

English at Tywardreath

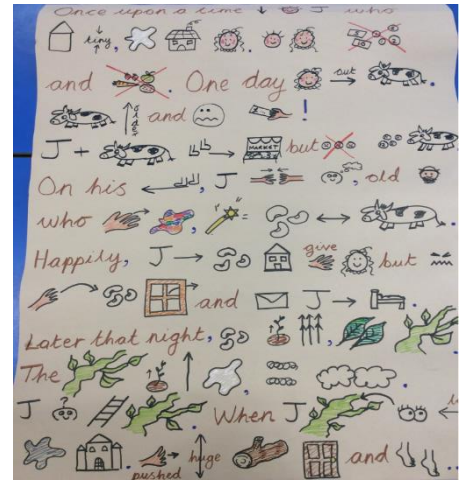
Each half term, English is split into three main elements: fiction, non-fiction and poetry. Throughout the year, children will experience six fiction text types, six non-fiction texts types and six types of poetry. These are plotted in the whole school overview to ensure coverage and progression including VGP and organisational devices.

| Poetry | | | | | |
|-----------------------------------|-----------------------------------|--------------------------|--------------------------------|---|--|
| 1/2 | | 3/4 | | 5/6 | |
| Senses | | Senses | | Narrative | |
| Performance (Sp and L) | | Performance | | Cinquain | |
| Shape | | Calligram | | Diamond | |
| Riddle | | Acrostic | | Performance | |
| Rhyme | | Rhyme | | Limericks | |
| Acrostic | | Haiku | | Colour | |
| Non-Fiction | | | | | |
| 1/2 | | 3/4 | | 5/6 | |
| Labels, lists, captions | | Instructions | | Historical recount | |
| Instructions | | Non chronological report | | Biography | |
| Recount | | Recount | | Discussion (debate) | |
| Non-Chronological report | | Newspaper report | | Persuasion (letter) | |
| Letter | | Persuasion (advert) | | Newspaper report | |
| Persuasion | | Play script | | Explanation | |
| Fiction | | | | | |
| KSI Talk for writing: | | | | | |
| KS2: | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Character | Setting | Plot | Dialogue | Traditional tales | Narrative |
| Progressive with grammar content. | Progressive with grammar content. | Progressive in plot type | Progression in punctuation and | Progression: Twisted tales Gender viewpoints | Application opportunity Write at length |

Key Stage One

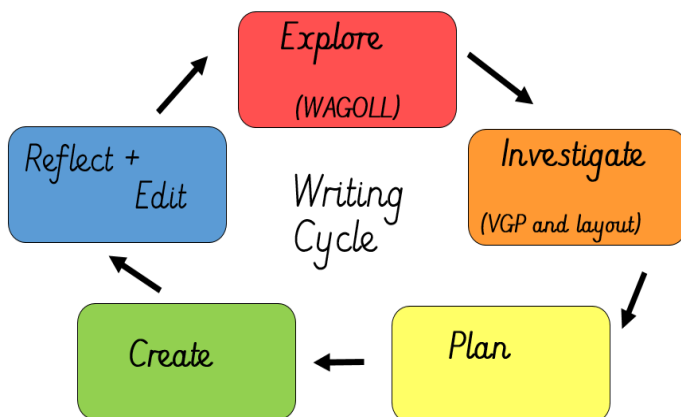
Follow the talk for writing process for both fiction and non-fiction units.

1. Learning a model text (WAGOLL) using a visual text map.
2. Locating and applying grammar and punctuation features.
3. Plan and write a short narrative based on the original text.
4. Begin to reflect and make spelling and grammatical changes.



Key Stage Two

The writing cycle is repeated a number of time for each text type to expose children to quality stimulus and provide opportunity for children to write independently.



1. Explore the text type.
Consider 'What a Good One Looks Like'.
2. Investigate the VGP and organisational features.
3. Plan / Prepare ideas.
4. Construct own ideas based on a stimulus.
5. Reflect and edit writing to improve .