

At Coates Way Curriculum is designed to allow the children opportunity to:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing (narrative)	<p><u>Traditional Tales (Fairy tales)</u> -Oral retelling of a traditional story.</p> <p><u>Stories with predictable phrasing</u> -oral retelling and performance of stories -Written attempts at captions, story maps and images.</p> <p><u>Contemporary fiction (stories</u></p>	<p><u>Traditional Tales (Fairy tales)</u> -Write a retelling of a traditional story.</p> <p><u>Stories with predictable phrasing</u> -Write simple sentences using patterned language, words and phrases taken from familiar stories.</p> <p><u>Contemporary fiction (stories reflecting children's own experience)</u> -Write a series of sentences to retell events based on personal experience.</p>	<p><u>Traditional Tales (Fairy Tales)</u> -Write a re-telling of a traditional story</p> <p><u>Stories with recurring literary language</u> -Use a familiar story as a model to write a new story.</p> <p><u>Traditional Tales (Myths, creation stories)</u> Write a creation myth based on ones read e.g. how the zebra got his stripes</p>	<p><u>Traditional Tales (Fables)</u> -Write a new fable to convey a moral.</p> <p><u>Traditional Tales (Fairy Tales)</u> -Write a traditional tale from a key characters perspective.</p> <p><u>Writing and performing a Play</u> -Write and perform a play, based on a familiar story.</p> <p><u>Adventure Stories</u> -Write an adventure story focusing on plot.</p>	<p><u>Traditional Tales (Myths/Quests)</u> -Write a Greek myth focusing on effective characterisation</p> <p><u>Writing and performing a Play</u> -Write and perform a play, based on a familiar story.</p> <p><u>Story Settings</u> -Write a section of a narrative (or several narratives) focusing on setting.</p> <p><u>A story/stories with a theme</u> -Relate the theme of the story to personal experience</p>	<p><u>Traditional Tales (Legends)</u> -Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.</p> <p><u>Suspense and mystery</u> -Develop skills of building up atmosphere in writing e.g. passages building up tension</p> <p><u>Fictions from our literary heritage</u></p>	<p><u>Fiction Genres</u> -A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next).</p> <p><u>Narrative workshop (review key narrative technique e.g. creating settings, characterisation, atmosphere)</u> -A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories.</p>

	<p><u>reflecting children's own experience</u>) -study of pictures books and their sequence.</p>				and write an autobiographical story/account reflecting that theme.	-Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	<p><u>Take One Book</u> -Extended book study where a range of written outcomes are linked with fiction and non-fiction modules covered across the year.</p>
Writing (non-fiction)	<p>Instructions Explanation sentences Labels, lists and captions</p>	<p>Recount Report Instructions Explanation Labels, lists and captions</p>	<p>Recount Report Explanation Instructions</p>	<p>Recount Report Explanation Instructions Persuasion</p>	<p>Report Explanation Persuasion Discussion</p>	<p>Recount Report Explanation Instructions Persuasion Discussion</p>	<p>Report Recount Explanation Persuasion Discussion Debating skills</p>
Poetry	<p>Nursery Rhymes -Learn and recite familiar nursery rhymes. Take One Poet (poetry</p>	<ul style="list-style-type: none"> - Vocabulary building (rhyming couplets) - Read, write and perform free verse poetry 	<ul style="list-style-type: none"> - Vocabulary building (list poems) - Structure (calligrams based on singles words and 	<ul style="list-style-type: none"> - Vocabulary building - Structure (haiku, tanka, and kennings) - Structure (limericks) 	<ul style="list-style-type: none"> - Vocabulary building - Structure (riddles) - Structure (narrative poetry) 	<ul style="list-style-type: none"> - Vocabulary building - Structure (spoken word/rap) - Structure (cinquain) 	<ul style="list-style-type: none"> - Vocabulary building - Structure (monologues) - Read, write and perform poems - Recite familiar

	<p>appreciation giving personal responses to poetry)</p>	<ul style="list-style-type: none"> - Recite familiar poems by heart - Take One Poet (poetry appreciation giving personal responses to poetry). 	<p>shape poems)</p> <ul style="list-style-type: none"> - Read, write and perform free verse poetry - Recite familiar poems by heart. - Take One Poet (poetry appreciation giving personal responses to poetry). 	<ul style="list-style-type: none"> - Read, write and perform free verse poetry - Recite familiar poems by heart. - Take One Poet (poetry appreciation giving personal responses to poetry). 	<ul style="list-style-type: none"> - Read, write and perform poems - Recite familiar poems by heart. - Take One Poet (poetry appreciation giving personal responses to poetry). 	<ul style="list-style-type: none"> - Read, write, and perform poems - Recite familiar poems by heart. - Take One Poet (poetry appreciation giving personal responses to poetry). 	<p>poems by heart.</p> <ul style="list-style-type: none"> - Take One Poet (poetry appreciation giving personal responses to poetry).
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