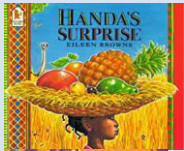
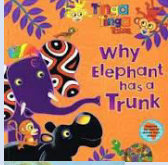
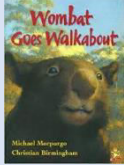
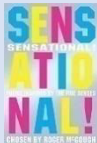

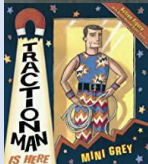
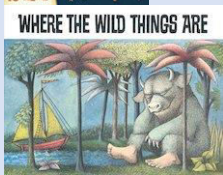



# Overview of Writing Purposes

AHS 2020-2021

| Year | Term | Writing to entertain   | Writing to inform  | Writing to persuade | Writing to discuss |
|------|------|--|--|---------------------|--------------------|
| 1    | A1   | <b>Traditional Tales</b><br><br><b>Little Red Riding Hood- JCE unit</b>   | <b>Other non-fiction texts</b><br><i>Labels, lists, captions, menus, invitations, postcards, wanted posters, glossary</i><br><br>JCE unit Meerkat at Christmas-postcard |                     |                    |
|      | A2   | <b>Stories with repetitive patterns</b><br><br><b>Traditional Rhymes including innovations</b><br><i>This is the house that Jack built</i><br> |  |                     |                    |
|      | Sp1  | <b>Stories by the same author</b><br><b>Anthony Browne</b><br>  | <b>Recount of a familiar event</b><br><i>School Trip- RE linked to the Church?</i><br><i>Our trip to the woods-JCE unit</i>  |                     |                    |
|      | Sp2  | <b>Stories from another culture</b>  | <b>Travel Journal</b> →  |                     |                    |

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|  |    |    <p>Wombat goes on walk about-JCE unit</p> <p>Poems on a theme</p> <p><i>A little Seed</i></p> <p><i>The Senses</i></p>  <p><i>The Seasons</i></p> | On Safari- JCE unit      |  |  |
|  | S1 | <p>Fantasy</p>   <p>WHERE THE WILD THINGS ARE</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p>    | Non-chronological report |  |  |
|  | S2 | <p>Poems to learn by heart</p> <p><i>The Sound Collector</i></p> <p><i>Little Arabella Miller</i></p> <p><i>Porridge is bubbling</i></p>  | Instructions             |  |  |

| Year | Term | Writing to entertain   | Writing to inform | Writing to persuade   | Writing to discuss |
|------|------|--|-------------------|---|--------------------|
| 2    | A1   | <p><b>Rama and Sita</b></p> <p><b>Traditional stories with a twist</b></p>  <p><b>The True Story of the three little pigs JCE unit</b></p> |                   |   |                    |
|      | A2   |  |                   | <p><b>Persuasive advert or poster</b></p> <p><b>Guy Fawkes Wanted posters.</b></p> <p><b>Persuasive letter</b></p>  <p>JCE- The Day</p> |                    |

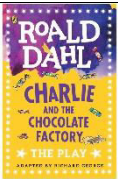

|     |   |   |              |  |
|-----|---|---|--------------|--|
|     |   |   | Crayons Quit |  |
| Sp1 | <p>Poems with structure-<br/>riddles<br/>Animals</p>  | <p>Non-<br/>Chronological<br/>report</p> <p>Arctic and<br/>Antarctic animals.</p> <p>Hibernating<br/>creatures-JCE unit</p> <p>Instructions/<br/>explanation<br/>Mr Penguin's Fish<br/>Finger Sandwich</p>  |              |  |
| Sp2 | <p>Animal Adventure<br/>Stories</p> <p>Mr Penguin and the<br/>Lost treasure.</p>  <p>Rang- tang<br/>Greenpeace advert.</p>  <p>Owl who was afraid of<br/>the dark -JCE unit</p> | <p>Biography<br/>Bold Women in<br/>Black History-JCE<br/>unit</p>  <p>Dr Mae Jemison</p>   |              |  |

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|  | S1 | <p><b>Stories by the same author (character description and setting)</b></p> <p><i>Journey Trilogy</i></p>  <p><b>Stories on a theme/legend</b></p> <p><i>Dragons?</i></p>  <p><b>George and the Dragon –JCE unit</b></p> |  |  |  |
|  | S2 |  <p><b>Classic Poetry</b></p>  <p><b>Poems on a theme</b></p>   |  |  |  |

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| Year | Term | Writing to entertain  | Writing to inform   | Writing to persuade | Writing to discuss                 |
|------|------|---|---|---------------------|------------------------------------|
| 3    | A1   | <b>Fables</b><br><br><br><br><b>A Crow's Tale –JCE unit</b> | <b>Poems with a structure: <i>shape, calligrams, rhyming couplets</i></b><br> |                     |                                    |
|      | A2   | <b>Novel on a theme (character description/ setting/ story mountain)</b><br><br>  | <b>Explanation</b><br><br><b>Street beneath my feet- JCE unit</b>            |                     | <b>Discussion: for and against</b> |

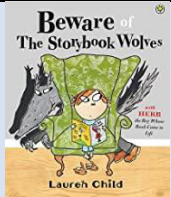
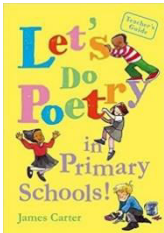
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|  |     |  <p>JCE unit-Stone Age Boy</p>   |  |   |  |
|  | Sp1 | <p><b>Mystery/Adventure</b></p>   <p>The Secret of Black Rock- JCE Unit</p>   |  | <p><b>Persuasive letter</b></p> <p><i>Richard III</i></p> |  |
|  | Sp2 | <p><b>Folk Tales</b></p>   <p>Sharman's Apprentice</p> <p><b>Poems on a theme</b><br/><i>Express Emotions</i></p>  |  |   |  |
|  | S1  | <p><b>Playscripts</b></p>   | <p><b>Non-chronological report/<br/>Information text</b></p> |   |  |


|  |    |  |                                       |  |  |
|--|----|--|---------------------------------------|--|--|
|  |    |   | How a robot dog works<br><br>JCE unit |  |  |
|  | S2 | <b>Classic Poetry for performance</b><br> | <b>Recount: Diaries</b>               |  |  |

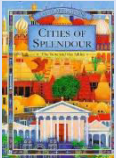
| Year | Term | Writing to entertain   | Writing to inform   | Writing to persuade                    | Writing to discuss |
|------|------|--|---|--|--------------------|
| 4    | A1   | <b>Myths</b><br><br> | <b>Recounts: newspaper</b><br><br>Newspaper report<br>Wizards of Once-<br>JCE unit |  |                    |
|      | A2   | <b>Fantasy</b><br>  |   | <b>Persuasion</b> -sales pitch/article |                    |


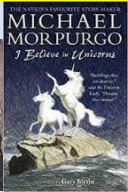




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|--|-----|--|--|--|--|
|  |     |  <p><b>The Lost Thing- JCE unit</b></p> <p><b>Performance Poetry – Maya Angelous- Still I rise JCE unit</b></p>   |  |  |  |
|  | Sp1 | <p><b>Fairy Tales</b></p>    <p><b>JCE Unit-Princess and the `pea</b></p> | <p><b>Non-chronological report</b></p> <p><i>Environmental Issues</i></p> <p><i>Creatures-JCE unit</i></p> |  |  |
|  | Sp2 |  <p><b>JCE unit</b></p> <p><b>Explore Narrative Poetry</b></p> <p><i>The Willow Pattern – Tony Mitton</i></p> <p><i>How the tortoise got his shell – Judith Nicholls</i></p>  |  |  |  |
|  | S1  | <b>Film and Playscript</b>   | <b>Explanation Text</b>  |  |  |

|  |    |   |  |  |  |
|--|----|---|--|--|--|
|  |    |  <p><b>The Plague-playscript</b><br/><b>JCE unit</b></p> |  |  |  |
|  | S2 | <p><b>Poems- kennings, cinquain</b></p>                  |  |  | <p><b>Discussion: debate and report</b></p> <p><b>zoos</b></p> |

| Year | Term | Writing to entertain  | Writing to inform | Writing to persuade | Writing to discuss |
|------|------|---|-------------------|---------------------|--------------------|
| 5    | A1   | <p><b>Novel as a theme-mystery</b></p>  <p><b>JCE unit</b></p> <p><b>Story with a negative plot points</b></p> <p><b>Feast- JCE unit</b></p> <p><b>Poems with structure: limericks</b></p> |                   |                     |                    |

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|--|-----|---|--|--|--|
|  |     |  <p><b>Early limericks-<br/>Edward Lear<br/>(nonsense)</b></p>   |  |  |  |
|  | A2  | <p><b>Stories from other cultures</b></p> <p>One Small Step- Taiko Studios</p>  <p>The heart in a bottle<br/>Oliver Jeffers</p> <p>JCE unit</p> <p><b>Classic Narrative Poetry</b></p>  <p>JCE unit</p> |  | <p><b>Persuasion<br/>Pitch/speech</b></p> <p><i>Plastic Pollution<br/>JCE unit</i></p> |  |
|  | Sp1 | <p><b>Legends</b></p> <p><i>The Legend of Bowerman's Nose</i></p>      | <p><b>Recount:<br/>Biography</b></p> <p>Hatshepsut Egypt<br/>JCE unit</p> <p><b>Naturalists</b><br/><i>Sir David Attenborough<br/>Jane Goodall</i></p> |  |  |

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|  | Sp2 | <b>Historical Narrative/ Film and playscript:</b><br> <br><br>JCE units | <b>Reports including formal reports- non-chronological</b><br><i>Local Area Research</i><br><b>Emperor Penguins-JCE Unit</b> |  |  |
|  | S1  | <b>Narrative : Fantasy</b><br>  | <b>Diary- Scott of Antarctic-JCE unit</b>  |  |  |
|  | S2  | <b>Poems with figurative language</b><br><i>The School Bell and Spaghetti by Frank Flynn</i><br><br><i>The Beach William Hart Smith</i>  |  |  | <b>Discussion: formal debate/ balanced argument</b><br><br><i>Deforestation/Screen time JCE unit</i> |

| Year | Term | Writing to entertain                     | Writing to inform   | Writing to persuade  | Writing to discuss |
|------|------|--|---|--|--------------------|
| 6    | A1   | <b>Detective/ Crime/other narrative?</b> |   | <b>Persuasion</b><br><br><i>Geography linked</i><br><i>Formal Persuasive Letter- history</i> |                    |
|      | A2   | <b>Science Fiction/Fantasy</b>           | <b>Recount/ Explanation Text- hybrid</b><br><br><i>Historical diary</i> |  |                    |

|  |     |  |   |  |  |
|--|-----|--|---|--|--|
|  |     |  <p><b>Nonsense<br/>/Performance Poetry</b><br/><b>The Jabberwocky</b></p>   |   |  |  |
|  | Sp1 | <p><b>Classic Fiction</b></p>  <p><b>Classic Narrative Poetry</b><br/><i>Matilda- Hilaire Belloc</i><br/><i>The Tale of Custard the Dragon- Ogden Nash</i></p>  |   |  |  |
|  | Sp2 | <p><b>Flash Back / Time Shift</b></p>   | <p><b>Recount:<br/>biography and autobiography</b></p> <p><b>Newspaper Report</b><br/><i>History based Goldilocks- JCE unit</i></p> |  |  |

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|  |    |  |  |  |   |
|  | S1 | <b>Novel on a theme</b><br> |  |  | <b>Discussion/Persuasive</b><br><br><b>Hot Topics</b><br><br><b>Greta speech -JCE unit</b> |
|  | S2 | <b>Poems with imagery</b><br><i>The Magic Box- Kit Wright</i><br><i>City Jungle- Pie Corbett</i>             | <b>Information text:</b><br><b>hybrid</b><br><b>The trial of a</b><br><b>Traditional Tale</b><br><br>JCE unit |  |   |

