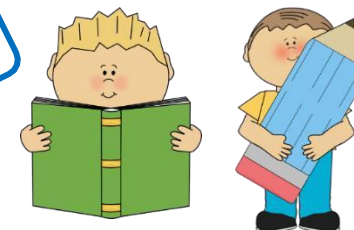
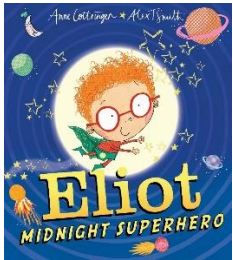
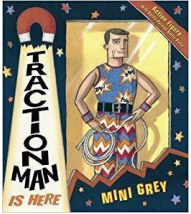
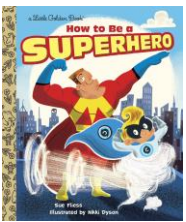
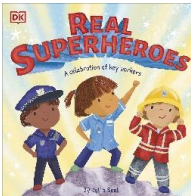
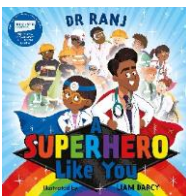

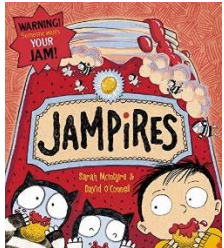
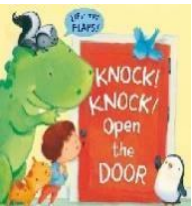
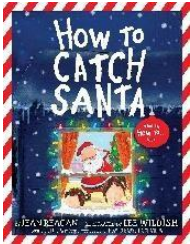
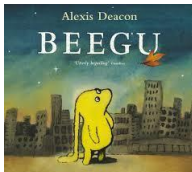





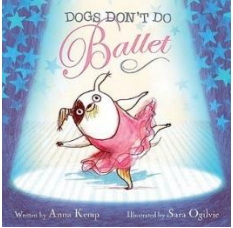
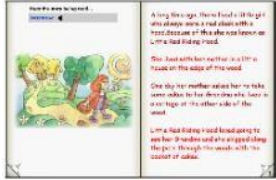
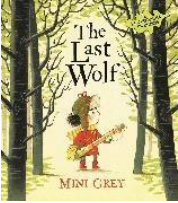
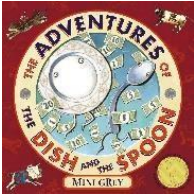



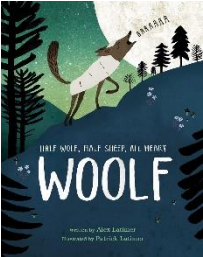
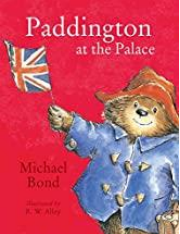

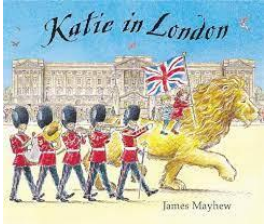

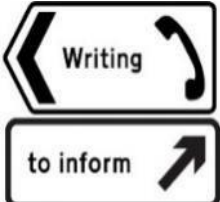


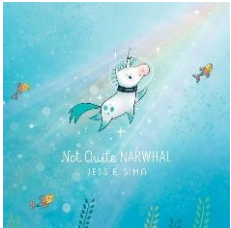
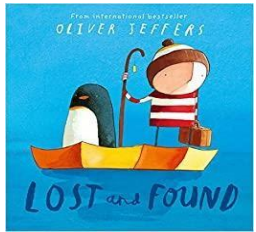



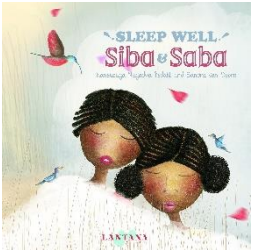
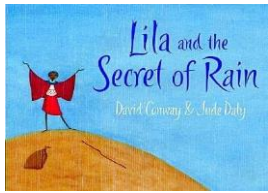

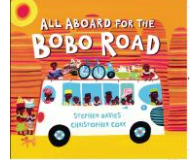
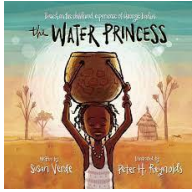

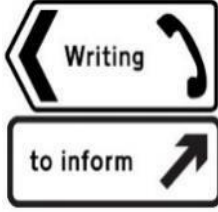
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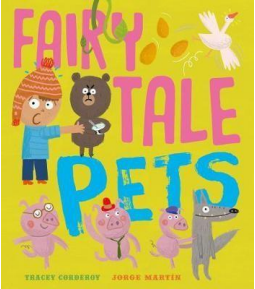
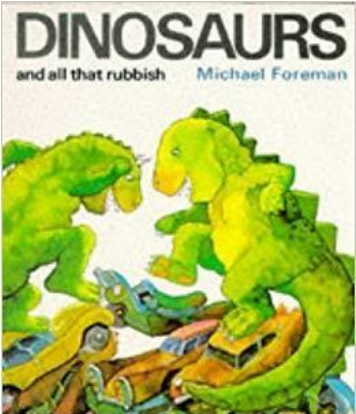


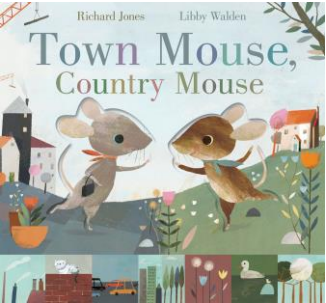




|   | Reading focus   | Shared text(s)  | Writing outcomes  | Writing purpose(s)  | SPaG focus  |
|---|---|---|---|---|---|
| Y1  | <b>AUTUMN 1</b>   |   |   |   |   |
|   | Word reading/ phonics/ fluency/ vocab development – ongoing Y1-6<br><br>VIPERS text:<br><br>   |     | Retell an imagined story (based on Traction Man) using Talk for Writing strategies. Explore comic books and other superhero themed books e.g. Superkid.   |  <p>Writing to entertain</p>   | <ul style="list-style-type: none"> <li>capital letters for names and places</li> <li>matching capital to lower case letters</li> <li>finger spaces</li> <li>full stops</li> </ul> |
| <b>AUTUMN 2</b>   |   |   |   |   |   |
| Word reading/ phonics/ fluency/ vocab development – ongoing Y1-6<br><br>VIPERS text:<br><br> |    | 1) Firework poetry<br>2) Describe a character<br>3) Explore picture books. Orally compose a sentence before writing. Sequence events. Write a guide to Earth. Write a letter to Santa. Write instructions.  |  <p>Writing to entertain</p>  <p>Writing</p>  <p>to inform</p> | <ul style="list-style-type: none"> <li>capital letters for names and places</li> <li>use conjunction 'and' to join words and clauses</li> <li>recognise ? !</li> <li>write questions using ?</li> </ul> |   |

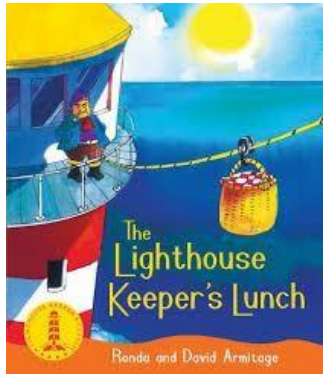

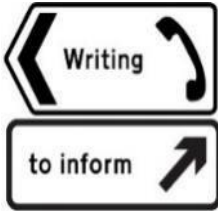
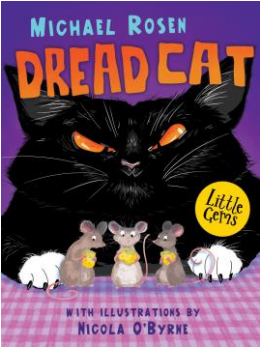
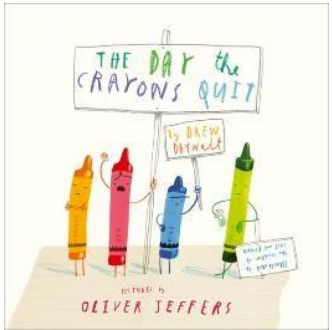

VIPERS focus – **prediction**

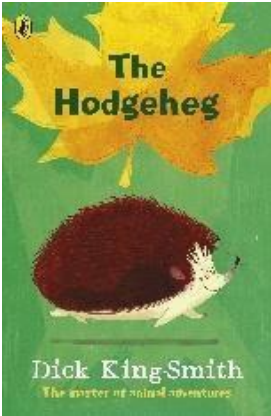
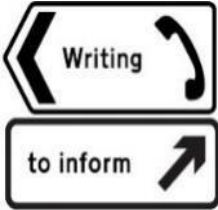

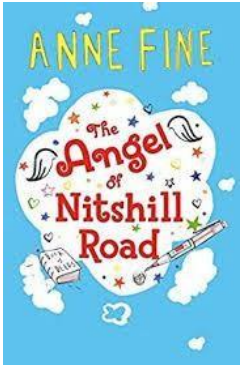



|                  | Reading focus   | Shared text(s)  | Writing outcomes   | Writing purpose(s)  | SPaG focus  |
|------------------|---|---|--|---|---|
| <p><b>Y1</b></p> | <p>Word reading/ phonics/ fluency/ vocab development – ongoing Y1-6</p> <p>VIPERS text:</p>  <p>VIPERS focus – <b>retrieval</b></p>    |        | <p style="text-align: center;"><b>SPRING 1</b></p> <p>Explore IWB book: Little Red Riding Hood. Write a letter in role. Make a wanted poster. Use Talk for Writing strategies to rewrite the story. Explore The Last Wolf. Research and write about wolves. Design a poster – dangers of destroying habitats. Write a persuasive letter asking for more trees. Recite nursery rhyme by heart linked to The Adventures of the Dish and the Spoon.</p> |  <p>Writing to entertain</p>  <p>Writing to inform</p>  <p>Writing to persuade</p> | <ul style="list-style-type: none"> <li>• join two sentences with the conjunction 'and'</li> <li>• understand the prefix –un</li> <li>• use !</li> </ul>         |
|                  | <p>Word reading/ phonics/ fluency/ vocab development – ongoing Y1-6</p> <p>VIPERS text:</p>  <p>VIPERS focus – <b>sequencing</b></p> |    | <p style="text-align: center;"><b>SPRING 2</b></p> <p>Explore picture books. Develop vocabulary. Write thought bubbles and speech bubbles. Sequence events. Use a story map and orally retell. Write postcards. Write a diary entry. Research a topic (London).</p>  |  <p>Writing to entertain</p>  <p>Writing to inform</p>   | <ul style="list-style-type: none"> <li>• adjectives</li> <li>• capital letters for place names</li> <li>• use ?</li> <li>• understand the prefix –un</li> </ul> |

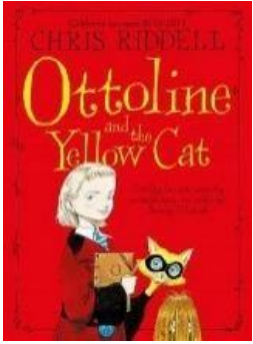





|                 | Reading focus  | Shared text(s)   | Writing outcomes  | Writing purpose(s)  | SPaG focus   |
|-----------------|--|--|---|---|--|
| <b>SUMMER 1</b> |  |  |   |   |  |
|                 | <p>Word reading/ phonics/ fluency/ vocab development – ongoing Y1-6</p> <p>VIPERS text:</p>  <p>VIPERS focus – <b>explanation</b></p> |    | <p>Explore picture book and film. Discuss inferences. Sequence story using time adverbials. Innovate on story to write own version. Write captions. Read non-fiction books and compare with fiction. Write questions about what we want to find out/produce a fact file.</p>  |  <p>Writing to entertain</p>  <p>Writing to inform</p>    | <ul style="list-style-type: none"> <li>• sequence sentences to write a short narrative</li> <li>• write questions using ?</li> <li>• suffix –ed</li> <li>• prefix –un</li> </ul> |
| <b>SUMMER 2</b> |  |  |   |   |  |
|                 | <p>Word reading/ phonics/ fluency/ vocab development – ongoing Y1-6</p> <p>VIPERS text:</p>  <p>VIPERS focus – <b>inference</b></p> |     | <p>Explore picture books. Book talk. Orally rehearse sentences before writing. Use Talk for Writing approach to story map and rewrite story. Write a poem/information sentences. Draw inferences about character's feelings, write thought bubbles, box up, use senses to describe a character's journey, and write a diary entry of a character's day.</p> |  <p>Writing to entertain</p>  <p>Writing to inform</p> | <ul style="list-style-type: none"> <li>• adding –er and –est when no change to root word</li> </ul>  |

|  | Reading focus   | Shared text(s)  | Writing outcomes   | Writing purpose(s)  | SPaG focus   |
|--|---|---|--|---|--|
| Y2   | <b>AUTUMN 1</b>   |   |  |   |  |
|  | VIPERS text:<br><br><br>VIPERS focus – introducing more formal structure | <br>                        | Explore text and innovate on story using Talk for Writing strategies. Explore comic strips and make own based on a film. | <br>Writing to entertain | <ul style="list-style-type: none"> <li>• adjectives, verbs</li> <li>• add . ? !</li> <li>• types of sentence – statement, question and exclamation</li> <li>• time adverbials</li> </ul> |
| <b>AUTUMN 2</b>  |   |   |  |   |  |
| VIPERS text:<br><br><br>VIPERS focus – <b>retrieval</b> |    | Explore text – lots of book talk and develop understanding of selected vocabulary. Short write activities: letter, role-on-the-wall, lullaby, explanation, newspaper article, advert. Debate. | <br>Writing to entertain             | <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• apostrophe for contraction</li> </ul>      |  |


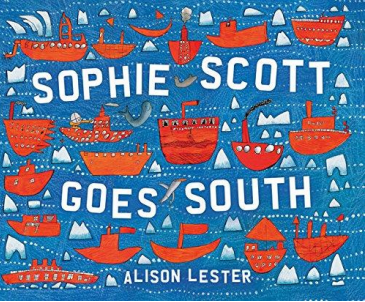

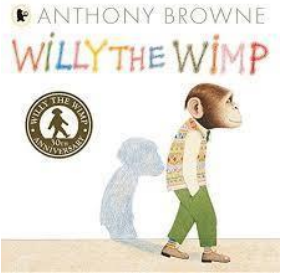
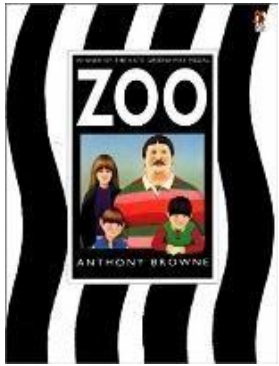

|   | Reading focus   | Shared text(s)  | Writing outcomes  | Writing purpose(s)   | SPaG focus  |
|---|---|---|---|--|---|
| Y2  | <b>SPRING 1</b>   |   |   |  |   |
|   | VIPERS text:<br><br>VIPERS focus – <b>prediction</b> |    | 1) poetry – similes<br>2) comparing fiction and non-fiction<br>researching dinosaurs to write non-chronological report.   | <br>                       | <ul style="list-style-type: none"> <li>• adjectives</li> <li>• verbs</li> </ul> |
| <b>SPRING 2</b>   |   |   |   |  |   |
| VIPERS text:<br><br>VIPERS focus – <b>sequencing</b> |    | Explore picture book – Book Talk.<br>Writing in role as a character.<br>Explore a character's feelings. Retrieve events from a story. | <br><br> | <ul style="list-style-type: none"> <li>• imperative verbs</li> <li>• commas in a list</li> <li>• question words, question marks</li> <li>• but/so/when/because</li> <li>• suffix -ful</li> </ul> |   |

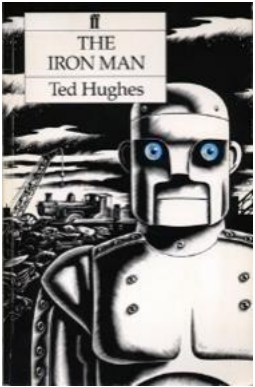

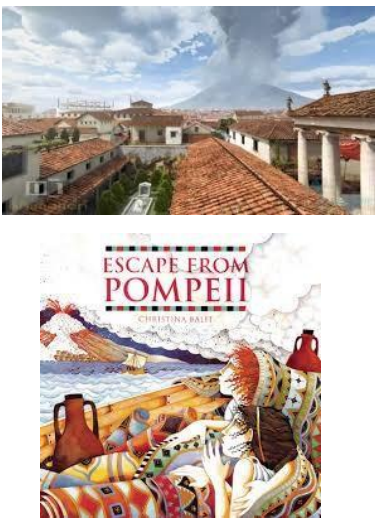

|   | Reading focus  | Shared text(s)   | Writing outcomes   | Writing purpose(s)   | SPaG focus  |
|---|--|--|--|--|---|
| Y2  | <b>SUMMER 1</b>  |  |  |  |   |
|   | VIPERS text:<br><br>VIPERS focus – <b>inference</b> |               | Explore picture book. Write a story from a different perspective. Use Talk for Writing strategies to innovate on story. Write a diary entry in role. Write a job advert. | <br> | <ul style="list-style-type: none"> <li>coordinating and subordinating conjunctions</li> </ul> |
| <b>SUMMER 2</b>   |  |  |  |  |   |
| VIPERS text:<br><br>VIPERS focus – <b>explanation</b> |    | Explore picture book – Book Talk. Children complete speech bubbles and write a letter in role. |    | <ul style="list-style-type: none"> <li>adjectives</li> <li>suffixes -ment, -ness</li> <li>coordinating and subordinating conjunctions</li> </ul>                           |   |

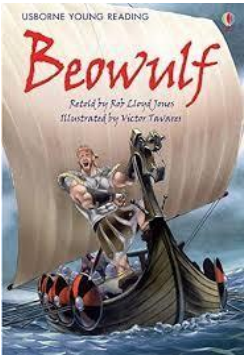

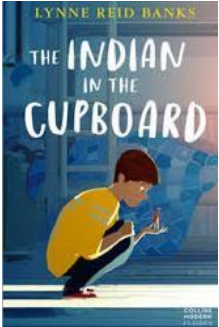
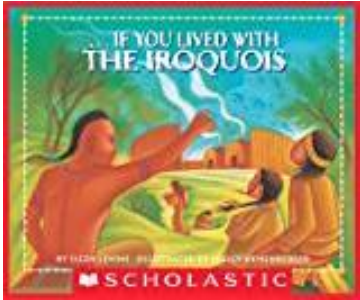

|   | Reading focus  | Shared text(s)  | Writing outcomes  | Writing purpose(s)   | SPaG focus  |
|---|--|---|---|--|---|
| Y3  | <b>AUTUMN 1</b>  |   |   |  |   |
|   | VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>retrieval</b>                              |                                    | Explore the text. Write summaries of chapters. Write a conversation between characters in the story. Visitor from the Hog Centre – write/film an advert.                      | <br> | <ul style="list-style-type: none"> <li>adverbials – then, next, soon, therefore</li> <li>inverted commas</li> <li>a/an whether the next word begins with vowel/consonant</li> </ul> |
|   | <b>AUTUMN 2</b>  |   |   |  |   |
| VIPERS text:<br><br><br>VIPERS focus –<br><b>prediction</b> | Range of films, e.g.<br> | Explore a range of films from Literacy Shed. Research a topic. Write and perform a poem. Write a newspaper article. | <br> | <ul style="list-style-type: none"> <li>inverted commas for dialogue</li> </ul>   |   |


|   | Reading focus  | Shared text(s)  | Writing outcomes  | Writing purpose(s)  | SPaG focus   |
|---|--|---|---|---|--|
| Y3  | <b>SPRING 1</b>  |   |   |   |  |
|   | VIPERS text:<br><br><br>VIPERS focus – <b>inference</b> |          | Explore text through Talk for Writing – innovate on story – mode of transport and setting. Write descriptions of a variety of settings. Children introduced to DAD... (WAVERS). |  | <ul style="list-style-type: none"> <li>• formation of nouns using prefixes</li> <li>• using a or an</li> <li>• word families</li> <li>• present perfect form of verbs</li> </ul> |
| <b>SPRING 2</b>   |  |   |   |   |  |
| VIPERS text:<br><br><br>VIPERS focus – <b>explanation</b> |    | Explore wordless picture book. Use sentence stacking strategies to write own flood story. |   | <ul style="list-style-type: none"> <li>• inverted commas</li> </ul>                 |  |

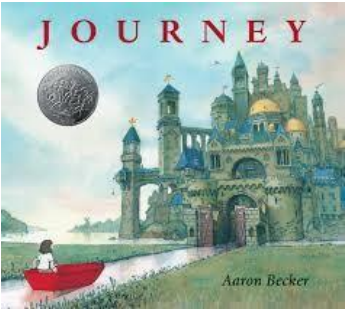












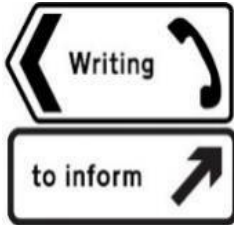

|  | Reading focus  | Shared text(s)  | Writing outcomes   | Writing purpose(s)  | SPaG focus   |
|--|--|---|--|---|--|
| <p><b>Y3</b></p>   | <b>SUMMER 1</b>  |   |  |   |  |
|  | <p>VIPERS text:</p>  <p>VIPERS focus – <b>summarising</b></p> |    | <p>Research explorers and write a biography of a chosen explorer. Write a non-chronological report about a famous exploration.</p> |  | <ul style="list-style-type: none"> <li>• paragraphs</li> <li>• headings and subheadings</li> </ul> |
| <b>SUMMER 2</b>  |  |   |  |   |  |
| <p>VIPERS text:</p> <p>A selection of books by Anthony Browne, e.g.</p>  <p>VIPERS focus – <b>summarising</b></p> |    | <p>Explore picture book. Debate for and against zoos. Write persuasive letter either for or against zoos. Research a topic and write informatively.</p> |    | <ul style="list-style-type: none"> <li>• paragraphs</li> </ul>                      |  |





|  | Reading focus   | Shared text(s)  | Writing outcomes   | Writing purpose(s)   | SPaG focus   |
|--|---|---|--|--|--|
| Y4   | <b>AUTUMN 1</b>   |   |  |  |  |
|  | VIPERS text:<br><br>same as shared text<br><br><br>VIPERS focus –<br><b>retrieval</b> |    | Children explore a classic text and use it as a stimulus for descriptive writing.    |   | <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>use of paragraphs</li> <li>fronted adverbials and , after</li> </ul> |
| <b>AUTUMN 2</b>  |   |   |  |  |  |
| VIPERS text:<br><br>same as shared text<br><br><br>VIPERS focus –<br><b>prediction</b> |     | Explore picture book. Writing is based on an animation of Mount Vesuvius erupting – using sentence stacking. Write adverts for Roman villas and write a tour guide leaflet for Pompeii. |  | <ul style="list-style-type: none"> <li>fronted adverbials and , after</li> <li>inverted commas for speech</li> <li>expanded noun phrases</li> <li>use of paragraphs</li> </ul> |  |

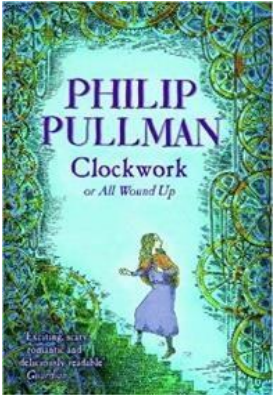
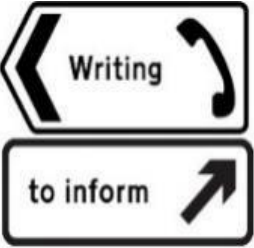
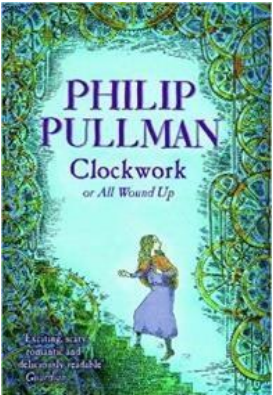
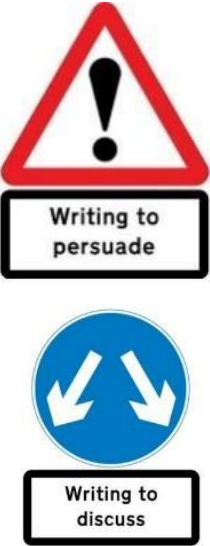
|   | Reading focus  | Shared text(s)  | Writing outcomes   | Writing purpose(s)   | SPaG focus  |
|---|--|---|--|--|---|
| Y4  | <b>SPRING 1</b>  |   |  |  |   |
|   | VIPERS text:<br><br>same as shared text<br><br>VIPERS focus – <b>inference</b>     |    | Research King Arthur and write a biography.<br>Read The Holy Grail extract – story map/write. Explore Beowulf. Write an advert for a hero. Create a monster and write hero myth. |   | <ul style="list-style-type: none"> <li>• standard English forms for verb inflections</li> <li>• expanded noun phrases</li> <li>• use of paragraphs</li> <li>• fronted adverbials and , after</li> <li>• correct punctuation for speech</li> </ul> |
| <b>SPRING 2</b>   |  |   |  |  |   |
| VIPERS text:<br><br><br><br>VIPERS focus – <b>explanation</b> |  | Explore text and compare with story. Research facts about Native Americans – compile into a non-chronological report. Summarise events and discuss the most damaging Act passed and the impact on Native Americans. |    | <ul style="list-style-type: none"> <li>• use of paragraphs</li> <li>• subheadings</li> <li>• appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> </ul> |   |

|  | Reading focus  | Shared text(s)   | Writing outcomes   | Writing purpose(s)  | SPaG focus   |
|--|--|--|--|---|--|
| Y4   | <b>SUMMER 1</b>  |  |  |   |  |
|  | <p>VIPERS text:<br/>same as shared text</p> <p>Compare setting with similar extracts, e.g. Genesis, The Magician's Nephew</p> <p>VIPERS focus – <b>summarising</b></p> |   | <p>Explore book.<br/>Writing based on a sentence stacking unit – children write a version of the story then independently plan and write their own rags to riches story.</p> |    | <ul style="list-style-type: none"> <li>• difference between plural and possessive –s</li> <li>• apostrophes to mark plural possession</li> <li>• fronted adverbials and , after</li> <li>• inverted commas for speech</li> </ul> |
| <b>SUMMER 2</b>  |  |  |  |   |  |
| <p>VIPERS text:<br/>same as shared text</p> <p>VIPERS focus – <b>summarising</b></p> |    | <p>Explore non-fiction text and use as a stimulus to write a short narrative containing some non-fiction writing – newspaper article, letter, biography, balanced argument and persuasive writing.</p> |    | <ul style="list-style-type: none"> <li>• fronted adverbials and , after</li> <li>• inverted commas for speech</li> <li>• appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> <li>• use of paragraphs</li> </ul> |  |

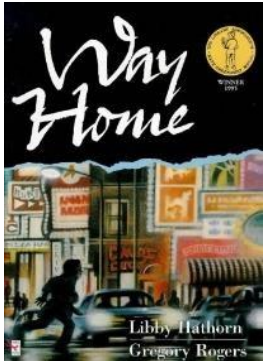

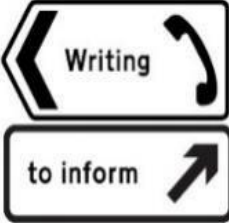



|   | Reading focus  | Shared text(s)   | Writing outcomes   | Writing purpose(s)  | SPaG focus  |
|---|--|--|--|---|---|
| Y5  | <b>AUTUMN 1</b>  |  |  |   |   |
|   | VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>predication</b>    | <br><br>                   | Explore wordless book. Children write a description of the setting. Write own version of the story.<br><br>Explore film and make inferences. Children write a character description and setting description.   |  | <ul style="list-style-type: none"> <li>relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>, for parenthesis</li> </ul> |
| <b>AUTUMN 2</b>   |  |  |  |   |   |
| VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>Retrieval</b> |  | Explore poem The River. Write and perform own poem in the same style.<br><br>Read through non-fiction texts including Survivors. Children to write a guide to the Amazon including survival. | <br><br><br><br> | <ul style="list-style-type: none"> <li>punctuation for parenthesis</li> </ul>       |   |



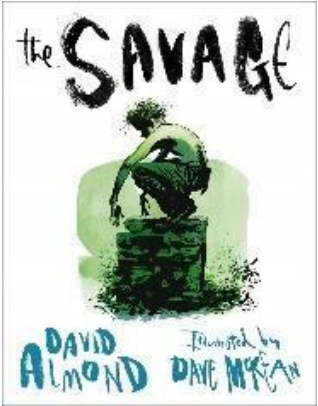



|   | Reading focus   | Shared text(s)  | Writing outcomes   | Writing purpose(s)  | SPaG focus  |
|---|---|---|--|---|---|
| Y5  | <b>SPRING 1</b>   |   |  |   |   |
|   | VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>inference</b>       |    | Explore text.<br>Children write a diary in role.<br>Children to write a setting description.<br>Children to write a character description.<br>Write a persuasive leaflet using ISPACED openers for both sets of glasses.         | <br>Writing to entertain<br><br><br>Writing to persuade | <ul style="list-style-type: none"> <li>to use words or phrases to build cohesion</li> </ul> |
| <b>SPRING 2</b>   |   |   |  |   |   |
| VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>explanation</b> |  | A guide to taking over the world!<br>Includes:<br>A letter to persuade Edward,<br>an advert for tea,<br>an explanation for the glasses and instructions for the hollower. | <br>Writing<br>to inform<br><br><br>Writing to persuade | <ul style="list-style-type: none"> <li>punctuation for relative clauses</li> </ul>  |   |

|   | Reading focus  | Shared text(s)  | Writing outcomes   | Writing purpose(s)   | SPaG focus   |
|---|--|---|--|--|--|
| Y5  | <b>SUMMER 1</b>  |   |  |  |  |
|   | VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>summarising</b>    |  | Write arguments for a debate on whether August should be forced to go to school.<br><br>Write a persuasive letter. |   | <ul style="list-style-type: none"> <li>• prefixes/suffixes</li> <li>• cohesion</li> <li>• Modal verbs</li> </ul> |
| <b>SUMMER 2</b>   |  |   |  |  |  |
| VIPERS text:<br>Same as shared text<br><br>VIPERS focus –<br><b>summarising</b> |  | Write a biography for August.<br><br>Write in role.                               |                                | <ul style="list-style-type: none"> <li>• relative clauses and pronouns</li> <li>• , for parenthesis (relative clause)</li> <li>• cohesion</li> </ul> |  |

|  | Reading focus  | Shared text(s)  | Writing outcomes  | Writing purpose(s)   | SPaG focus  |
|--|--|---|---|--|---|
| Y6   | <b>AUTUMN 1</b>  |   |   |  |   |
|  | VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>retrieval</b>      |                    | Explore text.<br>Children write a diary entry in role as a tourist. Write guidance information on how to care for Sir Ironsoul. |   | <ul style="list-style-type: none"> <li>informal language</li> <li>subject/object</li> <li>passive voice</li> <li>adverbials</li> <li>bullet points</li> <li>headings</li> </ul> |
| <b>AUTUMN 2</b>  |  |   |   |  |   |
| VIPERS text:<br>same as shared text<br><br>VIPERS focus –<br><b>prediction/inference</b> |  | Children write a letter in role as Prince Otto. Write a balanced argument: Did Karl deserve to die? |   | <ul style="list-style-type: none"> <li>modal verbs</li> <li>formal language</li> <li>subject/object</li> <li>passive voice</li> <li>∴;-</li> </ul> |   |



|   | Reading focus  | Shared text(s)  | Writing outcomes  | Writing purpose(s)   | SPaG focus  |
|---|--|---|---|--|---|
| Y6  | <b>SPRING 1</b>  |   |   |  |   |
|   | SATs prep – focus to determined based on the needs of the children.                |          | Explore picture book. Write a poem based on an illustration – setting and personification. Write a flashback story. Write a diary entry in role as Shane.                     | <br>   | <ul style="list-style-type: none"> <li>• detailed lists</li> <li>• subject/object</li> <li>• : and ;</li> <li>• ellipsis</li> <li>• informal language</li> <li>• passive voice</li> <li>• adverbials</li> </ul> |
| <b>SPRING 2</b>   |  |   |   |  |   |
| SATs prep – focus to determined based on the needs of the children. |  | Write a non-chronological report: Walking with Unicorns. Write guidance: Teacher Pleaser. | <br> | <ul style="list-style-type: none"> <li>• passive voice</li> <li>• adverbials to link ideas</li> <li>• brackets and dashes to explain technical vocabulary</li> <li>• bullet points</li> <li>• colons and semi-colons for detailed lists</li> <li>• hyphens to avoid ambiguity</li> </ul> |   |

|  | Reading focus  | Shared text(s)  | Writing outcomes   | Writing purpose(s)   | SPaG focus   |
|--|--|---|--|--|--|
| Y6   | <b>SUMMER 1</b>  |   |  |  |  |
|  | SATs prep – focus to determined based on the needs of the children.                |    | Write a re-telling of a story: Pied Piper.<br>Write a short story: Kidnapped.  |   | <ul style="list-style-type: none"> <li>detailed lists</li> <li>colons, semi-colons in detailed lists and as boundaries to clauses</li> <li>ellipsis</li> </ul> |
| <b>SUMMER 2</b>  |  |   |  |  |  |
| VIPERS text:<br><br>same as shared text<br><br>VIPERS focus – <b>summarising</b> |  | Explore text. Write a descriptive poem responding to the images of The Savage. Write in role. Write a persuasive letter. Write a newspaper article. | <br><br> | <ul style="list-style-type: none"> <li>ellipsis</li> <li>formal/informal language</li> <li>modal verbs</li> <li>passive voice</li> <li>colons/semi-colons to link clauses</li> </ul> |  |