Reading and Writing Structure
2026 - 2027

		Monday	Tuesday	Wednesday	Thursday	Friday
Phase 1 – Explicit Strategy	Week 1 Skill	WAGOLL & Learning Wall	Skill 1 Matching Sentences	Skill 1 Building Sentences	Skill 1 Sentences for Illustration	Skill 1 Misconceptions of Skill
	Week 2 Skill	WAGOLL & Learning Wall	Skill 2 Matching Sentences	Skill 2 Building Sentences	Skill 2 Sentences for Illustration	Skill 2 Misconceptions of Skill
Phase 2 – Guided Practice	Week 3 Guided Write	Genre Focus Audience and Purpose	Genre Focus Subject Specific Vocabulary used in sentences	Guided Class Plan	Guided Write	Guided Edit
	Week 4 Guided Application	Genre Focus - Cohesion	Guided Write Using Cohesive device	Genre Focus - Cohesion	Guided Write Using Cohesive device	Misconceptions
Phase 3 - Independent	Week 5 Chance to Shine	Narrative Immersion into Plan	Oral Rehearsing of Plan	Draft	Edit	Write
	Week 6 Chance to Shine	Narrative Immersion into Plan	Oral Rehearsing of Plan	Draft	Edit	Write

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	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 – Skill Week	**Reading: VIPERS – Vocabulary** • Explore Tier 2 vocabulary from Knowledge Organisers. • Core activities: matching definitions, use in context, synonym/antonym work, zones of relevance, "vocab lab".	**Reading: Fluency Focus (A)** • Teacher models short passage, pupils practise accuracy	**Reading: VIPERS – Scanning and Retrieval** • Use retrieval success criteria. • Core: quick-fire retrieval questions.	**Reading: Fluency Focus (A)** • Teacher models short passage, pupils practise accuracy	**Reading: Comprehension – Vocabulary & Retrieval** Guided comprehension questions.
	Writing: WAGOLL and Working Wall • Big Question discussion. • Explore WAGOLL as a class – features, skills, specific vocabulary. • Build success criteria on Working Wall. ***Children to discuss WAGOLL and contribute towards working wall.***	**Writing: SKILL 1 – Matching Sentences** • Match sentence parts (Colourful Semantics). • Teacher models 2–3 examples. • Pairs complete task. ***Children to complete matching task.***	**Writing: SKILL 1 – Building Sentences** • Use scaffolds (Colourful Semantics). • Teacher models 2–3. • Pupils write independently. ***Children to complete sentence building task.***	**Writing: SKILL 1 – Sentences for Illustration** • Teacher models 2 sentences from image/text using skill. • Pupils write own, with scaffolds (word bank, sentence starters). ***Children to complete sentences in context.***	**Writing: SKILL 1 – Correct Misconceptions** • DIRT and non-negotiable check • Correct prewritten sentences. • Discuss errors as a class through oracy. ***Children to correct misconception examples.***
Week 2 – Skill Week	**Reading: Fluency Focus (P)** Teacher modelling and paired reading practising pace.	**Reading: VIPERS – Retrieval, Sequence, Explain** Focus on answering the above question types from the previous day's extract.	**Reading: Fluency Focus (P)** Teacher modelling and paired reading practising pace.	**Reading: VIPERS – Retrieval, Prediction, Inference** Focus on answering the above question types from the previous day's extract.	**Reading: Comprehension -Vocabulary, Retrieval, prediction, explain** Guided comprehension questions.
	Writing: WAGOLL and Working Wall • Revisit the WAGOLL as a class, focusing on its features, skills, and key vocabulary. • Use oracy to discuss key questions about the features and how each skill supports the genre, audience, and purpose. ***Children to discuss WAGOLL and contribute towards working wall.***	**Writing: SKILL 2 – Matching Sentences** • Match sentence parts (Colourful Semantics). • Teacher models 2–3 examples. • Pairs complete task. ***Children to complete matching task.***	**Writing: SKILL 2 – Building Sentences** • Use scaffolds (Colourful Semantics). • Teacher models 2–3. • Pupils write independently. ***Children to complete sentence building task.***	**Writing: SKILL 2 – Sentences for Illustration** • Teacher models 2 sentences from image/text using skill. • Pupils write own, with scaffolds (word bank, sentence starters). ***Children to complete sentences in context.***	**Writing: SKILL 2 – Correct Misconceptions** • DIRT and non-negotiable check. • Correct prewritten sentences. • Discuss errors as a class through oracy. ***Children to correct misconception examples.***

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Week 3 – Guided Write	**Reading: Fluency Focus (E)** Teacher modelling and paired reading practising expression.	**Reading: VIPERS – Vocabulary, Retrieval, Prediction, Explain** Focus on answering the above question types from the previous days extract.	**Reading: Fluency Focus (E)** Teacher modelling and paired reading practising expression.	**Reading: VIPERS – Vocabulary, Retrieval, Prediction, Explain** Focus on answering the above question types from the previous days extract.	**Reading: VIPERS Comprehension – All Question Styles** Independent **comprehension** questions.
	Writing: Genre Focus • Discuss what it means to write for a specific audience. Sort sentences for/against target audience against. • Compare, match, sort ***Children to compare sentences for and against target audience.***	**Writing: Subject Specific Vocabulary** • Review the WAGOLL to identify specific vocabulary. • Create a class word bank and display it on the Working Wall. • Discuss the vocabulary through oracy. ***Children to write dictated sentences using the targeted vocabulary.***	**Writing: Guided Class Plan** • Narrative Immersion. • Generate a plan as a class. • Rehearse possible sentences from class plan. ***Children to contribute to class plan.***	**Writing: Guided Write** • Model how to use the plan to guide the writing. • Think aloud as the teacher, explaining your thought process sentence by sentence. ***Children to write their own version using borrowed vocabulary and structure.***	**Guided Edit:** • DIRT from Guided Write and non-negotiable check. • Model editing process. • Identify 1-2 sentences to up level with previous skills or vocabulary. ***Children to edit and/or improve guided write in green pen.***
Week 4 - Guided Application	**Reading: VIPERS – Vocabulary** • Explore Tier 2 vocabulary from Knowledge Organisers. • Core activities: matching definitions, use in context, synonym/antonym work, zones of relevance, "vocab lab".	**Reading: Fluency Focus (A)** • Teacher models short passage, pupils practise ***accuracy.***	**Reading: VIPERS – Scanning and Retrieval** • Use retrieval success criteria. • Core: quick-fire retrieval questions.	**Reading: Fluency Focus (A)** • Teacher models short passage, pupils practise ***accuracy.***	**Reading: Comprehension – Vocabulary & Retrieval** Guided ***comprehension*** questions.
	Writing: Genre Focus - Cohesion Skill 1 • A skill to enhance the writing flow for this genre. I.e., pronouns, paragraphs, linking sentences together, fronted adverbials etc. ***Children to practise one cohesion skill necessary for genre.***	**Writing: Guided Write of Cohesion Skill 1** • Model cohesive device in context. • Think aloud as the teacher, explaining your thought process sentence by sentence. ***The children to write their own version using cohesive device.***	**Writing: Genre Focus - Cohesion Skill 2** • A skill to enhance the writing flow for this genre. I.e., pronouns, paragraphs, linking sentences together, fronted adverbials etc. ***Children to practise one cohesion skill necessary for genre.***	**Writing: Guided Write of Cohesion Skill 2** • Model cohesive device in context. • Think aloud as the teacher, explaining your thought process sentence by sentence. ***The children to write their own version using cohesive device.***	**Writing: Misconceptions of cohesion** • DIRT and non-negotiable check. • Discuss errors as a class through oracy. ***Children to correct prewritten sentences that fail to use cohesive devices taught.***

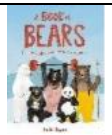
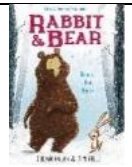
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Week 5 – Chance to Shine	**Reading: Fluency Focus (P)** Teacher modelling and paired reading practising ***pace.***	**Reading: VIPERS – Retrieval, Sequence, Explain** Focus on answering the above question types from the previous days extract.	**Reading: Fluency Focus (P)** Teacher modelling and paired reading practising ***pace.***	**Reading: VIPERS – Retrieval, Prediction, Inference** Focus on answering the above question types from the previous days extract.	**Reading: Comprehension -Vocabulary, Retrieval, prediction, explain** Guided **comprehension** questions.
	Writing: Narrative Immersion into Plan • Bring the text to life with role-play, teacher in role, area mapping, sensory exploration, soundscapes through music, freezeframes, hot seating, narrative meditation etc. ***Children progress through the plan using a back-and-forth approach, revisiting the immersive technique at each step.***	**Writing: Oral Rehearsing** • Teacher demonstrates turning plan into a complete sentence orally. • Show acting out a short scene while speaking the sentence. • Encourage students to expand or revise sentences verbally. ***Children to discuss plan using oracy skills and complete sentences.***	**Writing: Draft** • Quick recap of orally rehearsed sentences. • SEN children expected to verbalise their sentences before writing. ***Children to draft the first part of their write.***	**Writing: Edit** • Whole class feedback sheet to inform editing session. • Teacher to model editing step-by-step. ***Children to edit and/or improve draft in green pen.***	**Writing: Write** • Handwriting warm up/hand exercises. • Expectations of presenting final piece on publishing paper. ***Children to publish.***
Week 6 – Chance to Shine	**Reading: Fluency Focus (E)** Teacher modelling and paired reading practising ***expression.***	**Reading: VIPERS – Vocabulary, Retrieval, Prediction, Explain** Focus on answering the above question types from the previous days extract.	**Reading: Fluency Focus (E)** Teacher modelling and paired reading practising ***expression.***	**Reading: VIPERS – Vocabulary, Retrieval, Prediction, Explain** Focus on answering the above question types from the previous days extract.	**Reading: VIPERS Comprehension – All Question Styles** Independent **comprehension** questions.
	Writing: Narrative Immersion into Plan • Bring the text to life with role-play, teacher in role, area mapping, sensory exploration, soundscapes through music, freezeframes, hot seating, narrative meditation etc. ***Children progress through the plan using a back-and-forth approach, revisiting the immersive technique at each step.***	**Writing: Oral Rehearsing** • Teacher demonstrates turning plan into a complete sentence orally. • Show acting out a short scene while speaking the sentence. • Encourage students to expand or revise sentences verbally. ***Children to discuss plan using oracy skills and complete sentences.***	**Writing: Draft** • Quick recap of orally rehearsed sentences. • SEN children expected to verbalise their sentences before writing. ***Children to draft the first part of their write.***	**Writing: Edit** • Whole class feedback sheet to inform editing session. • Teacher to model editing step-by-step. ***Children to edit and/or improve draft in green pen.***	**Writing: Write** • Handwriting warm up/hand exercises. • Expectations of presenting final piece on publishing paper. ***Children to publish.***

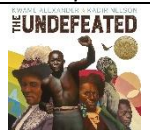
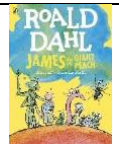
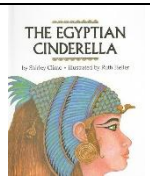
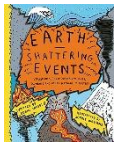
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Year 1	Purpose and Audience	Skills	Genre Focus/Cohesive Devices	Vocabulary
 ***The Naughty Bus***	entertain A sequenced set of **captions** with nouns and verbs. ***Audience: Children's magazine***	**1)Nouns (subject)** A noun is a naming word for a person, place or thing. **2)Verbs** A verb is a word used to describe what the subject is doing or being.	**1)Capital Letters** A capital letter is always used at the start of a sentence and for proper nouns.	*driver, buildings, traffic, bus stop, passengers, important, shoo, handsome, silliest, rescue truck, winch* ***Common Exception Words:*** *the, a, go, by*
 ***Iggy Peck***	inform ***Fact File*** Simple sentences about Iggy Peck. ***Audience: Children wanting to be an architect***	**1)Simple sentences (subject + verb + object)** A simple sentence is a complete sentence which expresses one main idea. **2)Full stops** A full stop is punctuation used to mark the end of a statement.	**1)Pronouns and personal pronouns** A pronoun is a word used to replace a noun in a sentence.	*architect, architecture, build, model, structure, bridge, tower, creative, dream, inspire* ***Common Exception Words:*** *house, where, here*
 ***Pig the Pug***	entertain ***Description*** Simple sentences with adjectives to describe. ***Audience: Children's book***	**1)Adjectives** An adjective is a word which modifies the noun. **2)Proper Nouns** A proper noun is a word that names a specific person, place or thing.	**1)Different sentence starters** Using a variety of words or phrases to begin your sentences so your writing flows smoothly and doesn't sound repetitive.	*selfish, grumble, flipped, proceeded, satisfied, scoot, wobbling, howled, different, moral* ***Common Exception Words:*** *he, his, full*
 ***The Disgusting Sandwich***	inform ***Instructions*** Simple sentences telling the reader how to make a disgusting sandwich. ***Audience: A child making a sandwich for their pet raccoon***	**1)Compound Sentences** A compound sentence is two independent clauses joined together with a conjunction. **2)Coordinating conjunction – and** A conjunction links words, phrases or clauses together in a sentence.	**1)Time Adverbials** Time adverbials are words or phrases that tell us when something happens. **2) Simple Prepositional phrases (in, out, into, onto etc.)** A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object.	*rumbling, disgusting, gritty, sharing, squish, proudly, grimy, flowerbed* ***Common Exception Words:*** *pull, push, put, your*
 ***The Odd Egg***	entertain ***Narrative problem and ending*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Children's book***	**1)Coordinating conjunction – and** A conjunction links words, phrases or clauses together in a sentence. **2)Questions** A question is a sentence that asks for information and ends with a question mark.	**1)Simple past tense** Past tense verbs tell us what has already happened. **2)Simple past tense** Past tense verbs tell us what has already happened.	*laid, beautiful, odd, hatched, peculiar, surprise, unfamiliar, unique* ***Common Exception Words:*** *one, I, today, do*
 ***Send for a Superhero***	inform ***Letter*** A letter is written to a recipient to inform them of something. ***Audience: Letter to Mom and Dad***	**1) Sentence types –exclamation** Exclamation sentences express a strong emotion and start with 'what' or 'how' and end with an exclamation mark. **Consolidation of taught Y1 skills.**	**1)Pronouns and personal pronouns** A pronoun is a word used to replace a noun in a sentence.	*danger, destroy, terrible, plotting, submarine, cackling, mysterious, hero, villain* ***Common Exception Words:*** *my, so, of, said, says*

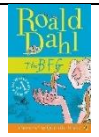
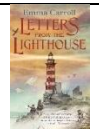
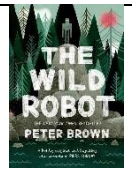
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Year 2	Purpose and Structure	Skills	Genre Focus/Cohesive Devices	Vocabulary
 ***Hello***	entertain ***Setting Description*** A setting description tells us what a location is like. ***Audience: Children with Visual Impairment***	**1)Revisit Y1 – simple and compound sentence** A simple sentence is a complete sentence which expresses one main idea. A compound sentence is two independent clauses joined together with a conjunction. **2) Expanded noun phrases** Expanded noun phrases add more detail to the noun.	**1)Different sentence starters** Using a variety of words or phrases to begin your sentences so your writing flows smoothly and doesn't sound repetitive.	*Connects, different, vibrant, chatter, twittering, distraught, appeared, accompany, moral, happiness* ***Common Exception Words:*** *child, children, wild, climb, pretty*
 ***Book of Bears***	inform ***Non-Chronological Report*** A non-chronological report is a non-fiction text that is not written in time order to give information about a particular subject or event. ***Audience: Report for visitors at a Bear Zoo***	**1)Coordinating conjunctions (and/but/or)** A conjunction links words, phrases or clauses together in sentences. **2) Comma in a list** Punctuation used to separate words in a list.	**1)Pronouns and personal pronouns** A pronoun is a word used to replace a noun in a sentence. **2)Paragraphs** A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject.	*Species, habitat, climate, subspecies, appetite, endangered, sow, environment, adapt, herbivore, carnivore, omnivore, hibernation, undergrowth* ***Common Exception Words:*** *most, only, cold, fast, any, many*
 ***The Magic Finger***	entertain ***Narrative*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Story for children***	**1)Subordinating conjunctions (when, if, because)** Subordinating conjunctions link a main clause with a subordinate clause. **2) Sentence types – statement, exclamation** Exclamation sentences express a strong emotion and start with 'what' or 'how' and end with an exclamation mark. A sentence that is used to convey an idea, statement, or fact to the person reading it.	**1)Present/past tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened. **2) Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*hunting, blackboard, unfortunate, forefinger, impatient, firewood, enormous, revenge, mound, surrounded* ***Common Exception Words:*** *break, steak, after, father, class, bath*
 ***Ada Twist***	inform ***Instructions*** Instructions are written to tell someone how to do something. ***Audience: Instructions to a friend on how to save Uncle Ned***	**1)Imperative verbs/command sentences** Imperative verbs are verbs used to give a command. Imperative verbs create a command sentence. **2) Adverbs** An adverb gives you more information about a verb, an adjective or another adverb.	**1)Time Adverbials** Time adverbials are words or phrases that tell us when something happens. **2) Simple Prepositional phrases (in, out, into, onto etc.)** A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object.	*Mingled, bitter, scent, hypothesis, pungent, compliment, molecules, helium, hazardous, perilous, compass, weathervane, precision* ***Common Exception Words:*** *again, half, sugar, clothes*
 ***Rabbit and Bear***	entertain ***Narrative Retell*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Child-led***	**1)Time Adverbials** Time adverbials are words or phrases that tell us when something happens. **2)Subordinating conjunctions (when, if, because)** Subordinating conjunctions link a main clause with a subordinate clause.	**1)Progressive Tense** A verb form used for an ongoing action in the present. **2)Consistent Past Tense** Past tense verbs tell us what has already happened.	*snowstorm, cautiously, thoughtfully, mysteriously, triumphantly, gravity, severely, avalanche, burrow, hibernation* ***Common Exception Words:*** *behind, both, gold, told, even, great*
 ***Looking after our oceans***	inform ***Letter*** A letter is written to a recipient to inform them of something. ***Audience: Letter to MP***	**1)Sentence types – questions, exclamations** Exclamation sentences express a strong emotion and start with 'what' or 'how' and end with an exclamation mark. A question is a sentence that asks for information and ends with a question mark. **Consolidation of taught Y2 skills.**	**1)Apostrophes** An apostrophe can be used to show where letters have been missed out or where something belongs to someone.	*Ocean, sea, beach, waves, tide, plastic, pollution, recycle, protect, care, respect* ***Common Exception Words:*** *busy, water, Mr, Mrs, parents, money*

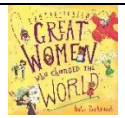
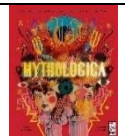
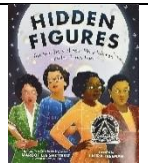
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Year 3	Purpose and Structure	Skills	Genre Focus/Cohesive Devices	Vocabulary
 ***Arthur and the Golden Rope***	entertain ***Narrative*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Child-led***	**1)Y2 recap conjunctions to extend sentences.** A conjunction links words, phrases or clauses together in sentences. **2)Expanded noun phrases for impact** Expanded noun phrases add more detail to the noun.	**1)Paragraphs** A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject. **2)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*Adventure, curious, mysterious, ancient, brave, dangerous, explore, legend, quest, unexpected* ***Common Exception Words:*** *early, eight, eighth, enough, experience, famous*
 ***The Undefeated***	inform ***Biography*** A biography is a non-fiction text about someone's life. ***Audience: Black History Month Newsletter for schools***	**1)Adverbs and adverbial phrases** Adverbs and adverbial phrases give you more information about a verb, an adjective or another adverb. It tells you how, when, where or why something happens. **2)Fronted adverbials** Fronted adverbials are words or phrases places at the beginning of a sentence which are used to describe the action that follows.	**1)Headings and Subheadings** Subheadings are short titles used to divide sections of writing, helping to organize information and make it easier to read. **1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*Segregation, civil war, racism, discrimination, slavery, superiority, prohibited, migration, colonist, union, distinction* ***Common Exception Words:*** *extreme, guide, heart, history, imagine, important, learn*
 ***James and The Giant Peach***	entertain ***Description*** A description tells us what a somewhere or something is like. ***Audience: Children with Visual Impairment***	**1)Conjunctions to extend sentences** A conjunction links words, phrases or clauses together in sentences. **2)Expanded noun phrases for impact** Expanded noun phrases add more detail to the noun.	**1)Paragraphs** A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject. **2)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*Godfather, closet, meekness, contentment, justice, North Wind, moralistic, interwoven, coal-bin, signalman, precipice* ***Common Exception Words:*** *ordinary, remember, peculiar, special, strength, surprise*
 ***Titanic***	inform ***Letter*** A letter is written to a recipient to inform them of something. ***Audience: Letter to the Maritime Museum from a survivor***	**1)Complex sentences** Complex sentences combine a main clause with at least one subordinate clause **2) Prepositions** Prepositions are words which show the relationship of one thing with another.	**1)Present Perfect Tense** A verb form used to describe a past action that is related to the present. It uses the present tense of the verb have and the past tense of the verb. **1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*Luxurious, catastrophe, blunders, withstand, immigration, voyage, slipway, lifeboats, freight, compensate, controversy, premonition, penultimate* ***Common Exception Words:*** *occasion, occasionally, opposite, particular, position, possess, possession, promise, recent, regular*
 ***Egyptian Cinderella***	entertain ***Narrative*** A narrative is a piece of writing that focuses on telling a story. ***Audience: History Museum in Cairo***	**1)Inverted Commas** Inverted commas are punctuation marks that are used in writing to show where speech begins and ends. **2) Direct Speech** Direct speech is where the exact words that are spoken are written inside inverted commas.	**1)Paragraphs** A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject. **2)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*Servant, jealous, splendid, fluttered, vanished, pharaoh, papyrus, servitude, royal, ceremony* ***Common Exception Words:*** *accident, accidentally, believe, breath, breathe, caught, consider*
 ***Earth Shattering Events***	inform ***Non-Chronological Report*** A non-chronological report is a non-fiction text that is not written in time order to give information about a particular subject or event. ***Audience: Report included in a Red Cross Newsletter to educate on natural disasters***	**Consolidation of taught Y3 skills.**	**1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*Natural disasters, infrastructure, permanent, tectonic plates, seismic, epicentre, magnitude, sparsely, displacement, landslide, friction* ***Common Exception Words:*** *sentence, separate, straight, strange, suppose, therefore, though, thought, through*

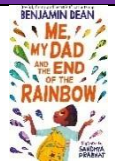
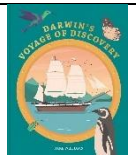
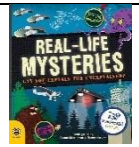
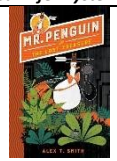
Reading and Writing Structure
2026 - 2027

Year 4	Purpose and Structure	Skills	Genre Focus/Cohesive Devices	Vocabulary
 ***Hotel Flamingo Persuade***	persuade ***Persuasive Advert*** A persuasive advert is written to convince the reader to do or think something. ***Audience: Tourists in a Travel Agency***	**1)Recap Y3 Conjunctions to extend sentences** A conjunction links words, phrases or clauses together in sentences. **2)Prepositional phrases** A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object.	**1) Pronouns for clarity and cohesion to avoid repetition** Pronouns are words used to replace the noun in a sentence. **1)Conjunctions to explain and compare (so that, however, although, yet)** A conjunction links words, phrases or clauses together in sentences.	*Revolving door, hotel lobby, terrace, marble-clad, penthouse, concierge, billboard, maintenance, candidates, aardvark* ***Common Exception Words:*** *actual, actually, address, busy, business, certain, consider, famous, experience*
 ***Questions and Answers about Racism***	inform ***Non-Chronological Report*** A non-chronological report is a non-fiction text that is not written in time order to give information about a particular subject or event. ***Audience: Black History Month Newsletter for high schools***	**1)Fronted adverbials** Fronted adverbials are words or phrases places at the beginning of a sentence which are used to describe the action that follows. **2)Expanded noun phrases with modifying adjectives** Expanded noun phrases add more detail to the noun.	**1) Paragraphing with topic sentences (non-narrative focus)** Paragraphs have a topic sentence which is brief before developing the main idea throughout the paragraph. **2)Standard English – was/were, is/are** Standard English uses is/was for singular and was/were for plural.	*Racism, fairness, respect, equality, inclusion, diversity, empathy, courage, prejudice, discrimination, antagonism, superior* ***Common Exception Words:*** *different, difficult, important, interest, particular, remember, probably, question*
 ***The BFG***	entertain ***Description*** A description tells us what a somewhere or something is like. ***Audience: Adults with Visual Impairment***	**1)Inverted Commas** Inverted commas are punctuation marks that are used in writing to show where speech begins and ends. **2) Direct Speech** Direct speech is where the exact words that are spoken are written inside inverted commas.	**1) Pronouns for clarity and cohesion to avoid repetition** Pronouns are words used to replace the noun in a sentence. **2)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*Ghastly, repulsive, prospect, utter, dignified, tender, vigorously, reverberate, menace, anguish* ***Common Exception Words:*** *breath, breathe, build, calendar, caught, centre, century, circle, complete, continue, decide, describe, disappear*
 ***Letters from the lighthouse***	inform ***Letter*** A letter is written to a recipient to inform them of something. ***Audience: Letter from the lighthouse keeper to family***	**1) Embedded clauses** A clause used in the middle of another to add more detail. **2)Fronted adverbials** Fronted adverbials are words or phrases places at the beginning of a sentence which are used to describe the action that follows.	**1)Conjunctions to explain and compare (so that, however, although, yet)** A conjunction links words, phrases or clauses together in sentences. **1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*Air-raid/shelter/warden, mackintosh, disinfectant, concussed, evacuating, kinder transport, pinafore, jitterbug, idlers* ***Common Exception Words:*** *sentence, separate, special, straight, strange, strength, suppose, surprise*
 ***The Wild Robot***	entertain ***Narrative*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Child-led***	**1)Direct Speech to move events forward within a story** Direct speech is where the exact words that are spoken are written inside inverted commas. **2)Direct Speech to show character** Direct speech is where the exact words that are spoken are written inside inverted commas.	**1)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened. **1)Adverbs and adverbial phrases** Adverbs and adverbial phrases give you more information about a verb, an adjective or another adverb. It tells you how, when, where or why something happens.	*Torsos, limbs, skittered, romping, restrained, hatchling, skittish, motionless, surveyed, truce, goslings, shimmied, pulverised, carnage* ***Common Exception Words:*** *therefore, though, thought, through*
 ***The Street Beneath my feet***	inform ***Explanation*** An explanation text is a piece of factual writing that explains a process or event ***Audience: British History Museum***	**1) Embedded clauses** A clause used in the middle of another to add more detail. **Consolidation of taught Y3 skills.**	**1) Paragraphing with topic sentences (non-narrative focus)** Paragraphs have a topic sentence which is brief before developing the main idea throughout the paragraph. **2) Causal conjunctions (because, therefore, since, as a result)** They explain why something happens or what happens as a result.	*Pavement, gutters, recyclers, burrow, storm drains, microorganism, archaeologist, stalactites, minerals, plates* ***Common Exception Words:*** *possess, possession, potatoes, pressure, purpose, quarter*

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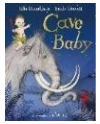
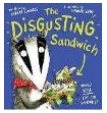
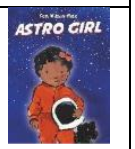
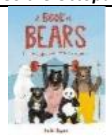
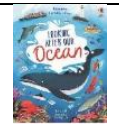
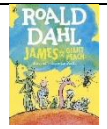
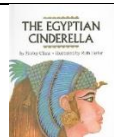
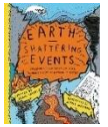
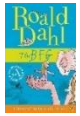
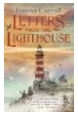
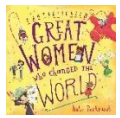
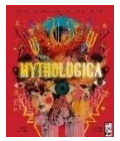
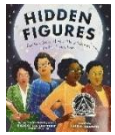
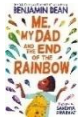
Year 5	Purpose and Structure	Skills	Genre Focus/Cohesive Devices	Vocabulary
 ***Zombierella***	entertain ***Narrative Retell*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Child-led***	**1)Recap of Y4 adverbials including fronted** **2)Recap of Y4 prepositional phrases**	**1)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened. **1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*Decrepit, putrid, parables, festering, wizened, whinnied, protruded, savour, yokels, demise, cinders, inheritance, calluses, gaunt, perished, melodic, frivolity* ***Common Exception Words:*** *cemetery, according, ancient, apparent, curiosity, desperate, immediate, immediately*
 ***Great Women who Changed the World***	inform ***Biography*** A biography is a non-fiction text about someone's life. ***Audience: Black History Month Newsletter for Adults***	**1)Relative clauses** A relative clause is a clause that adds detail to a noun. It always comes after the noun and begins with a relative pronoun. **2)Semi-colons for clauses** A semi-colon can be used to link two clauses which are closely related.	**1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.** **2)Fronted adverbials** Fronted adverbials are words or phrases places at the beginning of a sentence which are used to describe the action that follows.	*Suffrage, activist, expedition, naturalist, barrier-breaker, equality, legacy, pioneer, triumph, inequality* ***Common Exception Words:*** *achieve, community, competition, government, guarantee, marvellous,*
 ***The Invention of Hugo Cabaret***	entertain ***Narrative*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Young adults***	**1)Direct Speech to move events forward within a story** Direct speech is where the exact words that are spoken are written inside inverted commas. **2)Direct Speech to show character** Direct speech is where the exact words that are spoken are written inside inverted commas.	**1)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened. **1)Adverbs and adverbial phrases** Adverbs and adverbial phrases give you more information about a verb, an adjective or another adverb. It tells you how, when, where or why something happens.	*Apprentice timekeeper, automaton, calibrate, clockwork, decrepit, disassemble, horologist, illusions, Prometheus, scavenge, wooden armoire, jeopardy, anonymity* ***Common Exception Words:*** *amateur, aggressive, available, awkward, individual, interfere, interrupt, occupy, occur, opportunity, system, symbol*
 ***Cogheart***	inform ***Explanation*** An explanation text is a piece of factual writing that explains a process or event ***Audience: Young adults***	**1)Parenthesis with brackets** Brackets, dashes or commas are used to enclose additional, non-essential information to clarify, explain, or add a side note in a sentence. **2)Parenthesis with dashes and commas** Brackets, dashes or commas are used to enclose additional, non-essential information to clarify, explain, or add a side note in a sentence.	**1)Comma to clarify meaning** When used to clarify meaning, commas separate parts of a sentence and items in a list. **2) Causal conjunctions (consequently, hence, since, as a result)** They explain why something happens or what happens as a result.	*Automaton, behemoth, dirigible, harpoon, hybrid, mechanimal, perpetual motion machine, zeppelin* ***Common Exception Words:*** *bruise, conscience, convenience, environment, harass, hindrance, muscle, physical*
 ***Mythologica***	discuss ***Balanced Argument*** A balanced argument is a discussion that considers both sides of an issue, presenting arguments for and against. ***Audience: Year 4 ahead of reading this book in Year 5***	**1)Relative clauses** A relative clause is a clause that adds detail to a noun. It always comes after the noun and begins with a relative pronoun. **2)Dashes for emphasis** Writers sometimes use dashes to emphasise a pause or point made.	**1)Formal Language** Formal language in cohesion is using clear and professional words and style to make a text easier to understand and connect ideas smoothly. **2)Semi-colons for clauses** A semi-colon can be used to link two clauses which are closely related.	*Justice, sceptre, offspring, anvil, wisdom, loyalty, savage, labours, divert, fatherly, vengeful, fierce, devious, theatrical, resourceful, unpredictable, foresight, concealed* ***Common Exception Words:*** *relevant, restaurant, rhyme, rhythm, shoulder, signature*
 ***Hidden Figures***	persuade ***Persuasive Letter*** Persuasive Writing is a type of writing that aims to convince a reader to adopt a particular point of view or take a specific action ***Audience: A letter to the class***	**1)Modal Verbs** A modal verb is a type of verb that indicates likelihood or possibility. **Consolidation of taught Y5 skills.**	**1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*Campaign, discrimination, equality, feminism, prejudice, pioneer, racism, segregation, sexism, suffragette, vote, election, freedom, hidden figure* ***Common Exception Words:*** *signature, sincerely, soldier, stomach, temperature, twelth*

Reading and Writing Structure
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Year 6	Purpose and Structure	Skills	Genre Focus/Cohesive Devices	Vocabulary
 ***Me, My Dad and the End of the Rainbow***	entertain ***Diary Entry*** The purpose of a diary entry is to recount important personal experiences and to express feelings. ***Audience: Yourself***	**1)Recap of previous Y5 taught skills - semi-colons for clauses** A semi-colon can be used to link two clauses which are closely related. **2)Recap of previous Y5 taught skills - dashes for emphasis** Writers sometimes use dashes to emphasise a pause or point made.	**1)Devices to aid cohesion across paragraphs** Cohesion means writing is linked and flows. Recap of word classes to aid cohesion: pronouns, determiners, conjunctions, adverbs, fronted adverbials, ellipsis **2)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*Quivering, threatening, differences, metaphor, uncoordinated, LGBTQ+, pinstriped, enlarged, pride, flamboyant, undoubtedly, human rights* ***Common Exception Words:*** *prejudice, privilege, mischievous, bargain, bruise, dictionary, identity, hindrance, individual, interfere, interrupt*
 ***Viking Voyagers***	inform ***Non-Chronological Report*** A non-chronological report is a non-fiction text that is not written in time order to give information about a particular subject or event. ***Audience: Year 5 for their History Topic***	**1)Active and passive voice** Active voice is when the subject performs the verb and passive voice is when the subject is acted upon by the verb. **2) Subjunctive Form** The subjunctive form of a verb creates a feeling of uncertainty. It is used to talk about something that hasn't happened.	**1)Semi-colons for clauses** A semi-colon can be used to link two clauses which are closely related. **2)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.**	*seafarer, marauder, chieftain, longhouse, navigation, exploration, conquest, territory, craftsmanship, mythology* ***Common Exception Words:*** *accommodate, according, aggressive, ancient, convenience, occur, occupy, opportunity*
 ***Grimm Tales for Old and Young***	entertain ***Narrative*** A narrative is a piece of writing that focuses on telling a story. ***Audience: Young Adults***	**1)Direct Speech to move events forward within a story** Direct speech is where the exact words that are spoken are written inside inverted commas. **2)Direct Speech to show character** Direct speech is where the exact words that are spoken are written inside inverted commas.	**1)Hyphens to avoid ambiguity** Used to join two or more words to avoid confusion over meaning. **2)Consistent Tense** Present tense verbs tell us what is happening now. Past tense verbs tell us what has already happened.	*Enchantment, sorcery, benevolence, perilous, bewitched, prowess, treachery, forsaken, redemption* ***Common Exception Words:*** *amateur, equipment, explanation, exaggerate, forty, harass, neighbour, nuisance, rhyme, rhythm, sacrifice*
 ***Darwin's Voyage of Discovery***	inform ***Biography*** A biography is a non-fiction text about someone's life. ***Audience: Young scientists***	**1) Semi-colon, colon and dash between independent clauses** **Application of GPS skills taught with the emphasis on manipulation for effect on the reader.**	**1)Synonyms/Antonyms to improve flow** Synonyms and antonyms are used to reduce repetitive language and enhance the flow of a text**.** **2)Formal/Informal Language** Formal language is used when writing or speaking formally. Informal language is the type of words and phrases that are normally used when a person is speaking or writing. It may be colloquial language, slang and abbreviations.	*Philosopher, botany, geology, embark, voyage, circumference, commissioned, naturalist, unchartered, hostile, gauge, specimen* ***Common Exception Words:*** *accompany, communicate, competition, correspond, curiosity, definite, desperate, determined, disastrous*
 ***Real-Life Mysteries***	discuss ***Balanced Argument*** A balanced argument is a discussion that considers both sides of an issue, presenting arguments for and against. ***Audience: True Crime Show***	**1)Semi-colon or colon in a list** Used to separate longer phrases in a list. **Application of GPS skills taught with the emphasis on manipulation for effect on the reader.**	**1)Devices to aid cohesion across paragraphs** Cohesion means writing is linked and flows. Recap of word classes to aid cohesion: pronouns, determiners, conjunctions, adverbs, fronted adverbials, ellipsis	*Apparition, objective, psychic, coincidence, paranormal, controversy, conspiracy, phenomenon, elusive, illusion, premonition, unresolved, mythical creature, inhabit* ***Common Exception Words:*** *restaurant, shoulder, signature, temperature, physical, queue*
 ***Mr Penguin and the Lost Treasure***	persuade ***Persuasive Advert*** A persuasive advert is written to convince the reader to do or think something. ***Audience: Travel Agency***	**Application of GPS skills taught with the emphasis on manipulation for effect on the reader.**	**1) Causal conjunctions (consequently, hence, since, as a result)** They explain why something happens or what happens as a result. **2)Punctuation of Bullet Points** Using punctuation marks consistently at the end of each bullet so the list reads clearly and follows proper grammar.	*Quest, adventurer, lost jungle, newspaper advert, financial, secret code, ferocious beasts, sidekick* ***Common Exception Words:*** *language, guarantee, leisure, muscle, recommend, persuade, relevant*

Reading and Writing Structure
2026 - 2027

Reading Texts

	Block 1a	Block 1b	Block 2a	Block 2b	Block 3a	Block 3b
Year 1	  *The Naughty Bus* *Cave Baby*	  *Iggy Peck* *Leo the Octopus*	 *Pig the Pug* *Beegu*	  *The Disgusting Sandwich Julian is a Mermaid*	  *The Odd Egg* *Lost and Found*	  *Send for a Superhero* *Astrogirl*
Year 2	  *Hello* *Eric*	 *Book of Bears*	 *The Magic Finger*	 *Ada Twist*	 *Rabbit and Bear*	 *Looking after our oceans*
Year 3	 *Arthur and the Golden Rope*	 *The Undefeated*	 *James and The Giant Peach*	 *Titanic*	 *Egyptian Cinderella*	 *Earth Shattering Events*
Year 4	 *Hotel Flamingo* *Persuade*	 *Questions and Answers about Racism*	 *The BFG*	 *Letters from the lighthouse*	 *The Wild Robot*	 *The Street Beneath my feet*
Year 5	 *Zombierella*	 *Great Women who Changed the World*	 *The Invention of Hugo Cabaret*	 *Cogheart*	 *Mythologica*	  *Hidden Figures* *Cakes in Space*
Year 6	 *Me, My Dad and the End of the Rainbow*	 *Viking Voyagers*	 *Grimm Tales for Old and Young*	*Darwin's Voyage of Discovery*	*Real-Life Mysteries*	*Mr Penguin and the Lost Treasure*