

Deer Class 2026-2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	The Nowhere Emporium by	The Explorer	Kensuke's Kingdom	A Monster Calls	Paperman	Rewrite a story from earlier in the year.
	Genre	Fantasy Narrative	Adventure Narrative	Adventure Story	Horror stories	Romance	tbc
	Outcome	Children continue the story using their own ideas following the opening of the story	Children write their own adventure story based in an alternative setting.	Children to continue with the plot	Children to write their own adventure story based on genre	Children write their own romantic fiction story	Children to edit and improve a piece of writing of their choice.
	Links across the curriculum			Guided Reading text			
Unit 2	Core Text	The extraordinary life of Rosa Parks by	Jack and the Beanstalk Goldilocks and the 3 bears The 3 little pigs	Everest	The Arrival by Shaun Tan	If – Rudyard Kipling (tbc)	My puppy, poet and me
	Genre	Biography	Newspaper Report	Non Chronological Report	Narrative	Poetry	Poetry (Rap)
	Outcome	Children write a biography based on a person of choice from history	Children write their own newspaper based on the 3 little pigs	Children write their own non chron based on ____ (place)	Continuation with the plot based on Mum's experience / viewpoint.	Children's poetic response to text studied	Children's poetic response to text studied
	Links across the curriculum	Black History Month			PSHE		
Cross Curricular Writing	Core Text	n/a	Percy Jackson and the Lightning Thief	n/a	Lady Fung Hao reading comprehension	n/a	Charlie and the Chocolate Factory
	Genre	Explanation Text	various	Persuasive writing	Myth / adventure story	Non Fiction	Recount
	Outcome	How does an electrical circuit work?	Numerous writing response tasks	Travel brochure	Myth or adventure story based on the military exploits of Lady Fung Hao.	Writing to complete writing portfolio for end of KS2.	Recount on school trip
	Links across the curriculum	Science - Electricity	Greeks / Guided Reading	China Topic	China Topic	Fieldwork Topic	

	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	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	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	to join specific letters 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 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
Contexts for writing	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 identify
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 expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility

	use a thesaurus	use a thesaurus
Grammar	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	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
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	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

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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