dialogue -Expanded Noun phrases -Different sentence types	1. Recount -Time conjunctions -Prepositions (time and place) -Sequencing events -Pronouns 2. Diary Entry -Time conjunctions -Apostrophe for possession -Emotive language -Past tense 3. Persuasive Writing -Persuasive language and openers -Prepositions -Present Perfect -Formal and informal language 4. Quatrains (Range of Poems) -Rhyming patterns

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							-Similes -Alliteration
	Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 			<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 		
	Spelling Coverage	Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Challenge Words Words with the prefix 're-'	Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge Words S	Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge Words	Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge Words	Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge Words	Words ending in '-sion' Challenge Words Revision words

Diversity	Traditional Tale	Poetry	Non-Fiction
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Year	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2

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	Core Texts					
	 <p>The Barnabus Project by The Fan Brothers</p>	 <p>Greta's Story by Valentina Camerini</p> <p>Haiku Poetry</p>	 <p>When the Giant Stirred by Celia Godkin</p>  <p>Volcano Wakes Up! By Lisa Peters Westberg</p>  <p>Escape from Pompeii by Celia Godkin</p>	 <p>Cinnamon by Neil Gaiman</p>  <p>Wild Lives by Ben Lerwill</p>	 <p>Pride: The Story of Harvey Milk and the Rainbow Flag</p>  <p>How to Live Forever by Colin Thompson</p>	 <p>Journey by Aaron Becker</p>  <p>The Magic Box by Kit Wright</p>
	Poetry	Haiku Poetry		Figurative Language Poetry		Simile/Metaphor Poetry - The Magic Box by Kit Wright
Text Types	1. Character Description (The Barnabus Project) 2. Diary entry (The Barnabus Project) 3. Narrative – adventure story (The Barnabus Project) 4. Discussion text - balanced argument (The Barnabus Project)	1. Non-Chronological Report (Greta's Story) 2. Biography (Greta's Story) 3. Persuasive Speech (Greta's Story) 4. Haiku Poetry	1. Explanation Text (When the Volcano Stirs) 2. Comparative Setting Descriptions (Escape from Pompeii) 3. Informal Letter (Escape from Pompeii)	1. Dialogue and playscript (Cinnamon) 2. 5-Part Narrative - own traditional tale (Cinnamon) 3. Non-Chronological Report of animal from own traditional tale (Cinnamon)	1. Informal Letter (Pride) 2. Newspaper Report (Pride) 3. Persuasive advert (How to Live Forever) 4. Balanced Argument – Should people live	1. Persuasive Brochure (Journey) 2. 5-Part Narrative - adventure story (Journey) 3. Simile/Metaphor Poetry (The Magic Box)

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					4. Figurative Language Poetry	forever? (How to Live Forever)	
	Skills Taught	<p>1. Character Description -Word classes - Previously taught punctuation recap -Expanded noun phrases</p> <p>2. Diary Entry -Fronted adverbials -Apostrophes for contraction -Apostrophes for possession -Pronouns</p> <p>3. Narrative -ISPACE sentence openers -Inverted commas for speech -Using commas in a list</p> <p>4. Discussion Text -Persuasive openers -Technical vocabulary -Sentence openers -A range of conjunctions</p>	<p>1. Non-Chronological Report -Apostrophes for omission/possession -Rhetorical questions -Different sentence types including repetitional phrases</p> <p>2. Biography -Fronted adverbials with commas -Compound sentences -Complex sentences -Paragraphs</p> <p>3. Persuasive Speech -Past, present progressive and perfect tenses -Persuasive techniques -Fronted adverbials</p> <p>4. Haiku Poetry -Powerful verbs -Syllables -Impactful adjectives</p>	<p>1. Explanation Text -Organise paragraphs around a theme -Compound and complex sentences -Organisational devices- concluding statements etc -Expression of time -Prepositional phrases</p> <p>2. Comparative Setting Descriptions -Personification -Figurative language -Prepositional phrases -Range of punctuation -Expanded noun phrases -Determiners</p> <p>3. Informal Letter -Fronted adverbials -Prepositional phrases -Expanded noun phrases -Present, past, future tense -Verb inflections -Descriptive phrases</p>	<p>1. Dialogue and Playscript -Reported and direct speech -Apostrophe for possession and contraction -Fronted adverbials</p> <p>2. 5-part Narrative -Direct speech -To vary speech verbs -Inverted commas -Adverbial phrases -ISPACE openers -Expanded noun phrases</p> <p>3. Non-Chronological Report -Features of a non-chronological report -Captions Headings and sub-headings -Range of conjunctions -Formal sentence openers -Fact/opinion</p> <p>4. Figurative Language Poetry -Expanded noun phrases -Alliteration</p>	<p>1. Informal Letter -Emotive language -Range of sentence structures -Past tense verb forms -Expanded noun phrases including prepositions</p> <p>2. Newspaper Report -Formal language -Direct speech -Reported speech -5 W's -Past tense -Fronted adverbials</p> <p>3. Persuasive Advert -Persuasive openers -Compound and complex sentences -A range of punctuation</p> <p>4. Balanced Argument -Causal and contrasting conjunctions -Main and subordinate clauses -Formal language -Unbias</p>	<p>1. Persuasive Brochure -Identify target audience -Build technical vocabulary -Rhetorical questions -Compound and complex sentences -Modal verbs</p> <p>2. 5-Part Narrative -Emotive / ambitious language -Fronted adverbials -Range of sentences -Paragraphs -Dialogue</p> <p>3. Simile/Metaphor Poetry -Synonyms -Similes -Metaphors -Adventurous vocabulary</p>

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					-Similes -Metaphors -Personification		
	Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 			<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 		
	Spelling Coverage	Words that are homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or further divided Words with the prefix 'inter-' meaning 'between or among' Challenge Words	Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Challenge Words	Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' Challenge Words	Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Challenge Words	Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' meaning 'two'	Challenge Words Words that are plurals with possessive apostrophes Revision words

Diversity	Traditional Tale	Poetry	Non-Fiction
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Year	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2

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	Core Texts	 Hidden Figures by Margot Lee Shetterly  Curiosity: The Story of the Mars Rover by Markus Motum	 Can we Save the Tiger by Martin Jenkins  The Tiger by William Blake	 Rain Player by David Wisniewski	 Everest by Alexandra Stewart	 Wild is the Wind by Grahame Baker-Smith  The Jabberwocky by Lewis Carroll	 The Series of Unfortunate Events by Lemony Snicket
	Poetry	Classic Poetry – The Tiger by William Blake		Tanka Poetry		Nonsense Poems - The Jabberwocky by Lewis Carroll	
	Text Types	1. Biography (Hidden Figures) 2. Newspaper Report (Hidden Figures) 3. Setting Description (Curiosity)	1. Non-Chronological Report (Can we Save the Tiger?) 2. Balanced Argument (Can we Save the Tiger?) 3. 5-Part Narrative - Tiger's point of view (Can we Save the Tiger) 4. Classic Poetry (The Tiger)	1. Explanation (Rain Player) 2. Character Description (Rain Player) 3. Persuasive Brochure (Rain Player)	1. Suspenseful Narrative (Everest) 2. Explanation – Survival Guide (Everest) 3. Tanka Poetry	1. Informal letter (Wild is the Wind) 2. Newspaper Report (Wild is the Wind) 3. 5-part Narrative (Wild is the Wind) 4. Nonsense Poetry (The Jabberwocky)	1. Setting Description (A Series of Unfortunate Events) 2. Diary Entry (A Series of Unfortunate Events) 3. Persuasive Letter (A Series of Unfortunate Events)
	Skills Taught	1. Biography:	1. Non-Chronological Report	1. Explanation: -Technical vocabulary	1. Suspenseful Narrative:	1. Informal Letter	1. Setting Description

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	<p>-Organising paragraphs around a theme. -Fronted Adverbials -Cohesion -Relative pronouns -Relative clauses</p> <p>2. Newspaper Report -Direct speech -Reported speech -Adverbials of time -Formal language</p> <p>3. Setting Description: -Figurative Language -Expanded Noun Phrases including prepositions -Fronted Adverbials -Subject and verb agreement</p>	<p>-Headings and sub-headings -Captions -Bullet points -Technical language/glossary -Relative clauses -Modal verbs</p> <p>2. Balanced Argument -Degrees of possibility -Conjunctions (causal and contrasting) -Main and subordinate clauses -Cohesive adverbials</p> <p>3. 5-Part Narrative -First person -Emotive language -Onomatopoeia -Fronted adverbials -Cohesive devices -Expanded noun phrases with prepositional phrases</p> <p>4. Classic Poetry: -Figurative language -Repeated patterns -Punctuation -Performance poetry</p>	<p>-Using colons to introduce a list -Punctuating bullet points consistently</p> <p>2. Character Description: -Using bracket, dashes, and commas to demarcate relative clauses and parenthesis -Commas to clarify meaning. -Expanded Noun Phrases -DADWAVERS – Sentence Openers</p> <p>3. Persuasive Brochure: -Passive Verbs -Fronted Adverbials -Modal Verbs -Compound and complex sentences</p>	<p>-Varying sentence type -Building suspense and tension within writing -Repetition -Figurative language -Ellipsis</p> <p>2. Explanation – Survival Guide: -Organising paragraphs around a theme -Cohesive Adverbials -Parenthesis</p> <p>3. Tanka Poetry: -Figurative Language (Similes, Metaphors, Personification, Hyperbole)</p>	<p>-Indicating degrees of possibility -Cohesive devices -Brackets, dashes and commas for parenthesis -Synonyms</p> <p>2. Newspaper Report -Formal language -Fact/Opinion -Parenthesis -Direct and reported speech</p> <p>3. 5-Part Narrative -Pathetic Fallacy -Symbolism -Emotive Language -Dialogue -Varying sentence types -Commas to avoid ambiguity</p> <p>4. Nonsense Poetry -Portmanteau -Alliteration -Rhyming couplets</p>	<p>-Adverbials -Relative Clauses -Figurative Language -Range of sentence types</p> <p>2. Diary Entry -Cohesion -Modal Verbs -Parenthesis -Commas to avoid ambiguity</p> <p>3. Narrative -Modal Verbs -Cohesion -Expanded Noun Phrases -Adverbials -Figurative Language -Dialogue</p>
Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions 			<ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates 		

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		<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			<ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 		
	Spelling Coverage	Words ending in 'tious' and 'ious' Words ending in 'cious' Words ending in 'cial' Words ending in 'tial' Words ending in 'cial' and 'tial' Challenge Words	Words ending in 'ant' Words ending in 'ance' and 'ancy' Words ending in 'ent' and 'ence' Words ending in 'able' and 'ible' Words ending in 'ably' and 'ibly' Challenge Words	Words ending in 'able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge Words	Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Words that are homophones or near homophones Challenge Words	Words that are homophones or near homophones Words that are homophones Challenge Words	Words with hyphens Challenge Words Revision words

Diversity	Traditional Tale	Poetry	Non-Fiction
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Yea	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2

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	Core Texts					
	 The Day the Crayons Quit by Drew Day Walt	 Rose Blanche by Christoff Gallaz	 The Highwayman by Alfred Noyes	 Suffragette: The Battle for Equality by David Roberts	 Uncle Montagues Tales of Terror by Chris Priestley (Alma)	 The True Story of the Three Little Pigs by Jon Scieszka
	 The Arrival by Shaun Tan	 The Christmas Truce by Hilary Robinson	 Alan Turing by Maria Isabel Sanchez Vegara	 How Would You Survive as a Killer Whale? By David Stewart		 Survivors by David Long
Poetry	Reverse Poetry - Refugees by Brian Bilson		Narrative Poetry -The Highwayman by Alfred Noyes (narrative Poem)		Range of Poetry - Cosmic Disco Poems by Grace Nichols	
Text Types	1. Blog Posts/Postcards (The Day the Crayons Quit) 2. Setting Description (The Arrival)	1. Suspenseful Narrative (Rose Blanche) 2. Diary Entry (Rose Blanche)	1. Narrative (The Highwayman) 2. Narrative Poetry (The Highwayman)	1. Persuasive Speech (Suffragette: The Battle for Equality) 2. Non-Chronological Report (How would you	SATs Revision 1. Suspenseful Narrative (Tales of Terror)	1. Newspaper Report (The True Story of the Three Little Pigs) 2. 5-Part Narrative/Twisted Tale

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		3. Informal Letters (The Arrival) 4. Persuasive Brochure (The Arrival) 5. Reverse Poetry (Refugees)	3. Newspaper Report (The Christmas Truce)	3. Biography (Alan Turing)	Survive as a Killer Whale? 3. Biased Argument (How would you Survive as a Killer Whale?)		(The True Story of the Three Little Pigs) 3. Explanation (Survivors) 4. Poetry (Cosmic Disco)
	Skills Taught	1. Blog Posts: -Commas for a list -Compound and complex sentences -A range of punctuation taught in previous year groups 2. Setting Description: - Expanded noun phrases -Hyphens -Descriptive language 3. Informal Letters: -Inference -Fronted adverbials -Semi-colons to mark clauses - Apostrophes to mark singular and plural 4. Persuasive Brochure -Imperatives -Subjunctive Mood -Persuasive language -Formal vs informal	1. Suspenseful Narrative: -Relative Clause -Variety of sentence openers -Direct speech - Contraction apostrophes -Techniques to build tension within writing – short sentences, ellipsis, etc 2. Diary Writing: -Figurative language – similes, metaphors, oxymorons -Semi-colons to mark clauses -Colons and semi-colons in a list - Brackets 3. Newspaper Report: -Parenthesis -Dashes -Reported and direct speech	1. Narrative: -Standard English -Colons -Pathetic Fallacy -Different sentence types -Commas to avoid ambiguity -Dialogue 2. Narrative Poetry: -Analysis -Rhyming -Onomatopoeia -Figurative language -Performance 3. Biography: -Active and passive voice -Parenthesis -Fronted adverbials -Formal tone -Impersonal voice -Relative clause 4. Recount: -Descriptive language -Emotive language	1. Persuasive Speech: -Imperatives -Subjunctive Mood -Persuasive language -Formal vs informal -Verb Tenses 2. Non-Chronological Report: -Parenthesis -Bullet points -Subject-specific language -Headings/sub-headings -Captions 3. Balanced Argument: -Using a range of conjunctions -Simple, compound and complex sentences -Formal language - Adverbs and modal verbs to indicate degrees of possibility	1. Suspenseful Narrative: -Using a full range of punctuation -Adverbs/adverbials -Show don't tell -Accurate use of commas -Creating atmosphere (linked to Alma – Literacy Shed)	1. Newspaper Report: -Adverbials -Parenthesis -Formal language -Active and Passive 2. Narrative/Twisted Tale: -A range of sentence structure -Descriptive language -Dialogue 3. Explanation Tale: -Organising paragraphs around a theme -Cohesive Adverbials -Parenthesis 4. Poetry: -Poetic Devices -Figurative Language

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		-Verb Tenses 5. Reverse Poetry -Poetic Devices		-Colons -Semi-colons -Hyphens -Parenthesis -Informal language			
	Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 			<ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
	Spelling Coverage	Words with the short vowel sound /i/ spelled 'y' Adding the prefix 'over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Challenge Words	Words with a 'soft c' spelled 'ce' Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial'/shuhl/ after a vowel Challenge Words	Words with 'tial'/shul/ Words beginning with 'acc' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Challenge Words	Challenge Words Revision Words	Challenge Words Revision Words	Adverbs synonymous with determination Adjectives to describe characters Grammar Vocabulary Mathematical Vocabulary