

St Laurence 's Writing & Oracy Map

Reviewed 2024



Contents



01 Nursery

02 Reception

03 Year 1

04 Year 2

05 Year 3

06 Year 4

07 Year 5

08 Year 6








Nursery



Nursery Autumn One



Outcomes : Autumn 1





Communication and Language Outcomes	English Outcomes 
 Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.	Say some of the words in songs and rhymes. Copy finger movements and other gestures.
Listen to simple stories and understand what is happening, with the help of the pictures.	Sing songs and say rhymes independently, for example, singing whilst playing.  Enjoy sharing books with an adult.
Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).	Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
	Repeat words and phrases from familiar stories.  Ask questions about the book. Makes comments and shares their own ideas

Nursery

Autumn Two



Outcomes : Autumn 2






Communication and Language Outcomes	English Outcomes 
 Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’	Say some of the words in songs and rhymes. Copy finger movements and other gestures.
Listen to simple stories and understand what is happening, with the help of the pictures	Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.
Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).	Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
	Repeat words and phrases from familiar stories.  Ask questions about the book. Makes comments and shares their own ideas.

Nursery

Spring One



Outcomes : Spring 1






Communication and Language Outcomes	English Outcomes 
Enjoy listening to longer stories and can remember much of what happens. 	Understand the five key concepts about print:
Use a wider range of vocabulary.	print has meaning - the names of the different parts of a book
Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'	print can have different purposes - page sequencing 
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	we read English text from left to right and from top to bottom
Use longer sentences of four to six words.	we read English text from left to right and from top to bottom
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions 	print can have different purposes 
	Engage in extended conversations about stories, learning new vocabulary

Nursery

Spring Two



Outcomes : Spring 2







Communication and Language Outcomes	English Outcomes 
Enjoy listening to longer stories and can remember much of what happens. 	Understand the five key concepts about print:
Use a wider range of vocabulary.	print has meaning - the names of the different parts of a book
Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'	- print can have different purposes - page sequencing 
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	we read English text from left to right and from top to bottom
Use longer sentences of four to six words.	we read English text from left to right and from top to bottom
 Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	print can have different purposes 
	Engage in extended conversations about stories, learning new vocabulary

Nursery

Summer One



Outcomes : Summer 1







Communication and Language Outcomes	English Outcomes 
Enjoy listening to longer stories and can remember much of what happens. 	Understand the five key concepts about print:
Use a wider range of vocabulary.	print has meaning - the names of the different parts of a book
Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'	- print can have different purposes - page sequencing
Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	we read English text from left to right and from top to bottom 
Use longer sentences of four to six words.	we read English text from left to right and from top to bottom
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions 	print can have different purposes 
	Engage in extended conversations about stories, learning new vocabulary

Nursery

Summer Two



Outcomes : Summer 2

Communication and Language Outcomes	English Outcomes 
Enjoy listening to longer stories and can remember much of what happens. 	Understand the five key concepts about print:
Use a wider range of vocabulary.	print has meaning - the names of the different parts of a book
Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'	- print can have different purposes - page sequencing 
Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	we read English text from left to right and from top to bottom
Use longer sentences of four to six words.	we read English text from left to right and from top to bottom
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions 	print can have different purposes 
	Engage in extended conversations about stories, learning new vocabulary

Reception



Reception Autumn One



Outcomes : Autumn 1

Communication and Language Outcomes

Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..

English Outcomes


• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense

Reception
Autumn Two



Outcomes : Autumn 2

Communication and Language Outcomes

 Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..

English Outcomes

• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense



Reception

Spring One



Outcomes : Spring 1

Communication and Language Outcomes

• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..

English Outcomes



• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense

Reception

Spring Two



Outcomes : Spring 2



Communication and Language Outcomes	English Outcomes 
<p>Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..</p>	<p>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense</p> 

Reception

Summer One



Outcomes : Summer 1




Communication and Language Outcomes	English Outcomes 
<p>Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..</p>	<p>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense</p> 

Reception

Summer Two







Outcomes : Summer 2

Communication and Language Outcomes	English Outcomes 
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. •</p> 




Year One






Outcomes : Autumn

Year One	Entertain	Inform	Speaking & Listening	Persuade	Discuss 
 Autumn One 	<p>Narrative based on 'Dear Zoo' (title changed to 'Dear Farm').</p> <p>Poems about the season of Autumn.</p>	<p>Information book about dolphins.</p>	<p>Children will be introduced and given opportunities to listen to poetry and perform their own poems.</p>		
Autumn Two 	<p>Diary entry about the journey across the sea.</p>	<p>Recount</p>	<p>Retelling opportunities</p> <p>Rhyme and Rhythm reading skills</p>		

Outcomes : Spring

Year One	Entertain	Inform	Speaking & Listening	Persuade	Discuss 
 Spring One	Travel journey entry (descriptive writing).	Newspaper report - recount.	Role play as different characters. Opportunities for sharing ideas and giving reasons. Retelling the story and asking questions to clarify		
Spring Two 	A narrative based on 'Handa's Surprise	Fruit descriptions (using 'and')	Children are given the opportunity to join in with repetitive language. Making changes to the story by retelling what is remembered so far. Joining in with discussion and giving own opinions.		




Outcomes : Summer

Year One	Entertain	Inform	Speaking & Listening	Persuade	Discuss 
Summer One 	Narrative based on Cinderella.	Letter	Sharing ideas about making changes to story's familiar events. Discussing real life situations. Drama through actions retelling the story. Making predictions and giving opinions.		
Summer Two 	Diary entry. Letter.	Information booklet about Bluebirds.	Showing empathy through discussion and asking further questions. Debate robot vs aliens with reasons. Sharing predictions. Expressing own personal feelings towards the book.		



Year Two






Outcomes : Autumn

Year Two	Entertain	Inform	Speaking & Listening	Persuade	Discuss 
Autumn One 	<p>Poetry based on 'Into the Blue'</p> <p>Story - Retell of the story of the Lonely Beast</p> <p>Recount- The Lonely Beast's journey</p>	<p>Letter - He Lonely beast</p> <p>Non Fiction booklet about penguins</p> <p>Letter - to the queen from Halibut Jackson</p>	<p>Press conference - Interview Lonely Beast</p> <p>Drama - acting out arrival in the city</p> <p>Poetry Performance - Rain Dance</p> <p>Poetry - Reading own poems</p>		
Autumn Two 	<p>Story - Retell of Rapunzel</p> <p>Diary - from the perspective of Rapunzel</p> <p>Description of Outfit - Own design for Halibut</p> <p>Spell Poem - Rapunzel</p>	<p>Instructions - How to defeat witches</p> <p>Poster - wanted poster for the witch</p>	<p>Story retell - Rapunzel</p> <p>Hot seat - Rapunzel</p> <p>Conscience Alley - should Halibut Jackson go to the party?</p> <p>Class Discussion - how did Halibut's feelings change?</p> <p>The Christmas Story- verbal retell using pictures.</p>		

Outcomes : Spring

Year Two	Entertain	Inform	Speaking & Listening	Persuade	Discus s
 <p>Spring One</p>	<p>Storm Whale Story - perspective of the whale</p> <p>Storm Poems</p> <p>Letter - from Noi to the Storm Whale</p>	<p>Non-Fiction booklet about Big Blue Whales</p> <p>Instructions for building a sandcastle</p> <p>Non - fiction booklet about lions.</p>	<p>Storm Poem group performance</p> <p>Freeze frame discussion</p> <p>Conscience Alley - Should Noi tell dad?</p>		
 <p>Spring Two</p>	<p>Recount of a journey - Lila</p> <p>Diary Entry - Lila</p> <p>Letter - From Lila persuading the sun to stop shining</p>	<p>Instructions for growing plants - Pattan</p> <p>Information leaflet about Pumpkins - Pattan</p>	<p>Joining in with a well known story (There's a Monster in Your Book)</p> <p>Paired Discussion (Lila)</p> <p>Retell a story verbally using a story map (Lila)</p> <p>Freeze Frame (Pattan)</p>		





Outcomes : Summer

Year Two	Entertain	Inform	Speaking & Listening	Persuade	Discuss 
 Summer One	<p>Story - Own version of I want my Hat Back</p> <p>Retell - The story of Lazslo and the dark</p> <p>Dark Description</p>	<p>Newspaper - The Lost Hat</p> <p>Instructions - Getting ready for bed</p> <p>Letters - Cheering bear up</p>	<p>Drama - Bear and Rabbit meet</p> <p>Drama - What is the red cone?</p> <p>Interview - Lazslo and the Dark</p>		
Summer Two 	<p>Comic Strip - Traction Man</p> <p>Recount of Rocket's day</p> <p>All about me description (Lool Up)</p>	<p>Instructions - getting ready for the Meteor shower</p> <p>Information leaflet - Meteors</p> <p>Seaside Fact files</p>	<p>Using puppet to retell Traction Man's adventures</p> <p>Interview with Traction Man</p> <p>Press conference with Rocket</p>		





Year Three








Outcomes : Autumn

Year Three	Entertain	Inform	Persuade	Speaking & Listening	Discuss
Autumn One 	Setting Stories Poetry description (topic)	Report about fossils Letters Instructions Recount	Poster Pamphlet	Ask relevant questions to extend their understanding and knowledge about our world and pollution.	
Autumn Two 	Comic strips Story boards Wanted Posters Diary Entry (Topic)	Reports Letters Recount Fact File (Topic)	Letters Conscience alley Pamphlets Posters	Participate in discussions and evaluate different viewpoints from the crayons and Eleanor's eyebrows.	

Outcomes : Spring

Year Three	Entertain	Inform	Persuade	Speaking & Listening	Discuss 
 Spring One	setting descriptions Stories Poetry Diary Entry (Topic)	Reports Letters Instructions Recount Fact File (Topic)	Poster Pamphlet	Give well structured descriptions about the Twits Use spoken language to develop understanding about vervet monkeys	
Spring Two 	Direct Recount Poetry Storyboards Narratives Predictions Diary Entry (Topic)	Facts about the Rainforest Animals of the Rainforest Fact File / non chron (Topic)	Diary	Speak audibly and fluently as in role of one of the animals.	




Outcomes : Summer

Year Three	Entertain	Inform	Persuade	Speaking & Listening	Discuss 
 Summer One	setting descriptions Stories Poetry	Reports Letters Instructions Recount Fact File (Topic)	Poster Pamphlet	Give well structured descriptions of the magical place.	
 Summer Two 	setting descriptions Stories Poetry	Reports Letters Instructions Recount Newspaper	Poster Pamphlet	Performance as a newscaster. In role town discussion as a farmer facing the iron man.	





Year Four






Outcomes : Autumn

Year Four	Entertain	Inform	Persuade	Speaking & Listening	Discuss 
Autumn One 	Poetry (Spooky Spell Day) Diary Entry Character Description Speech writing	Letter of advice Blog Non-Chronological report (topic) Fact File (science)		Summarising key events Reading aloud Discussion/voicing opinions Motivational speaking Peer feedback	
Autumn Two 	Narrative Log Dream Journal	Character Description Setting Description Survival Guide Investigation (science) Leaflet (topic)	Speech	Movie review Hot seating Weather reports - SeeSaw Videos	

Outcomes : Spring

Year Four	Entertain	Inform	Persuade	Speaking & Listening	Discuss 
 Spring One 	Poetry Narrative Letter (RE)	Biography Non Chron Report (science) Newspaper Report (topic) Leaflet (science) Leaflet (RE)	Letter of Advice	Reading aloud Remembering poetry by heart Discussing poetry / favourite authors Performing poetry	
Spring Two 	Playscript (Shakespeare week) Setting Description Character Description	Letter Non-Chronological report Letter (Shakespeare week) Newspaper report (Shakespeare week) Scientific Investigation Scientific recount (data) Instructions	Speech (Shakespeare week) Persuade people to recycle letter	Performing / Reading aloud / Drama Shakespeare Conscience alley Hot seating	

Outcomes : Summer

Year Four	Entertain	Inform	Persuade	Speaking & Listening	Discuss 
 Summer One	Setting Description Character Description Diary Entry Classic narrative (twist on a classic)	Fact File (Topic) Investigation (science)	Letter of advice Persuasive letter against littering	Peer feedback Group work Hot seating Discussion Voicing opinions	
Summer Two 	Poetry Note Setting description Narrative Character description	Newspaper report Investigation (science) Fact file (topic)	Debate Speech	Speaking aloud Making decisions Conscience alley Expressing feelings	





Year Five







Outcomes : Autumn

Year Five	Entertain	Inform	Persuade	Discuss	Speaking & Listening
Autumn One	Poem (Cosmic Disco) Character description (Floodland) Narrative (Floodland) Assessed piece 2022 Poetry (Floodland)	Diary as Dorothy Vaughan (Science/SMSC) Survival guide (Topic) Letter to new teacher (Baseline) Newspaper report (Floodland) Letter (Floodland) To write a blog from the Curiosity rover on Mars (Science) To create a fact-file about a mountain creature (topic) Explanation text (Floodland)	Persuasive Advert about a chocolate bar (Roald Dahl) Letter to world leaders (Floodland) Speech (Floodland)	Debate (Floodland)	Presentation 'all about me' to introduce yourself to new teacher Persuasive Debate/Speech (Floodland) Poetry performance (Cosmic disco) Record TV advertisement for chocolate bar (Roald Dahl)
Autumn Two	Alternate ending to a narrative (SJ) Noun phrase poem about the pack-ice (SJ) Poem about the dogs (Love that dog)	Newspaper report on the raid at Lindisfarne. (Topic) Biography Sir Issaac Newton (Science)	Motivational speech in role of Shackleton (SJ) Formal letter of application for Shackleton's crew (SJ)		Perform motivational speech in role of Shackleton (SJ) News reporter (recording/performing) (Topic) Interviews - role play (SJ)

Outcomes : Spring

Year Five	Entertain	Inform	Persuade	Discuss	Speaking & Listening 
Spring One 	Aboriginal creation legend (topic) Setting description, focusing on the arrival of the Rabbits (The Rabbits) Narrative based on the impact of colonisation (The Rabbits)	Life cycles presentation (Science) Writing in the role of Rabbit (diary) Biography of Jane Goodall (Science) Fact-file describing the key stages in childhood development (Science)		A poem discussing the pros and cons of colonisation of Australia (The Rabbits)	Performance poetry (The Rabbits) Present findings of Life Cycles (Science)
Spring Two 	Playscript (Othello) Poem describing the land of the dead (Odysseus) Description of a Greek mythological creature (Odysseus) Additional chapter (Odysseus)	Explanation text, to describe reversible and irreversible changes (science)	Book review (Odysseus)	Odysseus dilemma on which path to choose (Odysseus)	Perform a scene from Othello Debate about what path Odysseus should choose 




Outcomes : Summer

Year Five	Entertain	Inform	Persuade	Discuss	Speaking & Listening 
Summer One 	Newspaper report - Jim Jarvis escape from the poor house Narrative- alternative ending (Street Child) Performance poetry (Sheep Don't Go to School)	Diary in the role of Jim Jarvis (Street Child) To write a fact-file about Victorian life (Street Child)	A persuasive advert for Barnardos		Speech in role (Bernardo) getting children to join your charity Performance poetry Hot-seating as different character's to understand feelings
Summer Two 	Folktale (Shang Dynasty)	To write an email to a family member concerning emotions, feelings and concerns. (PHB) Postcard from Shang Dynasty (Topic) Newspaper report about Heart Transplant (PHB)	Formal letter to Dr Bryce to receive a transplant (PHB)	Balanced argument about Cameron's dilemma. (PHB)	Debate - should pig-heart transplants be allowed to happen? Role play a press conference as Cam (hot-seating) 




Year Six







Outcomes : Autumn

Year Six	Entertain	Inform	Persuade	Discuss	Speaking & Listening
Autumn One 	Poem describing settings for the urban / garden settings Character description BFG/ giant Fictional biography of the main character Diary entry in role Narrative (alternative ending)	Biography on Alesso Volta (Science) Personal statement about linking God's message of love into our everyday life. (Come and See) Letter to new teacher (Baseline)	To write a persuasive letter to a character from 'The Promise'	Dilemma focusing on difficult choice the main character has to face.	Conscious alley to link with dilemma. Class debate. what should the girl do? Discuss author's use of language.
Autumn Two 	Diary Entry as refugee child Graphic novel - Writing their own stories with images at the heart. To write a flashback in role	Police statement How to steal Christmas How the eye works (science)	To write a letter to the guard	Debate. should Ebo follow his family? What would you do?	Presentation on how the eye works. Visit Liverpool advertisement 

Outcomes : Spring

Year Six	Entertain	Inform	Persuade	Discuss	Speaking & Listening
 <p>Spring One</p>	<p>Newspaper report on Red Eye Virus</p> <p>Swing of Change - Literacy Shed</p> <p>Narrative to include dialogue</p>	<p>Narrative to describe the events of the Old Testament (Noah's Ark) - R.E.</p> <p>Punishment methods fact file - History</p>	<p>Formal Letter to Sir Robert Peel to join Britian's first ever police force.</p>	<p>Discussions on books that shape our lives - R.E.</p> <p>Discuss new topic and make predictions based on map on inside cover.</p>	<p>Children act out a court scene in topic deciding punishments during the Anglo Saxon period.</p> <p>Presentation about Crime and punishment.</p>
<p>Spring Two</p> 	<p>Traditional folk tale retelling (Stories from other cultures)</p> <p>Hamlet/ Claudius Monologue</p>	<p>Fact file about India</p> <p>Fact file about a country from North America</p> <p>Evolution Study guide</p>	<p>Advertisement to visit a capital city in North America.</p>	<p>Evolution statements task - children decide if they agree or disagree.</p>	<p>Children to perform their Shakespeare monologue.</p> <p>Explain how inheritance works.</p> 

Outcomes : Summer

Year Six	Entertain	Inform	Persuade	Discuss	Speaking & Listening 
Summer One 	Poetry - describe a setting in the style of Phillip Gross	Non-chronological report on a British bird. Biography about Carl Linnaeus Newspaper report on the Beatles.	Advert to buy a house.	Discussions around poetry and use of language. Discussion on original beliefs of the internet being a flash in the pan.	Analysing text and making prediction discussion. Perform poem created in style of Phillip Gross.
Summer Two 	Narrative focusing on building tension - Francis from Literacy Shed. Character description of Auggie A newspaper report about a natural disaster (Geography)	Information Leaflets Guide to staying healthy (science)	Letter to persuade based on balanced argument.	Balanced argument, should Auggie do to school or not?	Presentation on the effects of smoking on the body. Acted out how the circulatory system.  Hot-seating for balanced argument.