

<b>Year 1</b>	<b><u>Term 1</u></b>		<b><u>Term 2</u></b>		<b><u>Term 3</u></b>	
<b>PPC Topics</b>	Who am I?		The Magic Toymaker		Seeing the Light	
Weeks in term	<b><u>Autumn 1</u></b> – 6 weeks	<b><u>Autumn 2</u></b> – 8 weeks	<b><u>Spring 1</u></b> – 6 weeks	<b><u>Spring 2</u></b> – 6 weeks	<b><u>Summer 1</u></b> – 5 weeks	<b><u>Summer 2</u></b> – 7 weeks
<b>Narrative (N)</b>	<b>Chase Story</b> (x3) <i>Repetitive and Rhyming</i>	<b>Developing Powers Story</b> (x3)	<b>Adventure Story</b> (x3)	<b>Journey Story</b> (x3)	<b>Stories with Morals</b> (x3)	<b>Beating the Baddie Story</b> (x3)
<b>Text</b>	The Elephant and the Bad Baby	Avocado Baby (Pie Corbett’s Reading Spine and CLPE Core Book)	Lost in the Museum	Where the Wild Things Are	Mr Big	Jack and the Beanstalk
Suggested final written outcome	Create own version of the story by making basic substitutions and changes.	Create a new story based on the same idea featuring babies that will only eat one food and gain a “superpower”, such as a ‘Banana Baby’ that can fly!	Compose letters. Focus on letter writing skills.	Write a new version of the story.	Compose a diary entry.	Write a new version of a story.
<b>Non- Fiction (NF)</b>	<b>Labels, Lists and Captions</b> (x2)	<b>Recount</b> (x3)	<b>Instructions</b> (x3)	<b>Persuasive Letter Writing</b> (x2)	<b>Explanation Text</b> (x2)	<b>Information Texts</b> (x2)
Suggested final written outcome	Write labels and sentences for an in-class exhibition/display.  (PPC Links)	Write a personal recount based on a personal experience/trip/visit using adverbs of time to aid sequencing.  (PPC Links)	Following a practical experience, write a set of instructions. Eg. Making a toy, putting a toy back together/making a sandwich. (PPC Links)	Compose a letter for the headteacher to change something at school. Provide reasons.  (PPC Links)	Write an explanation focusing on How to.../How do... Eg. How to grow cress.  (PPC Links)	Create an information booklet. Draw pictures to illustrate the information. Combine with labels and captions.  (PPC Links)
<b>Poetry (P)</b>		<b>Exploring Form – Poetry</b> (x2)		<b>Poetry – Free Verse</b> (x1)		<b>Poetry – Rhyming Couplets</b> (x2)
Suggested outcome		Explore line length, syllable count, rhyme patterns and rhythm within a simple poetry structure. Create a poem based on a particular theme.		Explore poems and recite familiar poems by heart. Write and perform.		Create poems involving rhyming couplets around a particular theme.

**Non-Fiction Text Type Coverage across Year Groups**

	<b>Recounts</b>	<b>Reports</b>	<b>Instructions</b>	<b>Explanations</b>	<b>Persuasion</b>	<b>Discussion</b>	<b>Information</b>	<b>Others</b>	<b>Total allocation of non-fiction teaching in each year group</b>
<b>Year 1</b>	✓		✓	✓	✓		✓	Labels, Lists and Captions	6
<b>Year 2</b>	✓	Non-Chronological Report		✓			✓	Letter Writing	5  *additional non-fiction writing within isolated writing tasks
<b>Year 3</b>	✓	Non-Chronological Report  Newspaper Report		✓	✓			Biography	6
<b>Year 4</b>	✓	Non-Chronological Report	✓	✓	✓		✓		6
<b>Year 5</b>		Non-Chronological Report		✓	✓	✓	✓	Biography	6
<b>Year 6</b>		Newspaper Report			✓	Discursive	✓	Biography	5  *additional non-fiction writing within isolated writing tasks
<b>Total allocation for each text type across all year groups</b>	4	6	2	5	5	2	5	5	

Non-Fiction text types can also be taught within PPC and Science lessons.