

I am a Writer

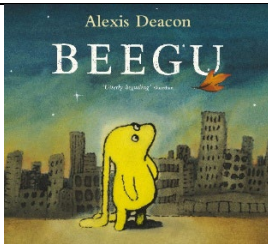
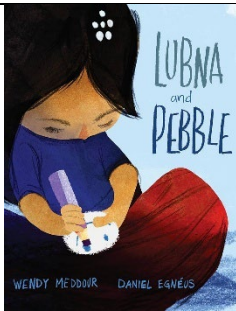
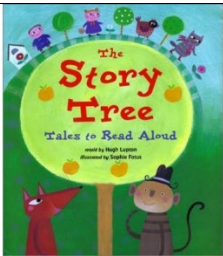
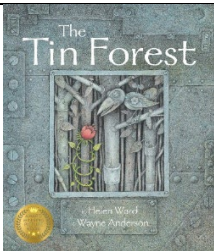
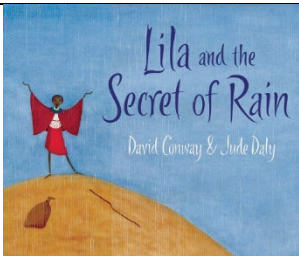
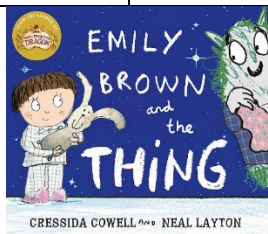
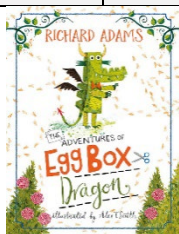
Class Texts Rationale

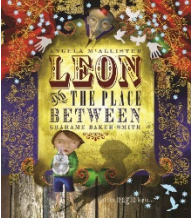
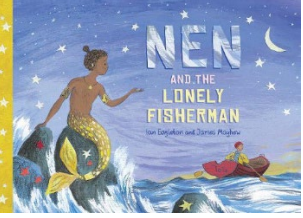
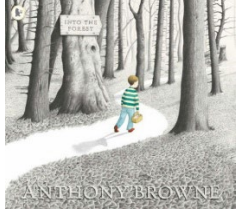
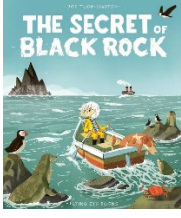
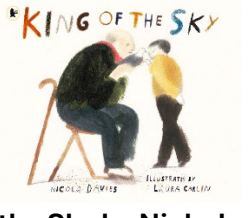
In this document, we have set out the Class Texts selected for study by each year group, each term, alongside the main fiction and non-fiction outcomes, and Phase 1 skills for each outcome.

The have been selected for a range of distinct reasons. For example, some texts may be a high-quality model of grammar features, others may offer a rich experience as a reader with opportunities to predict or infer based on pictures. We have selected a range of books that function as ‘windows’, offering views of worlds that might be real or imagined, that go beyond our children’s lived experiences and enrich their understanding and cultural capital. We have also curated a range of books that work as ‘mirrors’ that transform their own experiences and reflect them back, so that they can see their lives as part of a larger human experience.

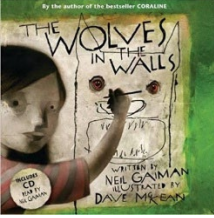
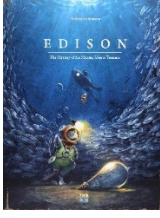
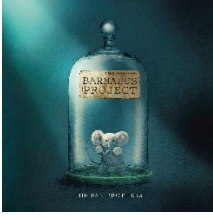
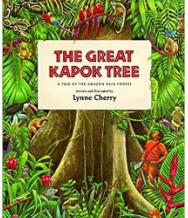
Writing to Inform		Writing to Argue		Writing to Explain		Writing to Entertain		
Reports	Recounts	Persuasion	Discussion	Instruction (how to do something)	Explanation (how something works)	Genres	Type	Writing opportunities
- Non-chronological reports - Film reviews - Book reviews - Sports reviews - Weather reports - News reports - News broadcasts - Police reports - Information texts	- Postcards - Thank you letters - Recounts based on real experiences <i>e.g. trips, experience days</i> - Diaries in role - Letters in role - Blogs - Emails - Eyewitness reports - Biographies - Autobiographies	- Invitations - Letters in role - Wanted posters - Posters to advertise - Letters for real purposes - Radio, television, magazine or hoarding adverts - Leaflets - Travel brochures - Written arguments	- Debates (oral) - Written balanced arguments	- Rules - Recipes - Directions - Experiments - Survival guides - Instruction manuals	- Processes or cycles - Explanations linked to work in other subject areas <i>e.g. the circulatory system in science, how mountains are formed in geography.</i>	Adventure Crime Fables Fairy Tales Fantasy Ghost Historical Humour Mystery Myths and Legends Science Fiction	Overcoming the monster Rags to riches Quest Voyage and Return Comedy Tragedy Rebirth	Retelling New character of setting for known story Prequel Sequel Alternative ending Alternative viewpoint Additional chapter/scene Alternative version Parody

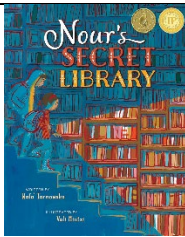
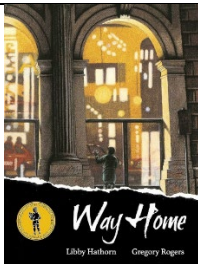
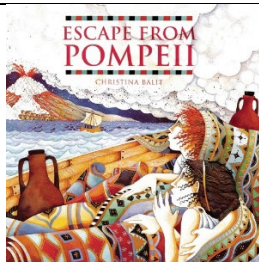
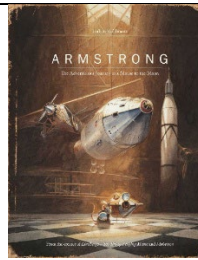
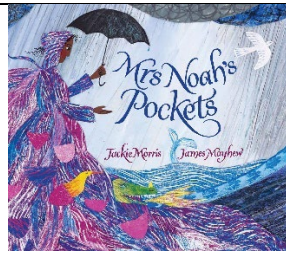
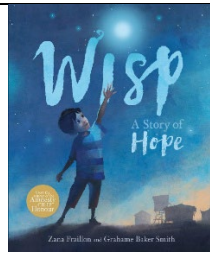
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Awareness of some letters. Exploring fine motor.	Understanding of writing going from left to right. Recognising first and last sound.	Oral rehearsal of sentences. Beginning to use of sound mat.	Beginning to re-read their own writing. Confidently using sound mat.	Independently using sound mat. Holding a sentence. Recognisable letters.	Writing sentences with known sounds Understanding of different text styles e.g. lists, story writing, instructions, non-fiction. Able to know what they have written.
	Transcription: Daily handwriting patterns Letter formation (during phonics lesson) Establish effective pen grip Writes/copies own name	Transcription: Daily handwriting letter formation (on whiteboards) Writes own name Writes phase 2 words Write their name	Transcription: Daily handwriting letter formation (in handwriting books) Writes phase 2 simple sentences with known GPC and CEWs.	Transcription: Daily handwriting letter formation in handwriting books Writes phase 2 & phase 3 sentences Beginning to use full stops and finger spaces	Transcription: Daily handwriting letter formation in handwriting books Phase 3 sentences Beginning to use capital letters, finger spaces and full steps when writing individual sentences	Transcription: Daily handwriting letter formation in handwriting books Phase 4 sentences Continues to practice using CL, FS and FSP

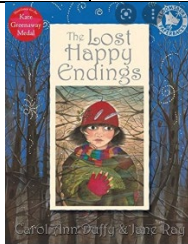
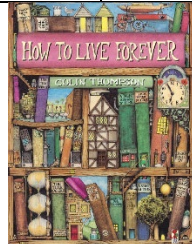
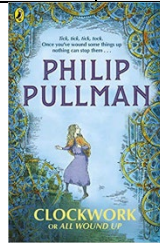
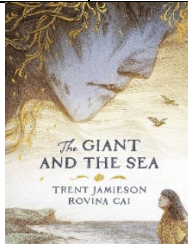
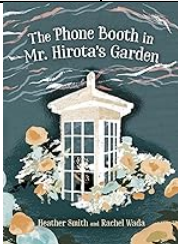
Year 1	 Beegu by Alexis Deacon Ignition: Stage a space-ship crash.		 Lubna and Pebble by Wendy Meddour Ignition: Decorate a pebble		 The Story Tree (Monkey See Monkey Do) Ignition: Making the different hats and role-play		 The Tin Forest by Helen Ward and Wayne Anderson Ignition: Forest created using recyclable materials (science link)/forest school visit		 Lila and the Secret of Rain by David Conway and Jude Daly Ignition: Rain dance/rain stick making (science curriculum linki)		 Leaf by Sandra Dieckmann Ignition: Leaf rubbing/printing	
Phase 3 Outcomes	Fiction Outcome: Narrative (Retelling – Journey Tale)	Non-Fiction Outcome: Writing to Inform: Recount – diary (from Beegu’s perspective)	Fiction Outcome: Imitation: Re-tell the story in their own words	Non-Fiction Outcome: Writing to Inform: Letters Thank you letter from Amir to Lubna	Fiction Outcome: Narrative - innovated (Finding tale)	Non-Fiction Outcome: Non-chronological report (Jungles)	Fiction Outcome: Innovated Narrative	Non-Fiction Outcome: Instructions (How to grow a Tin Forest/How to grow a plant)	Fiction Outcome: Innovated Narrative	Non-Fiction Outcome: Non-chronological report – humans (science link)	Fiction Outcome: Innovated Narrative	Non-Fiction Outcome: Instructions (How to rescue...) Or Writing to Explain: Instructions How to get a polar bear back home
Phase 1 Skills	Simple sentences (subject and verb). Full stops, finger spaces and capital letters.	Adjectives to describe + Use and to join words e.g. The dragon was huge and angry and scary. Consistently use capital letter for ‘I’ and their own name.	Simple sentence with proper nouns - some use of capital letters for proper nouns e.g. He saw Peter. Use past tense with some accuracy e.g. Lubna touched the pebble.	Revisit: Simple sentences with full stops, finger spaces and capital letters Revisit and revise: Consistently use capital letter for ‘I’ and their own name.	Adjectives in front of nouns – noun phrases introduced as part of story language (e.g. the cheeky monkeys)	Subject and verb agreement in simple sentences	Use and to join clauses e.g. The dragon was huge and it breathed fire.	Use present tense with some accuracy (in instructions) e.g. Now, use a...)	Lists of adjectives e.g. The sun was bright, intense and scorching hot (no requirement to use commas). Repetition e.g. She walked and she walked and she walked.	Questions - begin to punctuate sentences using question marks (non-chron headings and other questions e.g. Did you know that...?)	Use and to join clauses and introduce ‘but’ and ‘so’ to join clauses as part of story language. Exclamations - begin to punctuate sentences using exclamation marks e.g. Zoom! The rocket flew.	Revisit: Adjectives in front of nouns including the power of three
Year 2	 Emily Brown and The Thing by Cressida Covell		 The Secret Sky Garden Ignition:		 Tom’s Magnificent Machines		 The Adventures of the Egg Box Dragon		 The Night Gardener by The Fan Brothers		 Lights on the Cotton Rock Ignition:	

	Ignition: Going to the forest and making potions. Walk looking at trees or making own puppets of Stanley.		Secret Sky Garden dream catchers		Ignition: Make own magnificent machine		Ignition: Make egg box dragons		Ignition: explore forest school and create class collage using gathered materials		Alien ship landing video	
Phase 3 Outcomes	Fiction Outcome: Narrative (innovated) – setting changes	Non-Fiction Outcome: Writing to Inform: Recount Emily’s diary	Fiction Outcome: Narrative (innovated - character)	Non-Fiction Outcome: Persuasion – invitation (come to the Sky Garden)	Fiction Outcome: Innovated narrative	Non-Fiction Outcome: Instructions How to make a magnificent machine	Fiction Outcome: Narrative (innovated)	Non-Fiction Outcome: Persuasion (letter from Queen) – based on the teacher’s MoE	Fiction Outcome: Short story/sequel – William as the new Night Gardener	Non-Fiction Outcome: Non-chronological report - The Human Body	Fiction Outcome: New Pages: Write the text to go with the pages that have only pictures (teacher MoE will be required)	Non-Fiction Outcome: Persuasion Letter from Heather’s family persuading her to come back home
Phase 1 Skills	Statement e.g. John was cold. / Lizards have scaly skin - Revisit simple sentences including the correct punctuation (CL, FS) e.g. John sneezed. Adjectives in front of nouns – noun phrases	Simple past e.g. Birds flew in the sky. Progressive past e.g Birds were flying in the sky.	Introduce expanded noun phrases to describe and specify e.g. A huge, scary monster. A brilliant day out. Co-ordination e.g. It was cold but we still had to go outside. <i>and, or, but, so</i>	Question e.g. Would you like to find out about...? Did you know that...? Have you ever heard about? Can? Will? Should? Could? Is? Did? Would? Have?	Revisit: Consolidate expanded noun phrases to describe and specify, including the power of three words and phrases e.g. He wore old shoes, a dark cloak and had a scruffy beard. Revisit and revise: Consolidate co-ordination e.g. It was cold but we still had to go outside. <i>and, or, but, so</i>	Command in instructions in simple present Adverbials of time and manner – instructions	Subordination e.g. Joan was fed up because she couldn't get to sleep. <i>when if that because</i> Use commas in lists e.g. The dragon was big, scary and dangerous.	Apostrophes for Contractions	Revisit: Consolidate subordination e.g. Joan was fed up because she couldn't get to sleep (<i>when if that because</i>) while revisiting co-ordination Progressive present/past e.g Birds are/were flying in the sky.	Apostrophes for possession (singular) Revisit: Adverbials of time and manner	Use the present and past tenses mostly correctly and consistently Exclamation e.g. The dragon was huge! / It was great fun! * Note: No expectation to use exclamation mark (!)	Use the present and past tenses mostly correctly and consistently Exclamation e.g. The dragon was huge! / It was great fun! * Note: No expectation to use exclamation mark (!)
Year 3	 Leon and the Place Between Ignition: Circus activities		 The Winter’s Child Ignition: Making a winter scene/snowflakes		 Nen and the Lonely Fisherman by Ian Eagleton Ignition: Under the sea art		 Into the Forest by Anthony Browne Ignition:		 The Secret of Black Rock Joe Todd Stanton Ignition: Plant seeds		 King of the Sky by Nichola Davies Ignition: Origami racing pigeons	

							Morning/afternoon in forest school to collect “spooky” vocabulary and use senses					
Phase 3 Outcomes	Fiction Outcome: Narrative (alternative ending)	Non-Fiction Outcome: Non-chronological report – Tudors/Henry VIII (history link)	Fiction Outcome: Narrative (alternative ending)	Non-Fiction Outcome: Diary entry	Fiction Outcome: Narrative (innovate character)	Non-Fiction Outcome: Persuasive letters to Nen’s father	Fiction Outcome: Innovated narrative	Non-Fiction Outcome: Instructions (plant a tree)	Fiction Outcome: New plot: The legend of Black Rock	Non-Fiction Outcome: Information leaflet / double-page spread about the Black Rock	Fiction Outcome: Innovated narrative (from the perspective of the pigeon)	Non-Fiction Outcome: Non chronological report (Geography)
Phase 1 Skills	Expanded noun phrases- Determiner, adjective, adjective, noun	Compound sentences: use a wider range of conjunctions - coordinating conjunctions in compound sentences e.g. <i>and, but, or, yet, so</i>	Introduce a wider range of subordinating conjunctions in complex sentences – <i>because, as, while, although</i>	Adverbs of manner and time	Introduce the use of speech and inverted commas to demarcate speech e.g. “Can you reach it?” asked Paul.	Understand that simple s sentences can be different lengths e.g. for effect.	Review <i>because, as, while, although;</i> Introduce a wider range of subordinating conjunctions in complex sentences - <i>if, since, when</i>	Revisit: Use noun phrases expanded with adjectives and adverbs e.g. extremely hot flames / a brave and dangerous mission / the most terrifying dragon in the whole world.	Figurative language – similes and alliteration	Complex sentence with sub clause at the front and at the end. Introduce the use of a comma to separate main and subordinate clauses	Past perfect (It happened in the past) e.g. He had not finished his meal. / They had not seen him before. + Present perfect (It started in the past and continued into the present) e.g. He has been crying for ages. / She has baked cakes for years. / They have moved to France.	Revisit and consolidate: Compound and complex sentences
	Power of three (3 adjectives, 3 phrases) e.g. The huge, ferocious, fiery dragon / She leapt over the gate, across the field and into the barn + Commas in lists e.g. He picked up an apple, an orange and a biscuit. / He paused, scanned the cave and crouched down.		Revisit: Power of three <u>repetition</u> (3 adjectives, 3 short sentences, 3 questions etc) e.g. The huge, ferocious, fiery dragon / She leapt over the gate, across the field and into the barn/He was alone. He was hungry. He was exhausted. /Who was she? Where did she come from? What was her name?		Use nouns and pronouns to aid cohesion within sentences e.g. Tom ran...he felt...the lad was exhausted...	Apostrophe for possession (plural) (also revise contractions and singular possession)	Use conjunctions, prepositions, and adverbs for place e.g. where, in, above, under, next to Revisit: Review previous conjunctions; Introduce a wider range of subordinating conjunctions in complex sentences - <i>after, before, until</i> +		Revisit and consolidate: Begin to demarcate speech with all necessary punctuation (GD objective)			

Year 4	 Arthur and the Golden Rope Ignition Prediction based on artefacts.		 The Wolves in the Walls Ignition Immersive experience – the wolves have come to the school. Predict.		 The Iron Man Ignition Iron man crash landing site.		 Edison Ignition Artefact / image study OR science challenge – can you create a submarine for a mouse?		 The Barnabus Project Ignition: Create Your Own Failed Project: children design their own “Failed Project” creature using craft materials or drawing.		 The Great Kapok Tree Ignition: Rainforest in a box – descriptive language and forest school visit.	
Phase 3 Outcomes	Fiction Outcome: Narrative from Arthur’s perspective	Non-Fiction Outcome: Non-chronological report – Anglo-Saxons (why they came, seven kingdoms, women, archaeological evidence)	Fiction Outcome: Innovated narrative from perspective of wolves	Non-Fiction Outcome: Persuasive letter - wolves asking to stay living in the house	Fiction Outcome: Narrative – retelling of the opening scene (prologue)	Non-Fiction Outcome: Instructions – How to capture the Iron Man	Fiction Outcome: Narrative – innovated version of Edison (Down in the depths chapter)	Non-Fiction Outcome: Recount/diary – exploring the ship and finding the treasure chest from POV of Edison	Fiction Outcome: Narrative - Sequel: Barnabus & the others go back to rescue the perfect pets	Non-Fiction Outcome: Non-chronological report on a new, imperfect pet!	Fiction Outcome: Diary	Non-Fiction Outcome: Persuasion - save/protect the amazon rainforest,
Phase 1 Skills	Complex sentence – sub clause at the start and at the end.	Use fronted adverbials with a comma – manner, place and time	Use inverted commas and other punctuation (capital letter, punctuate at end) accurately to indicate direct speech	Revisit: Complex sentence – sub clause at the start and at the end. Use commas to separate subordinate clauses e.g. Because it was cold, we put on our coats.	Use noun phrases expanded with modifying nouns, adjectives and prepositional phrases	Revisit from KS1 and Y3 apostrophes - contractions and singular and plural possession	Revisit: Use fronted adverbials with a comma – manner, place and time – <i>including -ing (present participle phrase) and -ed (past participle clause)</i>	Revisit: Complex sentence – sub clause at the start and at the end. Focus on time and consequence – <i>after, before, when, while, since, until</i>	Revisit: Direct speech including all punctuation and reporting clause at the start and comma	Use the present perfect/past perfect form of verbs (describes completed actions/consequences) e.g. The team has won. They have eaten their dinner.	Revisit: Use noun phrases expanded with modifying nouns, adjectives and prepositional phrases - including the power of 3 (three phrases in a row, three adjectives in a row) Figurative language – similes, alliteration, hyperbole	Revisit and consolidate: Complex sentence – sub clause at the start and at the end. Focus on causal and contrasting conjunctions – <i>as a result, due to the fact, in order, therefore/although, even though, however</i>

Year 5	 Nour's Secret Library Ignition: Secret Library Role Play: Set up a “hidden library” in the classroom. Hide books around the room and let students “discover” them. Each book can have a short note inside: “Why do you think this book is important to Nour?” Children can write a short diary entry as Nour, describing the joy of finding a new book.		 Way Home Ignition: Visual Story Mapping: Activity: Create a large map of Shane’s journey through the city using drawings, photos, or collage.		 Escape from Pompeii Ignition: Roman immersion morning		 Armstrong Ignition: Entry Point Activity: Begin with a mysterious letter or journal entry “found” in the classroom, written by Armstrong the mouse. Ask for help from the children to understand space and build a rocket.		 Mrs Noah’s Pockets Ignition: Mythical Creature Hunt: Introduce the idea of mythical or endangered creatures. Hide clues or creature cards around the classroom or playground. Each clue leads to a creature Mrs Noah might have saved (e.g., griffin, selkie, phoenix). Children collect and research their creature		 Wisp by Zana Fraillon Ignition: Mystery Object Arrival - Place a small, glowing "wisp" (e.g., a jar with fairy lights or a glowing orb) in the classroom. Children imagine where it came from, who it might belong to, and what it might represent.		
	Phase 3 Outcomes	Fiction Outcome: Narrative: new chapter (e.g. Syrian soldier finding the library)	Non-Fiction Outcome: Non-chronological report (Egypt)	Fiction Outcome: Narrative – retell a section from alternative point of view (cat)	Non-Fiction Outcome: Persuasion – charity appeal raising money for homeless people	Fiction Outcome: Narrative (alternative ending)	Non-Fiction Outcome: Persuasive speech – convincing people to flee their homes Writing as if we are a senator of Pompeii.	Fiction Outcome: First person narrative recount of rocket launch	Non-Fiction Outcome: Non-chronological report: Astronomy & Moon Phases (Science link)	Fiction Outcome: Extra chapter/sequel	Non-Fiction Outcome: Instructions How to save the animals from the flood/How to catch a dragon/creature?	Fiction Outcome: Write a narrative from the view of the wisp following the story but from a different perspective.	Non-Fiction Outcome: Persuasion (environmental theme linked to Geography unit this term)
	Phase 1 Skills	Fronted adverbials of time, manner and place: Adverbs followed by participles	Revisit from Year 4: Expanded noun phrases including prepositional phrases	1.Revisit from Year 4: Speech punctuation: use inverted commas and other punctuation accurately to indicate direct speech 2.Introduce: Relative clauses, punctuated correctly	Revisit from Year 4: Complex sentence - subordinate clause at the <i>beginning and end</i> , punctuated correctly.	Complex sentence - manipulating position of the subordinate clause – <i>subordination in the middle</i>	Adverbials – causal, logical	1. Figurative language (similes, metaphors, personification, alliteration) 2. Speech punctuation: use dialogue to advance the action e.g. “ <i>He left moments ago. You’ll probably find him in the park,</i> ” shared Paul (DAD –	Revisit: Relative clauses, punctuated correctly	Introduce: Parenthesis (commas, brackets, dashes)	Manipulating position of sub clause (incl. embedding) – link to audience and purpose	Sentence length for effect – short, one-word, rhetorical questions, power of 3, complex, repetition	Adverbials – causal, logical

							description, action, dialogue)					
							Use dialogue to convey character: e.g. “Excuse ...me,” stuttered Rose quietly.					
Year 6	 The Lost Happy Endings Ignition: Watercolour painting the forest		 Macbeth Ignition: Drama- the witch scene		 How to Live Forever Ignition: Art – create a fantasy bookshelf. Everyone contributes a section.		 Clockwork Ignition: Look at images / examples of clockwork, cogs etc. Consider the metaphor – create steampunk inspired art.  The Viewer – if additional narrative is needed for evidence (can be used in T5/6). Ignition: Give each group an envelope containing a strange image, a short, cryptic message and a small object. Children create a short story as a group.		 The Giant and The Sea Ignition: Present a “message from the sea” - a scroll with a cryptic warning: “The Giant watches. The Sea speaks. Heed the warning before it’s too late.” Who is the Giant? What might the Sea be warning us about?		 The Phone Booth in Mr. Hirota's Garden by Heather Smith Ignition: Chn write messages to someone they miss or admire. These messages can be placed inside the “phone booth” or hung on a tree branch (like a Japanese Tanabata wish tree).  The Promise – if additional narrative is needed for evidence Ignition: Contrasting art – the city before and after	
Phase 3 Outcomes	Fiction Outcome: Narrative (conquer the monster OR subverted fairy tale)	Non-Fiction Outcome: Persuasion from the point of view of a traditional villain justifying themselves	Fiction Outcome: Narrative – changed/re- written scene	Non-Fiction Outcome: Balanced argument e.g Did Macbeth deserve to die?	Fiction Outcome: Narrative - alternative ending. Peter reads the book and finds the object that will give him eternal life. Will he take it?	Non-Fiction Outcome: Discussion. Living forever – a gift or a curse?	Fiction Outcome: Narrative (Clockwork) – an additional chapter that builds suspense The Viewer Main Fiction: Prequel of the previous owner of the kaleidoscope.	Non-Fiction Outcome: Non- chronological report – geography (mountains, volcanoes, earthquakes – not an explanation)	Fiction Outcome: Sequel What happens the second time around?	Non-Fiction Outcome: <u>Writing to Argue:</u> Persuasion: formal - The girl’s speech to the people in the city *Short burst before the speech: Letter to the Mayor Writing to inform: Giant’s diary	Fiction Outcome: Phone Booth: Write a new scene for the middle of the story, developing Makio & Mr Hirota’s characters through dialogue The Promise	Non-Fiction Outcome: Phone Booth: Writing to Explain: Instructions How to survive a tsunami The Promise Non-Fiction: Writing to Argue: Persuasion: formal - The

										GDS: contrasting diary entry from giant and from a member of the community.	Fiction: Prequel - The Old Lady's story	girl's speech to the people in the city
Phase 1 Skills	Figurative language (metaphor, personification, similes, develop alliteration, hyperboles)	Revisit from Year 5: Complex sentences – moving the position of the subordinate clause incl. embedded (commas to separate clauses)	Speech punctuation (speech marks, closing punctuation, capital letter, new line for a new speaker) and dialogue (moving action on and characterisation)	Use expanded noun phrases across their writing to convey complicated information precisely	Multi-clause sentences incl. relative clauses	Semi-colons to separate clauses and colons to separate clauses and introduce lists	Suspense building techniques	Revisit from Year 5: Brackets, dashes and commas for parenthesis	Cohesion - vary how sentences start	Use passive voice to create empathy or suspense or create a formal tone	Revisit: Speech punctuation (speech marks, closing punctuation, capital letter, new line for a new speaker) and Dialogue (moving action on and characterisation)	Use a range of devices to build cohesion ('sticking together') within and between paragraphs