

Deer Class 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	Flying books of Mr Morris Lessmore	Emperor penguins	Thornhill	Varmints	Factual Tour of the Circulatory System	The Explorer
	Genre	Fantasy	NCR	Narrative	Narrative	Tour Guide Script	Narrative
	Outcome		Factsheet about Emperor Penguins.	Children complete the story started in class	Children complete the story started in class	Children to write a tour guide	
	Links across the curriculum					Science	
Unit 2	Core Text	Anglo Saxon Battle	The Snowman	Titanic	Varmints	The depth of the lake and the height of the sky	The Malfeasance
	Genre	Persuasive speech	Christmas fiction	Newspaper	Picture book	Narrative	Poetry
	Outcome		Children write their own snowman adventures based on JL advert.	WBD newspaper report or another school event tbc	Setting desc Character desc	Continuation with the plot	Children create their own poem inspired by The Malfeasance
	Links across the curriculum			Kapar Prince of Cats Guided Reading Autumn 2025 is based in part on Titanic.			
Cross Curricular Writing	Core Text			Volcano Non Fiction	Titanic newspapers		
	Genre	1) Letter writing 2) Instructions	Non Chronological Report	Explanation Text	Diary		Recount
	Outcome	1) Letter to Pope regarding Christianity in Anglo Saxon times 2) Instructions on how to make a medicine	The Circulatory system	How are volcanoes formed?	Diary in role as a passenger on Titanic		Slideshow for future year 6 to share information about Y6 Thorpe Woodlands Residential
	Links across the curriculum	Anglo Saxons	Science - circulatory system	Volcanoes and Earthquakes			

	Year 5	Year 6
Phonic & Whole word spelling	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Other word building spelling	Use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task	choose the writing implement that is best suited for a task choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
Contexts for writing	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	note and develop initial ideas, drawing on reading and research where necessary	note and develop initial ideas, drawing on reading and research where necessary
Drafting writing	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader

Editing writing	assess the effectiveness of their own and others writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	assess the effectiveness of their own and others writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing writing	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility use a thesaurus	use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility use a thesaurus
Grammar	Use perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number recognise vocabulary and structures	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause understand and use differences in informal and formal language understand synonyms & antonyms use further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation	use brackets, dashes or commas to indicate parenthesis use commas to clarify meaning or avoid ambiguity in writing	use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently

Grammatical terminology	modal verb relative pronoun and relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

Year 6

Writing genre skills	Story Writing	Fantasy Stories - Agree basic plot: children have freedom to make changes - Use a range of devices to create tension - Leave clues to the reader whilst showing cohesion - Use dialogue for effect to show character and advance action	Film Narrative - Using the film as a stimulus, children have freedom to mimic or change details - Apply a range of descriptive techniques - Justifying choices explaining likeness to the film	Stories with a Flashback - Clear paragraph for the change - Range of cohesive devices - Potential change in person - Clear change in setting and mood described with a range of techniques - Use dialogue to advance action and show character
	Poetry	- Use a range of literary techniques creatively - Stanzas flow and show similar structure - Children have freedom on structuring		
	Recount	- Recount is cohesive and well structured - Word choices and structure is chosen to engage and appeal to the reader - Formality and language is fitting to the time period / audience - Biography and Autobiography are also explored		
	News Report	- Historical / Scientific or modern setting with appropriate language use. - Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously - Range of chronological devices		

		Reported and direct speech
	Persuasion	- Sustain the viewpoint throughout whether personal or befitting of character role - Support opinions with facts and other side of argument is mentioned and used with affect - Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent - Possible use of mixed genre
	Non Chron	- Create an information text with research include mixed genre to add challenge e.g. inform and persuade - Organised logically with the audience in mind - Use concise, well-chosen language, correct for the purpose and audience
	Instructions	- Instructions are well introduced and sequenced - Language is chosen to give appropriate detail - Audience and purpose is clear and considered
	Explanation	- Features of texts are chosen for the audiences benefit - Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit - Text is well sequenced including cause and effect - Structure and language is matched appropriately to audience - Introduce the challenge of mixed genre e.g. inform and explain

Year 5

Writing genre skills	Story Writing	Stories with a twist ending - Agree basic plot - children have freedom to make changes - Develop devices to create tension - Begin to leave clues to the reader (hinting at the twist ending) - Begin to show cohesion - Use dialogue for effect (to show character/begin to advance action)	Write in the style of an author - Using model purposefully to mimic style rather than copy ide - Apply a range of descriptive techniques - Begin to justifying choices e.g. word choice, structure	Thriller/Ghost Stories - Explore and use a range of techniques to build suspense. - Lengthy description throughout - Show not tell - Apply techniques figurative language
	Poetry	- Use literary techniques to tell a story - Stanzas flow and show similar structure - Children are guided on structure		

	Recount	• Write historical, scientific or personal recounts linked to topics of study • Recount is sequenced and show cohesion using several techniques • The purpose of the recount is clear within the orientation • Use of senses, detailed description and emotive language appeals to the reader • The reader is through sentence variation e.g. questions and possibly the use of second person • Recounts are of appropriate formality • Language is fitting to the time
	News Report	• Historical / Scientific or modern setting • If Historical, language should be appropriate. • MA /HA children should aim to write with a biased view - using fact and opinion • Range of chronological devices • Complex sentence structure appropriate to Y5 should be applied. • Reported and direct speech
	Persuasion	• Sustain the viewpoint throughout whether personal or befitting of character role • Support opinions with facts and other side of argument is mentioned and used with affect • Sentence and overall structure is appropriate to the time period / formality and intended audience • Formality is consistent • Possible use of mixed genre
	Non Chron	• Create an information text with research include mixed genre to add challenge e.g. inform and persuade • Organised logically with the audience in mind • Use concise, well chosen language, correct for the purpose and audience
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	Explanation	• Features of texts are chosen for the audiences benefit • Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit • Text is well sequenced including cause and effect • Structure and language is matched appropriately to audience • Introduce the challenge of mixed genre e.g. inform and explain