

Day 1

Introduction to the context/book/vocabulary focus



Day 2

Modelled writing of a short write

Produces a WAGOLL



Day 3

Improve a WABOLL Modelled writing



Reading

Is **fluency** in reading understood and prioritised?

Does the curriculum provide the knowledge pupils need to **access rich** texts (background/content knowledge/carefully chosen literary knowledge/knowledge of meta-cognitive approaches)?

Is enough emphasis placed on gaining strong vocabulary knowledge?

Do pupils read a wide **enough** range of texts (novels, plays, poetry)?



Follow-up



Day 4

Write final piece
Self and peer assessment
Continuous editing and
improvement



Modelled/heavily scaffolded



Independent

Archaic	Non-Linear	Narratively Complex	Symbolic Text	Resistant	Linear	Diverse Text
Some of the most influential and seminal texts ever written. Language that is unusual in today's world.	Include sequences in narratives that leap around and double back on themselves.	The narrator can be unreliable/ inconsistent. These often include several narrators.	These books include images, metaphors and allegorical meanings.	Deliberately confusing, with nuances, hints clues and complex plots. Poems are often resistant.	Traditional, chronological book. The reader sees the events of the story unfolding in the order in which they occurred.	Books which encourage empathy and inclusion and can teach us about people and events that are all too often forgotten.
	000			?!	0	

Cycle A

Year 1/2

Instructions
How to Catch a Star

Narrative
How to Catch a Star

Poetry Autumn

10

Diary/Recount

Emily Browne and the Thing

Narrative

Emily Browne and the Thing

Narrative

Excitable Edgar (Visual Literacy)



Narrative

Lights On Cotton Rock Non-Chronological Report

Lights On Cotton Rock

Poetry

Acrostic Lights On Cotton Rock Recount

The True Story of the Three Little Pigs

Narrative

The True Story of the Three Little Pigs

Letter

The True Story of the Three Little Pigs

Narrative

Little Red Riding Hood

Alternative Version

Honestly, Red Riding Hood Was Rotten

Non-Chronological Report

10

10

Little Red Riding Hood (Wolves)

Narrative

10

Lighthouse Keeper's
Lunch

Instructions

Lighthouse Keeper's Lunch Recount

10

Lighthouse Keeper's Lunch (Trip)

Long Term Plan allows for flexibility for assessment weeks

Cycle B

Year 1/2

Narrative

Brown Bear, Brown Bear, What Can You See?

Alternative Version

10

10

Brown Bear, Brown Bear, What Can You See?

Poetry

10

Brown Bear, Brown Bear, What Can You See?

Narrative

Supertato

Instructions Supertato

Diary
Mog's Christmas
Calamity

Shape Poetry

Mog's Christmas Calamity



Narrative

Paddington in the Garden

Recount/ Letter

Paddington in the Garden

Non-Chronological Report

Paddington in the Garden (Bears)

Narrative

10

Jack and the Baked Beanstalk

Instructions

Jack and the Baked Beanstalk

Non-Chronological Report

Jack and the Baked Beanstalk

Narrative

Hansel and Gretel (AB)

Alternative Version

Hansel and Gretel (AB)

Poetry - Riddles

10

Hansel and Gretel (AB)

Narrative

Billy and the Dragon

Instructions

Billy and the Dragon

Recount

Billy and the Dragon

10

Long Term Plan allows for flexibility for assessment weeks

Cycle A

Year 3/4



Cycle B

Year 3/4

10

10

10

DescriptionThis Morning I Met a

Whale

Diary/journal

This Morning I Met a Whale

Narrative

10

10

10

This Morning I Met a Whale

Recount

Escape from Pompeii

Narrative

Escape from Pompeii

Poetry

When the Colours
Spoke – Grace
Nichols

Recount

Boy

Letter to inform

Instructions

Stranded: A Mostly True Story From Iceland **Description**

The Boy Who Grew Dragons

Narrative

The Boy Who Grew Dragons

Poetry

From a Railway
Carriage R L
Stevenson

Narrative Journey

Letter to persuade

Non-Chronological Report Journey

Diary

Adventures are the Pits (Visual Literacy)

Narrative

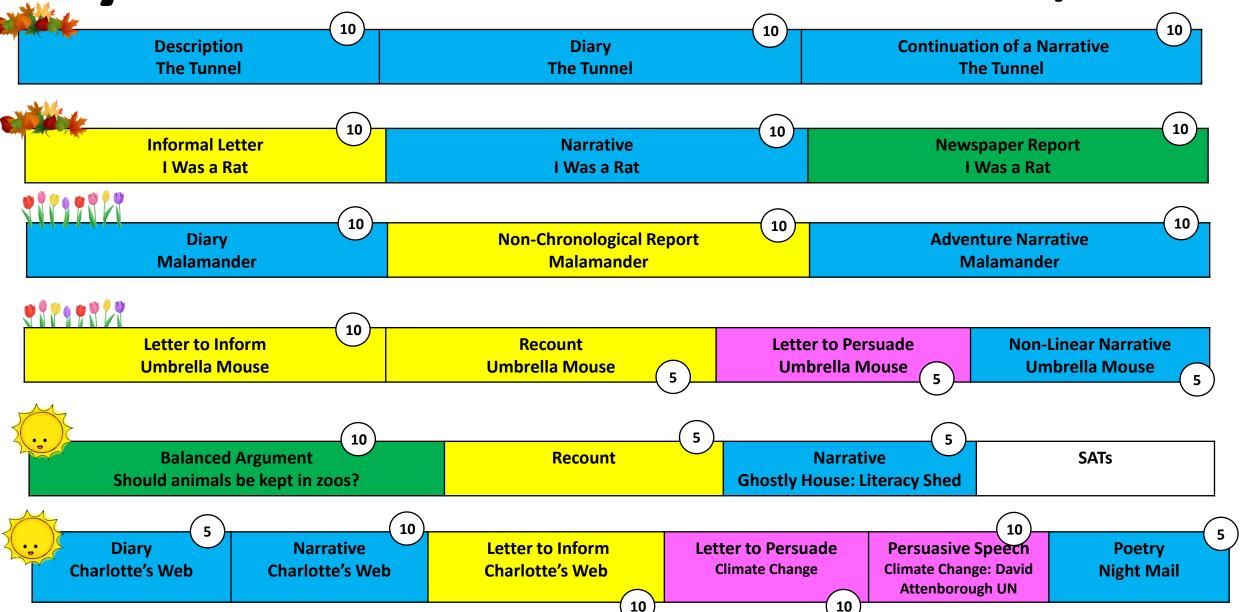
10

Kiki Kallira Breaks a Kingdom Advert

10

Kiki Kallira Breaks a Kingdom Cycle A

Year 5/6



Cycle B

Year 5/6

