



	Autumn	Spring	Summer
Year 1	<p>Autumn 1</p> <p><u>Fiction: Rags to Riches with a focus on character</u> In this text-type, children will begin to explore the plot structure of a 'rags to riches' narrative. The children will explore appearance and personality when planning and developing character.</p> <p><u>Non-fiction: persuasion</u> In this text-type, children will learn and retell persuasive texts linked with a topic relevant to the children's current experience. The children will base their writing on a three-part structure and write in sentences to promote their chosen topic.</p> <p>Autumn 2</p> <p><u>Fiction: Finding tale with a focus on setting</u> In this text-type, children will begin to explore the plot structure of a 'finding tale' narrative. The children will build on their developing knowledge of creating settings by using their senses to describe and also using familiar places that they know to describe similar settings.</p> <p><u>Non-fiction: instructions</u> In this text-type, children will learn and retell instruction texts linked with a topic relevant to the children's current experience. The children will build in language features such as a title, time adverbials, short clear sentences and imperative language.</p>	<p>Spring 1</p> <p><u>Fiction: Wishing tale with a focus on character</u> In this text-type, children will begin to explore the plot structure of a 'wishing tale' narrative. The children will explore appearance and personality when planning and developing character. They will continue to build on the characterisation work from autumn 1 by exploring adverbs to convey a character's actions.</p> <p><u>Non-fiction: instructions</u> In this text-type, children will learn and retell instruction texts linked with a topic relevant to the children's current experience. The children will build in language features such as a title, time adverbials, short clear sentences and imperative language.</p> <p>Spring 2</p> <p><u>Fiction: Portal story with a focus on character</u> In this text-type, children will begin to explore the plot structure of a 'portal story' narrative. The children will explore appearance and personality when planning and developing character. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions.</p> <p><u>Non-fiction: information text</u> In this text-type, children will learn and retell information texts linked with a topic relevant to the children's current experience. The children will begin to investigate the structure of an information text which will include a clear opening, chunks of information relating to the topic in question and a conclusion/amazing fact.</p>	<p>Summer 1</p> <p><u>Fiction: Defeating the monster with a focus on setting</u> In this text-type, children will begin to explore the plot structure of a 'defeating the monster' narrative. The children will build on their developing knowledge of creating settings by using their senses to describe and also using familiar places that they know to describe similar settings.</p> <p><u>Non-fiction: instructions</u> In this text-type, children will learn and retell instruction texts linked with a topic relevant to the children's current experience. The children will build in language features such as a title, time adverbials, short clear sentences and imperative language.</p> <p>Summer 2</p> <p><u>Fiction: Journey story with a focus on setting</u> In this text-type, children will begin to explore the plot structure of a 'defeating the monster' narrative. The children will build on their developing knowledge of creating settings by using their senses to describe and also using familiar places that they know to describe similar settings.</p> <p><u>Non-fiction: recount (postcards)</u> In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will begin to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and develop an understanding of 'technical language'.</p>

Autumn 1

Fiction: Defeating the monster with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'defeating the monster' narrative. The children will build on their knowledge of creating settings by using similes and adverbs.

Non-fiction: instructions

In this text-type, children will learn and retell instruction texts linked with a topic relevant to the children's current experience. The children will continue to build in language features by choosing precise nouns and verbs to keep sentences short and will look at commas for lists and bullet points as a presentational feature.

Autumn 2

Fiction: narrative with a focus on setting

In this text-type, children will continue to explore the plot structure of a narrative writing. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions.

Non-fiction: recount (diary)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision.

Spring 1

Fiction: Finding tale with a focus on character

In this text-type, children will continue to explore the plot structure of a 'finding tale' narrative. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will also begin to explore examples of 'show, not tell' and use this skill in their own writing.

Non-fiction: information text

In this text-type, children will learn and retell information texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of an information text which will include a clear opening, chunks of information relating to the topic in question and a conclusion/amazing fact. In Y2, the children will focus on writing information texts in the present tense and 3rd person to give their texts an impersonal and objective voice.

Spring 2

Fiction: Defeating the monster with a focus on character

In this text-type, children will continue to explore the plot structure of a 'defeating the monster' narrative. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will also begin to explore examples of 'show, not tell' and use this skill in their own writing.

Non-fiction: recount (letters)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision.

Summer 1

Fiction: narrative with a focus on setting

In this text-type, children will continue to explore the plot structure of a narrative writing. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions.

Non-fiction: instructions

In this text-type, children will learn and retell instruction texts linked with a topic relevant to the children's current experience. The children will continue to build in language features by choosing precise nouns and verbs to keep sentences short and will look at commas for lists and bullet points as a presentational feature.

Summer 2

Fiction: Journey story with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'journey' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions.

Non-fiction: persuasion (letters)

In this text-type, children will build on their persuasive writing skills learnt in Y1 by reading a range of persuasive texts. They will begin to analyse what writerly tools are used in texts they read and begin to understand how they are used to achieve a persuasive effect. The children will write a persuasive text linked with a topic relevant to their current experience.

Autumn 1

Fiction: tale of fear with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'tale of fear' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also be introduced to more complex figurative language such as metaphors and personification.

Non-fiction: persuasion

In this text-type, children will build on the persuasive unit in Y2 by reading a wider range of persuasive texts and continue to understand what writerly tools are used and understand how they are used to achieve a persuasive effect. In Y3, the children will extend the text structure introduced in Y1/2 and will base their writing on a four/five-part structure.

Autumn 2

Fiction: Portal story with a focus on setting

In this text-type, children will begin to explore the plot structure of a 'portal story' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also be introduced to more complex figurative language such as metaphors and personification.

Non-fiction: information text

In this text-type, children will learn and retell information texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of an information text which will include a clear opening, chunks of information relating to the topic in question and a conclusion/amazing fact. The children will focus on writing information texts in the present tense and 3rd person to give their texts an impersonal and objective voice. In Y3, the children will begin to look at how using complex sentences to combine information clearly and concisely can be a powerful writing tool.

Spring 1

Fiction: return narrative with a focus on character

In this text-type, children will continue to explore the plot structure of narrative writing. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will continue to explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect.

Non-fiction: discussion

In this text-type, children will read a variety of discussion texts and will learn and retell a model within their own interests and experiences. The children will begin to understand that a discussion text should be a balanced argument and they should only reveal their own opinion on the subject at the end of the text. They will begin to investigate how using complex sentences to combine information can make the text more engaging for the reader, use a variety of generalisers and will develop their connecting words and phrases to guide the reader through the argument.

Spring 2

Fiction: Defeating the monster with a focus on character

In this text-type, children will continue to explore the plot structure of a 'defeating the monster' narrative. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will continue to explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect.

Non-fiction: explanation text

In this text-type, children will learn and retell explanation texts linked with a topic relevant to the children's current experience. The children will be introduced to a three-part structure including a general statement introducing the topic, a series of logical steps explaining how or why something occurs and a summary statement or memorable piece of information. They will collect and use a variety of conjunctions and generalisers to link sentences and add interest for the reader.

Summer 1

Fiction: Journey story with a focus on character

In this text-type, children will continue to explore the plot structure of a 'journey' narrative. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will continue to explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect.

Non-fiction: recount (letters)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials.

Summer 2

Fiction: tale of fear with a focus on suspense

In this text-type, children will continue to explore the plot structure of a narrative writing. The children will focus on using sound effects, empty words and placing their characters in lonely, dark places to create a suspenseful atmosphere.

Non-fiction: recount (diary)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials.

Autumn 1

Fiction: Journey story with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'journey' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also be introduced to more complex figurative language such as metaphors and personification. In addition, in Y4, children will begin to investigate the impact varying sentence length has.

Non-fiction: recount (diary)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials.

Autumn 2

Fiction: Defeating the monster with a focus on character

In this text-type, children will continue to explore the plot structure of a 'defeating the monster' narrative. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will continue to explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect and also use a 'hook' e.g. *The window was broken...to engage the reader.*

Non-fiction: information text

In this text-type, children will learn and retell information texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of an information text which will include a clear opening, chunks of information relating to the topic in question and a conclusion/amazing fact. The children will focus on writing information texts in the present tense and 3rd person to give their texts an impersonal and objective voice. The children will continue to look at how using complex sentences to combine information clearly and concisely can be a powerful writing tool and they will begin to understand that certain sections may need multiple paragraphs to convey the information accurately.

Spring 1

Fiction: Warning tale with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'warning tale' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also be introduced to more complex figurative language such as metaphors and personification. In addition, in Y4, children will begin to investigate the impact varying sentence length has.

Non-fiction: discussion

In this text-type, children will read a variety of discussion texts and will learn and retell a model within their own interests and experiences. They will continue to build on prior knowledge by using complex sentences to combine information and make the text more engaging for the reader, use a variety of generalisers and will develop their connecting words and phrases to guide the reader through the argument.

Spring 2

Fiction: Tale of quest with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'tale of quest' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also be introduced to more complex figurative language such as metaphors and personification. In addition, in Y4, children will begin to investigate the impact varying sentence length has.

Non-fiction: persuasion

In this text-type, children will build on the persuasive unit in Y3 by reading a range of persuasive texts and further understand what writerly tools are used and how they are used to achieve a persuasive effect. Children will investigate how style and vocabulary are used to convince the reader. Where appropriate, children will use more formal language appropriately linking points persuasively and select style and vocabulary that is appropriate to the reader. Children will base their writing on a four/five- part structure.

Summer 1

Fiction: Narrative with a focus on character

In this text-type, the children will continue to develop their understanding of narrative texts. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will continue to explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect and also use a 'hook' e.g. *The window was broken...to engage the reader.*

Non-fiction: biography

In this text-type, the children will explore the structure of a biographical text. The children will begin to distinguish between formal/informal writing and the appropriate level of formality required to write a biographical text.

Summer 2

Fiction: Narrative with a focus on dialogue

In this text-type, the children will continue to develop their understanding of narrative texts. The children will look at a range of examples of dialogue and how it is used effectively. In addition, they will use dialogue punctuation effectively and develop the use of movement and speech verbs.

Non-fiction: recount (newspaper report)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials.

Autumn 1

Fiction: Defeating the monster with a focus on character
In this text-type, children will continue to explore the plot structure of a 'defeating the monster' narrative. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will continue to explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect and also use a 'hook' e.g. *The window was broken...to engage the reader.* In Y5, the children will investigate the impact using 'internal voice' can have on a specific character.

Non-fiction: recount (newspaper report)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of a recount which will include an opening, a middle section and a conclusion. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials. In Y5, the children will also begin to look at levels of formality and how this can be portrayed within newspaper reports.

Autumn 2

Fiction: Warning tale with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'warning tale' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also continue to use more complex figurative language such as metaphors and personification. The children will begin to investigate the impact varying sentence length has. In Y5, the children will describe character reactions to show how the setting is making them feel.

Non-fiction: discussion

In this text-type, children will read a variety of discussion texts and will learn and retell a model within their own interests and experiences. They will continue to build on prior knowledge by using complex sentences to combine information and make the text more engaging for the reader, use a variety of generalisers and will develop their connecting words and phrases to guide the reader through the argument. In addition, the children will explore how direct and indirect speech can enhance a discussion text.

Spring 1

Fiction: Tale of quest with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'tale of quest' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also continue to use more complex figurative language such as metaphors and personification. The children will begin to investigate the impact varying sentence length has. In Y5, the children will describe character reactions to show how the setting is making them feel.

Non-fiction: explanation text

In this text-type, children will learn and retell explanation texts linked with a topic relevant to the children's current experience. The children will continue to investigate the structure of an explanation text. They will continue to build on sentence structures e.g. *sentences to combine information, for lists of three and conditional/hypothetical sentences.*

Spring 2

Fiction: tale of fear with a focus on suspense

In this text-type, children will continue to explore the plot structure of narrative writing. The children will focus on using sound effects, empty words and placing their characters in lonely, dark places to create a suspenseful atmosphere.

Non-fiction: biography

In this text-type, the children will explore the structure of a biographical text. The children will begin to distinguish between formal/informal writing and the appropriate level of formality required to write a biographical text.

Summer 1

Fiction: Narrative with a focus on setting

In this text-type, the children will continue to develop their understanding of narrative texts. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also continue to use more complex figurative language such as metaphors and personification. The children will begin to investigate the impact varying sentence length has. In Y5, the children will describe character reactions to show how the setting is making them feel.

Non-fiction: information text

In this text-type, children will learn and retell information texts linked with a topic relevant to the children's current experience. The children will continue to build on the skills taught in previous year groups and also expand the range of generalisers and conjunctions they use, use opinions as well as facts and include technical vocabulary to add precision to their writing.

Summer 2

Non-fiction: persuasion

In this text-type, children will build on the persuasive unit in Y4 by reading a range of persuasive texts and further understand what writerly tools are used and how they are used to achieve a persuasive effect. Children will investigate how style and vocabulary are used to convince the reader. Where appropriate, children will use more formal language appropriately linking points persuasively and select style and vocabulary that is appropriate to the reader. Children will base their writing on a four/five- part structure. Children will support their views with reasons and evidence.

Fiction: tale of fear with a focus on suspense

In this text-type, children will continue to explore the plot structure of narrative writing. The children will focus on using sound effects, empty words and placing their characters in lonely, dark places to create a suspenseful atmosphere.

Autumn 1

Fiction: Warning tale with a focus on setting

In this text-type, children will continue to explore the plot structure of a 'warning tale' narrative. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also continue to use more complex figurative language such as metaphors and personification. The children will investigate the impact varying sentence length has. The children will continue to describe character reactions to show how the setting is making them feel and explore how changing a setting can create a different atmosphere.

Non-fiction: discussion

In this text-type, children will read a variety of discussion texts and will learn and retell a model within their own interests and experiences. They will continue to build on prior knowledge by using complex sentences to combine information and make the text more engaging for the reader, use a variety of generalisers and will develop their connecting words and phrases to guide the reader through the argument. The children will explore how direct and indirect speech can enhance a discussion text. In addition, in Y6, children will explore how using persuasive techniques to sway the decision of the reader can be extremely powerful.

Autumn 2

Fiction: overcoming the monster with a focus on suspense

In this text-type, children will continue to explore the plot structure of an 'overcoming the monster' narrative. The children will focus on using sound effects, empty words and placing their characters in lonely, dark places to create a suspenseful atmosphere. In addition, they will investigate how slowing down the action to increase tension and anticipation can be a powerful writing tool.

Non-fiction: recount (magazine article)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. They will continue to build on their knowledge of time adverbials and technical language and will choose adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials. As the children will be writing magazine articles, the children will compare different styles of magazines to look at formality.

Spring 1

Fiction: Lost narrative with a focus on setting

In this text-type, the children will continue to develop their understanding of narrative texts. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also continue to use more complex figurative language such as metaphors and personification. The children will investigate the impact varying sentence length has. The children will continue to describe character reactions to show how the setting is making them feel and explore how changing a setting can create a different atmosphere.

Non-fiction: persuasion (letters)

In this text-type, children will build on the persuasive unit in Y5 by reading a range of persuasive texts and further understand what writerly tools are used and how they are used to achieve a persuasive effect. Children will investigate how style and vocabulary are used to convince the reader. Where appropriate, children will use more formal language appropriately linking points persuasively and select style and vocabulary that is appropriate to the reader. Children will base their writing on a four/five- part structure. Children will support their views with reasons and evidence.

Spring 2

Fiction: War narrative with a focus on setting

In this text-type, the children will continue to develop their understanding of narrative texts. The children will build on their knowledge of creating settings by using similes, adverbs, lists of three and prepositions. They will also continue to use more complex figurative language such as metaphors and personification. The children will investigate the impact varying sentence length has. The children will continue to describe character reactions to show how the setting is making them feel and explore how changing a setting can create a different atmosphere. They will continue to build on the characterisation work previously studied by exploring adverbs to convey a character's actions. They will explore examples of 'show, not tell' and use this skill in their own writing. In addition, children will focus on varying their sentence length for a specific effect and also use a 'hook' e.g. *The window was broken...* to engage the reader. The children will investigate the impact using 'internal voice' can have on a specific character.

Non-fiction: recount (diary entry)

In this text-type, children will learn and retell recount texts linked with a topic relevant to the children's current experience. They will continue to build on their knowledge of time adverbials and technical language and will choose

Summer

Revision units

In this term, the children will be writing a variety of different text-types. Work written earlier on in the year will be revisited, redrafted and improved. The children will have the opportunity to apply taught text-type skills across the curriculum. In addition, they will be encouraged to write hybrid texts in order to practise combining multiple skills together.

adjectives and similes to add detail and precision. In addition, they will link paragraphs using a range of adverbials. As the children will be writing diary entries, they will continue to build on their understanding of formality and writing in the role of a character.

NOTE: Poetry

Poetry will be taught for three days at the beginning of each fiction text. We have chosen to do this as exploring and creating poetry before a fiction unit aids creativity and playfulness with language and ideas. Word banks of vocabulary, similes, metaphors etc. will be created, linking to the upcoming fiction unit (where appropriate). We have chosen to do this so that the children have rich vocabulary banks to draw from when they are writing within each fiction unit. We believe that the form of a poem should not limit a child’s creativity; therefore, children will explore a range of poetry including: list or collage poems, tongue twisters, alphabet and counting, shape/concrete/calligram and acrostic, couplets, free verse, haiku, cinquain, tanka, kenning and rap.

NOTE: Text choices

Below, you will find a table of all the texts chosen as the vehicles with which we will deliver the above knowledge and skills.

	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Year 1	<p>Text: Cinderella</p> <p>Genre: Rags to riches</p> <p>Toolkit focus: Character</p>	<p>Text: Cinderella</p> <p>Genre: Labels and captions</p>	<p>Text: The Storm Whale</p> <p>Genre: Finding Tale</p> <p>Toolkit focus: Setting</p>	<p>Text: The Storm Whale</p> <p>Genre: Instructions (list of rules for how to look after a storm whale)</p>	<p>Text: Little Red Hen</p> <p>Genre: Wishing Tale</p> <p>Toolkit focus: Character</p>	<p>Text: Little Red Hen</p> <p>Genre: Instructions (recipe for a lazy animal)</p>	<p>Text: Where the Wild Things Are</p> <p>Genre: Portal story</p> <p>Toolkit focus: Character</p>	<p>Text: Where the Wild Things Are</p> <p>Genre: Information text (on wild thing monsters)</p>	<p>Text: Rapunzel (Bethan Woollvin version)</p> <p>Genre: Tale of defeating the monster</p> <p>Toolkit focus: Setting</p>	<p>Text: Rapunzel (Bethan Woollvin version)</p> <p>Genre: Instructions (how to defeat a monster)</p>	<p>Text: The Secret of Black Rock</p> <p>Genre: Journey Story</p> <p>Toolkit focus: Setting</p>	<p>Text: The Secret of Black Rock</p> <p>Text type: Recount (Postcards)</p>
Year 2	<p>Text: Little Red Riding Hood</p> <p>Genre: Tale of defeating the monster</p> <p>Toolkit focus: Setting</p>	<p>Text: Little Red Riding Hood</p> <p>Genre: Instructions (how to catch a wolf)</p>	<p>Text: The Night Gardener</p> <p>Genre: Narrative</p> <p>Toolkit focus: Setting</p>	<p>Text: The Night Gardener</p> <p>Genre: Recount (diary)</p>	<p>Text: The Bog Baby</p> <p>Genre: Finding tale</p> <p>Toolkit focus: Character</p>	<p>Text: The Bog Baby</p> <p>Genre: Non-chronological (on Bog Babies)</p>	<p>Text: Jack and The Baked Beanstalk</p> <p>Genre: Overcoming the monster</p> <p>Toolkit focus: Character</p>	<p>Text: Jack and The Baked Beanstalk</p> <p>Genre: Recount (letters to and from the giant)</p>	<p>Text: The Flower</p> <p>Genre: Transformation story</p> <p>Toolkit focus: Setting</p>	<p>Text: The Flower</p> <p>Genre: Instructions (how to look after plants/planet)</p>	<p>Text: Grandad’s Island – Benji Davies</p> <p>Genre: Journey Story</p> <p>Toolkit focus: Setting</p>	<p>Text: Grandad’s Island – Benji Davies</p> <p>Genre: Persuasion (letters)</p>

Year 3	<p>Text: The Iron Man</p> <p>Genre: Tale of fear</p> <p>Toolkit focus: Setting</p>	<p>Text: The Iron Man</p> <p>Genre: Persuasion</p>	<p>Text: Leon And the Place Between</p> <p>Genre: Portal story</p> <p>Toolkit focus: Setting</p>	<p>Text: Leon And the Place Between</p> <p>Genre: Information text</p>	<p>Text: Seen Not Heard – Katie May Green</p> <p>Genre: Return story</p> <p>Toolkit focus: Character</p>	<p>Text: Seen Not Heard – Katie May Green</p> <p>Genre: Discussion text</p>	<p>Text: Georges Marvellous Medicine</p> <p>Genre: Overcoming the monster</p> <p>Toolkit focus: Character</p>	<p>Text: Georges Marvellous Medicine</p> <p>Genre: Explanation text</p>	<p>Text: Jemmy Button – Jennifer Uman</p> <p>Genre: Journey story</p> <p>Toolkit focus: Character</p>	<p>Text: Jemmy Button – Jennifer Uman</p> <p>Genre: Recount (letters – writing back home)</p>	<p>Text: Into the Forest – Anthony Browne</p> <p>Genre: Tale of fear</p> <p>Toolkit focus: Suspense</p>	<p>Text: Into the Forest – Anthony Browne</p> <p>Genre: Diary entry</p>
Year 4	<p>Text: The Journey – Francesca Sanna</p> <p>Genre: Journey story</p> <p>Toolkit focus: Setting/atmosphere</p>	<p>Text: The Journey – Francesca Sanna</p> <p>Genre: Diary entry</p>	<p>Text: Arthur And the Golden Rope</p> <p>Genre: Overcoming the monster</p> <p>Toolkit focus: character</p>	<p>Text: Arthur And the Golden Rope</p> <p>Genre: Information texts on a chosen monster</p>	<p>Text: Voices in the Park</p> <p>Genre: Warning Tale</p> <p>Toolkit focus: Setting</p>	<p>Text: Voices in the Park</p> <p>Genre: Discussion</p>	<p>Text: The Lost Happy Endings</p> <p>Genre: Tale of quest</p> <p>Toolkit focus: Setting/atmosphere</p>	<p>Text: The Lost Happy Endings</p> <p>Genre: Persuasion</p>	<p>Text: Manfish – The Story of Jacques Cousteau</p> <p>Genre: Narrative</p> <p>Toolkit focus: character</p>	<p>Text: Manfish – The Story of Jacques Cousteau</p> <p>Genre: Biography (on Jacques Cousteau)</p>	<p>Text: The Whale – Vita Murrow</p> <p>Genre: Narrative</p> <p>Toolkit focus: Dialogue</p>	<p>Text: The Whale – Vita Murrow</p> <p>Genre: Newspaper report</p>
Year 5	<p>Text: The Promise – Nicola Davies</p> <p>Genre: Overcoming the monster</p> <p>(character transformation)</p> <p>Toolkit focus: Character</p>	<p>Text: The Promise – Nicola Davies</p> <p>Genre: Newspaper Report</p>	<p>Text: Why the Whales Came</p> <p>Genre: Warning Tale</p> <p>Toolkit: Setting</p>	<p>Text: Why the Whales Came</p> <p>Genre: Discussion text (should animals be hunted?)</p>	<p>Text: The Lost Book of Adventure – Unknown Author</p> <p>Genre: Tale of quest</p> <p>Toolkit: Setting</p>	<p>Text: The Lost Book of Adventure – Unknown Author</p> <p>Genre: Explanation text</p>	<p>Text: The Errand – Leo Fleur</p> <p>Genre: Tale of fear</p> <p>Toolkit: Suspense/action</p>	<p>Text: The Errand – Leo Fleur</p> <p>Genre: Biography</p>	<p>Text: FARThER – Grahame Baker Smith</p> <p>Genre: Narrative</p> <p>Toolkit: Setting</p>	<p>Text: FARThER – Grahame Baker Smith</p> <p>Genre: Non-chronological report (inventors)</p>	<p>Text: Wolves in The Walls</p> <p>Genre: Tale of fear</p> <p>Toolkit: Suspense</p>	<p>Text: Wolves in The Walls</p> <p>Genre: Persuasion</p>
Year 6	<p>Text: Skellig</p> <p>Genre: Warning Tale</p> <p>Toolkit focus:</p>	<p>Text: Skellig</p> <p>Genre: Discussion (should Michael tell someone about the</p>	<p>Text: Survivors (any of the texts)</p> <p>Genre: Overcoming the monster</p>	<p>Text: Survivors</p> <p>Genre: Report (in the style of a magazine</p>	<p>Text: Hansel & Gretel – Neil Gaiman</p> <p>Genre: 'Lost Narrative'</p> <p>Toolkit</p>	<p>Text: Hansel & Gretel – Neil Gaiman</p> <p>Genre: Persuasive letters (to and from</p>	<p>Text: Rose Blanche/Anne Frank – Josephine Poole</p> <p>Genre: War Narrative</p>	<p>Text: Rose Blanche/Anne Frank – Josephine Poole</p> <p>Genre: Diary Entry</p>	<p>Text: A story like the wind – Gill Lewis</p> <p>Genre: Flashback narrative</p>	<p>Text: A story like the wind – Gill Lewis</p> <p>Genre: Report</p> <p>(Newspaper</p>	<p>Revision Unit</p> <p>Text: The Man Who Walked Between Two Towers</p>	<p>Text: Shackleton's Journey</p> <p>Genre: Multiple</p> <p>Toolkit</p>

	Setting	'thing'?	Toolkit focus: suspense/action	article)	focus: Setting/atmosphere	any of the characters – possibly the forest persuading the children to enter)	Toolkit focus: Setting/atmosphere/character		Toolkit focus: Setting/atmosphere	reports – in the style of a certain newspaper e.g. <i>The Daily Mail</i>)	Genre: Multiple Toolkit focus: Setting/atmosphere	focus: Setting/atmosphere/character
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