



Base 3 English Curriculum Map

Notes

- In addition to an hour-long English lesson each day, the Base 3 timetable includes two 25min stand-alone SPAG sessions, two 20min Spelling/Handwriting sessions, daily 10mins of class story and a monthly 25min Reading Workshop with children and parents.
- For children who need it, there are daily catch-up sessions for Phonics, Spelling and Handwriting as well as numerous 1:1 interventions.
- All children have a Reading Record, in which they encouraged to record all reading. All children have colour-banded reading book and have the option to borrow other additional books (in particularly our non-fiction 'big books').
- Handwriting – see separate planning document.
- Focus text colour codes: **fiction**, **non-fiction**, **poetry**
- Y5A, Y6A = Y5 and Y6 Literacy Anthologies published by Stanley Thornes

Year 4/5 Texts & Outcomes - Cycle A	Unit 1A	Unit 2A	Unit 3A	Unit 4A	Unit 5A	Unit 6A
Theme/overview	Animals	Poor Victorians	Leaving Home	Protecting the planet	Space	Greek Myths
Focus texts	King of the Sky – Nicola Davies The Diary of a Killer Cat – Anne Fine Example discussion texts Funny animal poems Y5A (pp63-4, 137, 140)	Street Child – Berlie Doherty Variety of information texts about Victorian era (other Information texts in Y5A pp. 22, 104, 120, 123, 257) A Visit from St. Nicholas by Clement Clarke Moore	Friend or Foe – Michael Morpurgo Various information sources about Kindertransport (other Information texts in Y5A pp. 22, 104, 120, 123, 257)	The Flower by John Light There's a Rang-Tan in my Bedroom by James Sellick and Y5A p135-7 Looking forward to a better future Y5A p236 Climate Rebels – by Ben Lerwill	Various non-fiction books about space & ISS Variety of travel brochures/adverts The Jamie Drake Equation/The many worlds of Albie Bright - Christopher Edge Homecoming & Moon Fleet, Y5A p157, 242 Various scripts (including Y5A p40, and school play) Space poetry	Greek Myths - Geraldine McCaughrean and other texts, inc Y5A p95, 100 Variety of non-fiction texts about Greece
Purpose of writing	Entertain Discuss	Entertain Inform	Entertain Inform Explain	Entertain Inform Persuade	Persuade Discuss Entertain	Entertain Inform
Writing outcomes	Narrative based on King of the Sky Diary Entry based on Killer Cat Discussion – should you keep pets? Silly poem about an animal	Narrative based on escape in Streetchild Information text about workhouses Biography of Dr Barnardo based on Streetchild and other sources Christmas Poetry	Letter written as an evacuee Explanatory recount of evacuation and reasons for it by David, based on Friend or Foe Police report based on Friend or Foe Radio news report script based on Kindertransport	Narrative – retelling of Flower story Persuasive text about protecting habitats Imaginary autobiography about saving planet	Holiday brochure for imaginary planet Explanation text about ISS Script – conversation with an alien Space poetry	Description – a Greek myth setting Narrative – writing own Greek myth story Information Text about modern-day Greece

Year 4/5 Texts & Outcomes - Cycle B	Unit 1B	Unit 2B	Unit 3B	Unit 4B	Unit 5B	Unit 6B
Theme/overview	Spooky	Inequality	WW1	Stories from the Sea	Antarctica	African Myths
Focus texts	The Wolves in the Walls – Neil Gaiman Online news reports The Haunted Lighthouse by A. Masters Example explanation texts Ghost poems	Journey to Jo'burg – Beverley Naidoo Coming to England – Floella Benjamin The Extraordinary Life of Nelson Mandela by E L Norry and Y5A p68, 276 Examples of letters A Stork in a Baobab Tree: An African Twelve Days of Christmas by Catherine House	Butterfly Lion by Michael Morpurgo Various Information texts about WW1 (other Information texts in Y5A pp. 22, 104, 120, 123, 257) Real letters from trenches	Flotsam by David Wiesner The Problem with Plastic by Ruth Owen	Shackleton's Journey – William Grill Non-fiction texts about Antarctica Poetry collections, The Rime of the Ancient Mariner - Samuel Taylor Coleridge Y5A p163	If Hippo was Hairy – Nick Greaves Various scripts (including Y5A p220, school play)
Purpose of writing	Entertain Explain Inform	Inform Entertain	Entertain Inform	Entertain Persuade	Persuade	Entertain
Writing outcomes	News Report based on Wolves in Walls Narrative based on Haunted Lighthouse Explanation text – what is a lighthouse and why do we no longer need them? Spooky poem	Letter to Grandmother explaining reasons for leaving based on Journey to Jo'burg Information text about apartheid Biography of Nelson Mandela Own version of 12 days of Christmas	Narrative based on Butterfly Lion Information text about WW1 Two letters from trenches (to mother and friend – different styles)	Description of a fantasy setting based on Flotsam Recount summarising boy's experience in Flotsam Persuasive speech about keeping the sea free of plastic	Persuasive letter applying for job on Endurance Dog Diary Discuss/debate - Should Antarctica remain a wilderness? Stuck in the ice poetry	Rewrite an African Myth Story as a script Narrative – writing own African myth story

Y4 Reading Workshop texts – All cycles	Mog & Bumble by Catherine Robinson	Gulliver’s Travels by Jonathan Swift	Matthew Buzzington by Andy Stanton	Matthew Buzzington by Andy Stanton	Loudmouth Louis by Anne Fine	Weird Happenings by Kaye Umansky
Y5 Reading Workshop texts – All cycles	Grandpa Chatterjii by Jamila Gavin	Little House in the Big woods by Laura Ingalls Wilder	Blitz by Robert Westall	Scheherezade by Stephen Corrin	Tom’s Midnight Garden by Phillipa Pearce	A Fight between Lizards at the centre of the Earth by Jules Verne
	SEND		Y4		Y5	
Year 4/5 Additional guided reading texts – All cycles	Monty Bites Back – Colin West The Fizziness Business – Robin Kingsland Geraldine Gets Lucky – Robert Leeson The Surprise Disguise – Thelma Lambert The Seal Singer – Carolyn Dinan No More Time for Paisley – Helen Dyrbye		NFER Lighthouse story Victorian Britain – John Sampson Britain Since 1930 – Jane Shuter Our Field – Berlie Doherty Jenny’s Story – David & Helen Orme Thief in the Camp – Jillian Powell Stranded in the Desert – Jillian Powell Through Twisting Streets – Jonny Zucker A Shield of Honour – Jonny Zucker Getting Even – Jonny Zucker The Fox & the Ghost King – Michael Morpurgo Planets – Nicola Moon Spooky or what? Stewart, Taylor & Clayton Sasha and the Wolfcub – Ann Jungman The Dancing Bear – Michael Morpurgo Tornadoes and Hurricanes – S. Pert Y5A p191 The Wizard of Ox – L Frank Baum Y5A p195		Discoveries: Extracts from Classic Novels – Wendy Body The Lion, the Witch & the Wardrobe – CS Lewis The Greedy Fox – Aesop In Trouble – Rigby Navigator Out of This World – Rigby Navigator Sorted – Rigby Navigator Eye See – Rigby Navigator Solids, Liquids, Gases – Robert Snedden Believe it or not – Rigby Navigator Mysterious – David Orme & Jane Langford Ghost Digger – Jillian Powell Trapped – Rigby Navigator Home Front – Chris Buckton This is War – Rigby Navigator Heroes – Rigby Navigator Bedd Gelert by Stephen Corrin Y5A p92 The Silver Sword – I. Serrailier Y5A p265	

Year 4/5 Reading Skills	Y4 Ongoing	Y5 Ongoing
Reading Skills – Word Reading: Accuracy	• Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. • Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context. • Knows how to decode new words using phonic skills. • Can read all of their year group's word list.	• Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. • Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context. • Knows how to decode new words using phonic skills. • Can read all of their year group's word list.
Reading Skills – Word Reading: Fluency, Prosody, Performance	• Reads poems and playscripts aloud, showing understanding through intonation, tone, volume and action; learning some poetry by heart. • Reads at least 120 words per minute by year 4. Matches pace of reading based on clues within text eg slows down when building suspense. • Begins to apply emotive expression through change of tone and volume. • Adapts voice to reflect personalities of different character types.	• Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Able to read in different ways for different purposes: close reading, skimming, scanning. • Able to read expressively conveying a wide variety of emotions through tone and volume. Adapts voice, volume and tone to reflect personalities of different character and genre types.
Reading Skills – Understanding & Comprehension	• Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. • Able to use different sorts of dictionaries to support learning vocabulary. • Identifies how language contributes to meaning • Identifies main ideas drawn from more than one paragraph and summarising these. • Locates relevant information. • Uses evidence to answer. • Summarises events/main ideas in a paragraph, in fiction and non-fiction texts. • Understands characters' thoughts and feelings. • Can give reasons and motives for characters' actions.	• Demonstrates a growing understanding, use and application of morphology and etymology to understand words and their meanings. • Is able to offer alternative suggestions for word meanings. • Identifies how language, structure and presentation choices contribute to meaning, mood or atmosphere. • Summarises the main ideas drawn from more than one paragraph, identifying key details that support main ideas. • Locates information using knowledge of text structure. • Uses evidence to answer questions. • Prioritises key information and disregards irrelevant information when retelling, in fiction and non-fiction texts. • Draws inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence. • Understands how characters' actions show personality traits.

Reading Skills – thinking about what has been read	• Retrieves and records information from nonfiction. • Predicts future events based on other stories. • Comments on structure of whole text. • Discusses words and phrases that capture the reader’s interest and imagination. • Discusses favourite text type providing reasons. • Makes connections between books, events and characters. • Makes connections between book themes. • Responds to the views of others.	• Distinguishes between statements of fact and opinion. • Uses knowledge of characters and genre to inform predictions. • Comments on structure of whole text. • Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Makes connections between books, events and own experiences. • Comments on themes within a genre eg storms in horror stories. • Responds at length to the views of others. • Explains preferences giving detailed reasons. • Participates in discussion about books, building on their own and others’ ideas challenging views courteously.
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Year 4/5 Writing Skills	Ongoing Y4			Ongoing Y5		
General composition & text level	- Plan writing tasks beforehand - Use paragraphs - Develop clear structure in narratives (e.g. OBDER) - Inclusion of introductory and conclusion devices where appropriate - Using long or short sentence for effect - Secure use of compound sentences - Selecting formats suitable for a task - Edit and proof-read work			- Independent planning of writing tasks in paragraphs - Ensure paragraphs linked and in logical sequence - Use and develop structure in narratives (e.g. OBDER) and include devices such as flashbacks - Secure use of complex sentences - Show an awareness of formal/informal styles - Secure selection of appropriate layouts and formats - Secure and effective editing and proof-reading		
All cycles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sentence level	degrees of possibility using adverbs or modal verbs	drop-in '–ed' clauses	rearranging sentences for effect	starting sentences with similes	rhetorical questions	fronted adverbials
Word level	Dialogue + verb & adverb metaphor	using pronouns to avoid repetition personification	noun phrases	using 'ing' clauses as starters, or inserts	Repetition to persuade Onomatopoeia, personification	'sentence of 3' for action
Punctuation & grammar*	speech punctuation plural/possessive –s (with apostrophes)	Parenthesis	determiners Commas to clarify meaning and avoid ambiguity	relative clauses prepositional phrases	standard/non-standard English	speech punctuation commas after fronted adverbials
Spelling – Y4* All cycles	doubling final consonant -ful suffix 'ou' / [^] / sound -ment suffix dis- mis- prefixes	-ness suffix /l/ y sound common contractions un- in- prefixes ies, eys plurals	il-, im-, ir-, auto- prefixes -less suffix -ation ending silent k -ly endings	silent w -ure ending sub-, super- prefixes -sion ending -ious ending	-ous ending /el/ ei, ey, eigh sound -tion ending /k/ ch sound -gue, -que endings	/s/ sc sound common homophones
Spelling – Y5* All cycles	-cious, -tious endings -tial ending	-ent, -ant endings -cial ending -able ending	- irregular doubling of final consonant -ough	-silent letters -ite, -ate endings	Latin prefixes Greek prefixes homophones -ably ending words of French origin -ence ending	-ance ending -ssion ending -ly revision -eous ending 'cei' words

*For greater detail, see also Base 3 SPAG map & Base 3 Spelling Map

Year 4/5 Core Texts by genre

<i>Genre</i>	<i>Cycle A</i>	<i>Cycle B</i>
Fiction (picture book)	King of the Sky – Nicola Davies	The Wolves in the Walls – Neil Gaiman
Fiction (narrative without words)	The Flower by John Light	Flotsam by David Wiesner
Fiction (shorter narrative)	The Diary of a Killer Cat – Anne Fine	The Haunted Lighthouse by A. Masters
Fiction (shorter narrative)	There's a Rang-Tan in my Bedroom by James Sellick (also poetry)	A Stork in a Baobab Tree: An African Twelve Days of Christmas by Catherine House
Fiction (short stories)	Greek Myths - Geraldine McCaughrean	If Hippo was Hairy – Nick Greaves
Fiction (extended narrative)	Friend or Foe – Michael Morpurgo	Butterfly Lion by Michael Morpurgo
Fiction (extended narrative)	Street Child – Berlie Doherty	Journey to Jo'burg – Beverley Naidoo
Fiction (science fiction)	The Jamie Drake Equation/The many worlds of Albie Bright by Christopher Edge	
Poetry	Various animal poems	Various Ghost poems
Poetry	A Visit from St Nicholas by Clement Clarke Moore	12 Days of Christmas
Poetry	Various space poems	Poetry collections
Plays	Various scripts (including school play)	Various scripts (including school play)
Non-fiction (biography)	Climate Rebels – by Ben Lerwill	The Extraordinary Life of Nelson Mandela by E L Norry and in Y5 Anthology
Non-fiction	Discussion text examples	The Problem with Plastic by Ruth Owen
Non-fiction	Information texts about Victorian era	Shackleton's Journey – William Grill
Non-fiction	Information texts about Kindertransport	Variety of online news reports
Non-fiction	Information texts about Space	Examples of letters, including letters from trenches
Non-fiction	Variety of travel brochures/adverts	Information texts about WWI
Non-fiction	Information texts about Greece	Information texts about Antarctica

Year 4/5 Writing outcomes by genre

<i>Genre</i>	<i>Cycle A</i>	<i>Cycle B</i>
Narrative	Narrative based on King of the Sky	Narrative based on Haunted Lighthouse
Narrative	Narrative based on Streetchild	Narrative based on Butterfly Lion
Narrative	Narrative – retelling of The Flower	Narrative – writing own African myth story
Narrative	Narrative – writing own Greek myth story	
Description	Greek myth setting	Fantasy setting based on Flotsam
Information text	Information text about workhouses Information text about modern-day Greece	Information text about apartheid Information text about WW1
Report	Police report based on crash in Friend or Foe Radio news report script about Kindertransport	Online news report based on Wolves in Walls
Explanation text	Explanation text about ISS	What are lighthouses?
Persuasion	Persuasive text about protecting habitats Holiday brochure for imaginary planet	Persuasive letter applying for job on Endurance
Discussion / Debate	Should we keep pets?	Should Antarctica remain a wilderness?
Letter	Evacuee letter	Letter to Grandmother based on children leaving in Journey to Jo'burg letters from the trenches
Recount	Explanatory recount of evacuation and reasons for it by David, based on Friend or Foe	Recount summarising boy's experience in Flotsam
Diary Entry	Killer Cat	Dog Diary
Script	Script – conversation with an alien	Rewrite an African Myth Story as a script
Speech	-	Persuasive speech about keeping the sea free of plastic
Biography	Dr Barnardo biography Imaginary autobiography about saving planet	Nelson Mandela biography
Poetry	Silly animal poem	Spooky poems
Poetry	Christmas Poetry	12 Days of Christmas
Poetry	Space Poem	Ice Poetry

Y6

Y6 Texts & Outcomes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Theme/overview	Animals – different perspectives	Heroes and Villains	Jungle Adventures	Mystery & danger	Desert Islands	A good giggle
Focus texts	Yoruba Poetry, The Lost Words – R. Macfarlane (and poems in Y6A) Just So Stories – Rudyard Kipling Non-fiction books about environment and food industry Moby Dick – Herman Melville retold by Geraldine McCaughrean	Different versions of the Christmas Story WWI Poetry, inc In Flanders Fields The Diary of a Young Girl by Anne Frank Non-fiction texts about Cold War & Space Race UFO newspaper reports, and other examples in Y6A (pp70, 103)	Journey to the River Sea - Eva Ibbotson Non-fiction books about rainforests	The Wreck of the Hesperus – Henry Wadsworth Longfellow Short - Kevin Crossley-Holland	Treasure Island – Robert Louise Stevenson Persuasive text examples (include facts and opinions) Kensuke's Kingdom – Michael Morpurgo	Examples of letters and online reviews, inc Y6A p200 You're a Bad Man Mr Gum! by Andy Stanton Balaclava Boys by George Layton Performance Poetry by Paul Cookson
Purpose of writing	Entertain Inform Discuss	Entertain Inform Explain	Entertain Inform Explain	Entertain	Entertain Persuade	Entertain
Writing outcomes	Animal poem Writing in character based on Just So Stories Discussion – should we eat meat? Narrative – My New School (using setting and characterisation in Moby Dick)	Nativity Script Profile of Anne Frank Information Text about Space Race UFO news report	Narrative based on Journey to the River Sea Explanation text about the Amazon Rainforest ecosystem	Narrative – Captain Tory's Lamp, ghost story based on Wreck of Hesperus Short Mystery Story	Descriptive writing – Treasure Island fight Letter – Jim Hawkins letter home to mum Should I sail around the world? Persuasion text. Narrative – desert island setting	Letters of Complaint – visit to a terrible theme park (formal and informal) Speech by Mr Gum Recount – funny stories from my time at Scalford School Performance Poem

Additional useful texts for additional guided reading/class stories	Pig-Heart Boy – Malorie Blackman Whale Boy – Nicola Davies	The Extraordinary Life of Alan Turing by Michael Lee Richardson Happy Here - Stories by People of Colour The Eagle in the Snow – Michael Morpurgo	The Explorer – Katherine Rundell The White Giraffe – Lauren St John Everest – A. Stewart	Holes – Louis Sachar The Ghost of Thomas Kempe by Penelope Lively	Darwin’s Dragons – Lindsay Galvin Floodlands - Marcus Sedgewick Orphans of the Tide – Struan Murray	Wonder – R. J. Palacio Outlaw – Michael Morpurgo
Reading Workshop texts	St George & the Dragon – Geraldine McCaughrean	Papa Panov – Tolstoy 'At School' by Eleanor Allen p110 Y6 Anthology	The Chief’s Daughter (& synopsis) – Rosemary Sutcliffe	The Subtle Knife – Phillip Pullman	Great Expectations – Charles Dickens (& Dickens biography p64 Y6A)	Death’s Murderers (from The Pardoner’s Tale) – Chaucer Winnie the Pooh – A A Milne

Y6 Reading Skills	Ongoing
Reading Skills – Word Reading: Accuracy	• Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. • Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context. • Knows how to decode new words using phonic skills. • Can read all of their year group's word list.
Reading Skills – Word Reading: Fluency, Prosody, Performance	• Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Able to read in different ways for different purposes: close reading, skimming, scanning. • Able to read expressively conveying a wide variety of emotions through tone and volume. Adapts voice, volume and tone to reflect personalities of different character and genre types.
Reading Skills – Understanding & Comprehension	• Demonstrates a growing understanding, use and application of morphology and etymology to understand words and their meanings. • Is able to offer alternative suggestions for word meanings. • Identifies how language, structure and presentation choices contribute to meaning, mood or atmosphere. • Summarises the main ideas drawn from more than one paragraph, identifying key details that support main ideas. • Locates information using knowledge of text structure. • Chooses appropriate quotations to support answers. • Summarises fiction and non-fiction texts in a variety of ways. • Draws inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence. • Recognises character types and roles in the text.
Reading Skills – thinking about what has been read	• Distinguishes between statements of fact and opinion. • Uses knowledge of characters and genre to inform predictions. • Comments on structure of whole text. • Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Makes connections between books, events and own experiences. • Comments on themes within a genre eg storms in horror stories. • Responds at length to the views of others. • Explains preferences giving detailed reasons. • Participates in discussion about books, building on their own and others' ideas challenging views courteously.

Y6 Writing Skills	Ongoing					
General composition & text level	- Plan effectively. - Maintain plots/structures consistently working from plan. - Paragraphs – secure linking of ideas within and across. - Secure development of characterisation. - Use different techniques to conclude texts. - Secure use of formal/informal styles. - Use a variety of layouts and publishing formats appropriate to purpose. - Effective use of editing to improve quality. - Effective use of proof-reading to improve accuracy.					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Text level	Expressing balanced coverage of a topic. Integrate dialogue to convey character and advance action.	Layout and format focus.	Time shifts	Suspense, cliff-hangers Integrate dialogue to convey character and advance action.	Persuasive devices.	Devices and techniques to engage audience.
Sentence level	Active/passive voices Expanded noun phrases	Formal/informal structures	Active/passive voices	Expanded noun phrases	Formal/informal structures Rhetorical questions	Breaking rules for effect.
Word level	Alliteration, onomatopoeia, simile, metaphor, personification	Formal/informal vocabulary	Cohesion	Alliteration, onomatopoeia, simile, metaphor, personification	Subjunctive forms	Formal/informal vocabulary
Punctuation & grammar*	Subordinating and co-ordinating conjunctions Synonyms/antonyms Adverbials	Layout devices subject/object relative pronouns/relative clauses	hyphens	Ellipsis Colons and semi-colons	modal/auxiliary verbs	Cohesion
Spelling*	exception words and revision	exception words and revision	exception words and revision	exception words and revision	exception words and revision	exception words and revision

*For greater detail, see also Base 3 SPAG map & Base 3 Spelling Map

Year 6 Core texts by genre

Genre	
Fiction (short stories)	Short - Kevin Crossley-Holland
Fiction (classic short stories)	Just So Stories – Rudyard Kipling
Fiction (extended narrative)	Darwin’s Dragons – Lindsay Galvin
Fiction (extended narrative)	Journey to the River Sea - Eva Ibbotson
Fiction (extended narrative)	Kensuke’s Kingdom – Michael Morpurgo
Fiction (extended narrative)	You’re a Bad Man Mr Gum – Andy Stanton
Fiction (classic extended narrative)	Moby Dick – Herman Melville retold by Geraldine McCaughrean
Fiction (classic extract)	Treasure Island – Robert Louise Stevenson
Fiction (short story)	The Balaclava Boys by George Layton
Non-fiction	Information texts about food industry, health and environmental issues
Non-fiction	Information texts about Cold War and Space Race
Non-fiction (diary/autobiography)	The Diary of a Young Girl by Ann Frank
Non-fiction (news reports)	News reports about UFO sightings
Non-fiction	Examples of complaint letters and online reviews
Non-fiction	Examples of persuasive texts (inc focus on facts and opinions)
Non-fiction	Information books and Amazon rainforest
Script	Different versions of the Christmas Story
Poetry	WWI poetry, including In Flanders Fields
Poetry	Yoruba Poetry
Poetry	The Lost Words – Robert Macfarlane & Jackie Morris
Poetry	The Wreck of the Hesperus – Henry Wadsworth Longfellow
Poetry	Performance Poetry by Paul Cookson

Y6 Writing outcomes by genre

Genre	
Narrative	Narrative based on Pig-Heart Boy
Narrative	My New School – Narrative using setting and character ideas in Moby Dick
Narrative	Ghost Story – Captain Tory’s Lamp based on Wreck of the Hesperus
Narrative	Short mystery story
Narrative	Narrative based on Journey to the River Sea
Narrative	Descriptive writing based on Treasure Island fight
Narrative	Desert Island setting
Information text	Information text on Space Race
News report	UFO news report
Explanation text	Explanation text about the Amazon Rainforest ecosystem
Letter	Letter home from Jim Hawkins in Treasure Island Letters of Complaint (formal and informal)
Discussion	Should we eat meat?
Persuasion	Should I sail around the world?
Recount for newsletter/ website	Recount – funny stories from my time at Scalford School
Diary Entry	Writing in character based on Just So Stories
Script	Nativity Script
Speech	Speech by Mr Gum
Biography/Profile	Ann Frank
Poetry	Animal poem with imagery and simile
Poetry	Performance Poem