

Writing- overview of purpose/outcomes

Wrens (FS1)			
<p>Phonics learning should be the foundation for the teaching of reading and writing throughout the year. Being able to recognise phonemes aurally and say them orally will support them with future blending and segmenting development.</p> <p>Vocabulary development should be a main focus: learning new words and using them in their talk will be fundamental to their future success as writers. Children need lots of opportunity to have language structure modelled and to practise this for themselves. Key to this is the use of quality conversations between adults and children across a range of situations and within provision.</p> <p>To support transcription the children will develop gross and fine motor control leading to the teaching of correct pencil grip</p> <p>Composition should be oral and build on the patterns modelled by the adults and from familiar stories and rhymes. Children should be encouraged to explore new vocabulary orally. Independent mark making opportunities are built across provision.</p>			
Context/ books used	<p>My 5 senses/ Families and celebration Brown bear, brown bear- Bill Martin We're going on a bear hunt- Michael Rosen The Christmas story</p>	<p>Footprints from the past/Growing Jack and the beanstalk Jasper's beanstalk- Nick Butterworth</p>	<p>Terrific traditional tales/ mad about minibeasts Range of traditional tales The hungry caterpillar- Eric Carle The lonely firefly- Eric Carle The bad tempered ladybird- Eric Carle</p>
Writing to entertain	<p>Recount: -talk about own experiences eg birthday, family celebrations -talk about events/characters in a known story</p> <p>Poetry: rhymes, songs, alliteration</p>	<p>Recount: -talk about own experiences eg memories from the past - talk about events/characters in a known story -sequencing events and using some appropriate vocabulary</p> <p>Poetry: rhymes, songs, alliteration</p>	<p>Recount: -talk about own experiences -retell a known story, sequencing events and using some appropriate story language - use appropriate vocabulary when describing characters</p> <p>Poetry: rhymes, songs, alliteration</p>
Writing to inform	<p>Labels- eg body parts Instructions: understand and follow a simple instruction Non-chronological report -describe something using appropriate vocabulary eg sense of taste -share knowledge gained</p>	<p>Labels- eg seasons Instructions: understand and follow a simple instruction Non-chronological report -describe something using appropriate vocabulary -share knowledge gained Explanation eg how they have changed over time, what happens in Spring</p>	<p>Labels-eg linked to materials, different mini-beasts Lists- linked to wider learning Instructions: understand and follow more than one instruction Non-chronological report -describe something using appropriate vocabulary -share knowledge gained Explanation eg what an insect is</p>
Writing to persuade	<p>Express an opinion orally eg whether they like/don't like something</p>	<p>Express an opinion orally eg what they like about a season</p>	<p>Express an opinion orally eg which is their favourite mini-beast</p>
Writing to discuss	<p>Listen to a different opinion</p>	<p>Listen to a different opinion</p>	<p>Listen to a different opinion</p>

Kingfisher (FS2)

Phonics learning should underpin the teaching of reading and writing throughout the year. Children should be given many opportunities to write dictated sentences which only use decodable words from their phonics learning and a range of familiar sentence starts eg I am..., I like..., I was..., I went..., I can

Similarly, transcription should be a main focus: correct pencil grip, how to write upper and lower case letters of the alphabet and correct letter formation

Simple sentences and the correct use of a capital letter, full stop and 'finger spaces' are key to future learning

Composition should be oral in the main and should build on the patterns learned from dictated sentences. Children should be encouraged to explore rich vocabulary orally. When children do write independently, they should follow a think, say, write approach and be encouraged to use words that they know how to spell.

With this in mind there is not an overload of the writing curriculum for this year group in relation to the purposes for writing: the examples below can be used as a guide to support planning. **NB- the majority of this should be oral composition**

Theme/key books	<p>Being me in my world</p> <p>Handa's surprise- Eileen Brown Lost and found- Oliver Jeffers All About Me Colour Monster - Anna Llenas Zim, Zam, Zoom – James Carter The Perfect Fit – Naomi and James Jones Here We Are – Oliver Jeffers</p>	<p>People who help us/ Growing</p> <p>Stuck- Oliver Jeffers The Jolly Postman- Allan Ahlberg The very hungry caterpillar- Eric Carle My Bean Diary- Rhonda Jenkins A butterfly is born- Melvyn Berger</p>	<p>Healthy lifestyle/camouflage</p> <p>Ready, steady mo! -Kes Gray/Mo Farah What food will you choose- Claire Potter</p>
Writing to entertain	<p>Labels- labelling pictures</p> <p>Recount:</p> <ul style="list-style-type: none"> -talk about own experiences -retell a known story -choose appropriate vocabulary <p>Poetry- listen to and join in eg rhyming phrases</p>	<p>Labels -writing simple captions</p> <p>Recount:</p> <ul style="list-style-type: none"> -talk about own experiences -retell a known story/sequence events -orally compose a sentence -choose appropriate vocabulary <p>Poetry- listen to and join in eg rhyming phrases</p>	<p>Recount:</p> <ul style="list-style-type: none"> -talk about own experiences -retell a known story/sequence events in simple beginning, middle, end -orally compose a sentence/attempt to write using capital letter, full stop and finger space -choose appropriate vocabulary <p>Poetry- listen to and join in eg rhyming phrases, alphabet lists</p>
Writing to inform	<p>Skills – VC, CVC, letter formation, initial sounds</p> <p>Labels- labelling pictures eg float/sink</p> <p>Lists- in relation to wider learning</p> <p>Instructions- understand and follow simple instructions</p> <p>Non-chronological report</p> <ul style="list-style-type: none"> -describe something using appropriate vocabulary -share knowledge gained -say how things are similar/different 	<p>Labels- labelling pictures eg range of people who help us, naming seasons</p> <p>Lists- in relation to wider learning</p> <p>Instructions- give simple instructions eg how to plant a bean</p> <p>Non-chronological report</p> <ul style="list-style-type: none"> -describe something using appropriate vocabulary -share knowledge gained -say how things are similar/different <p>Explanation- eg how we can help each other, what happens to a caterpillar</p>	<p>Labels- labelling pictures eg healthy food</p> <p>Lists- in relation to wider learning</p> <p>Instructions- give simple instructions eg how to play a game</p> <p>Non-chronological report</p> <ul style="list-style-type: none"> -describe something using appropriate vocabulary -share knowledge gained -say how things are similar/different <p>Explanation- eg how we can eat a balanced diet</p>

	Explanation- eg what can they do to help look after the planet		
Writing to persuade	Express an opinion orally eg say which foods were their favourite from food tasting	Express an opinion orally eg which jobs help us the most	Express an opinion orally eg their favourite way of keeping active
Writing to discuss	Listen to a different opinion	Listen to a different opinion	Listen to a different opinion

Skylarks (mixed FS2/Y1) NB -Straight Y1 23-24

Phonics learning should underpin the teaching of reading and writing throughout the year. Children should be given many opportunities to write dictated sentences which only use decodable words from their phonics learning and a range of familiar sentence starts eg I am..., I like..., I have got... I was..., I went..., moving to 'we' which the children need to overlearn in order to compose their own sentences.

Similarly, transcription should be a main focus: handwriting eg how to write upper and lower case letters of the alphabet, correct letter formation and wider spelling eg key words/common exception words

Simple sentences and the correct use of a capital letter, full stop and 'finger spaces' should be embedded before exploring the use of 'and' to extend a sentence or more complex punctuation eg?!

Composition should be oral in the main in the first instance and should build on the patterns learned from dictated sentences. When the children have mastered this then we can look to the use of adjectives to make their sentences more interesting.

With this in mind there is not an overload of the writing curriculum for this year group in relation to the purposes for writing: the examples below can be used as a guide to support planning

Context/ books used	Our School/ Cortonwood Colliery Narrative- traditional tales/fairy tales: The Gingerbread Man, The Three Little Pigs (and also the twisted tale - The Three Little Wolves and The Big Bad Pig), The Little Red Hen Funnybones- Allan Ahlberg Here We Are- Oliver Jeffers *Additional non-fiction texts about school and local area	Stone Age (and dinosaurs) The Odd Egg- Emily Gravett Harry and His Bucketful of Dinosaurs- Ian Whybrow Esme's Rock- Simon Philip Stone Age Boy- Satoshi Kitamura How to Wash a Woolly Mammoth- Michelle Robinson *Additional non-fiction texts all about dinosaurs/stone age/Mary Anning	Flight/Coastal regions Lost and Found- Oliver Jeffers Emma Jayne's Aeroplane- Katie Howarth Little Wings:The Story of Amy Johnson- FJ Beerling The Lighthouse Keeper's Lunch- David Armitage What the Ladybird Heard at the Seaside/The Snail and the Whale-Julia Donaldson *Additional non-fiction texts about transport/flight/British seaside
Writing to entertain	<u>From class reading: narrative</u> Recount -simple sequenced sentences (dictated) to retell main events or own experience Labels/lists- to describe characters and settings Character Description – Wolf Poetry – senses Autumn	<u>From class reading: narrative</u> Recount -simple sequenced sentences (dictated) to retell main events using story language Description- use adjective lists/labels to write character/setting descriptive sentences Poetry: Alliterative list	<u>From class reading: narrative</u> Recount -sequenced sentences to retell main events using story language Description- use adjective lists/labels to write character/setting descriptions Poetry: Rhyming couplets
Writing to inform	<u>From class reading: (Little Red Hen):</u> Instructions -how to make bread <u>Wider curriculum (Our School):</u> Label maps/sketches of school/local area Recount of local walk: I went to..., I saw... Labels, Lists of what they can see, hear etc round school, body parts etc	<u>Wider Curriculum:</u> Label diagrams and pictures Lists/Non-chronological report Simple lists or fact sentences about what they know about Stone Age/ dinosaurs under shared headings eg T-rex- food, appearance, facts Recount key events from Mary Anning's life	<u>Wider Curriculum (Flight):</u> Lists of known transport Recount key events of significant figure's life eg Wright brothers/ Amy Johnson Non-chronological report -aeroplane factfile or facts about Filey under headings <u>Wider Curriculum (coastal regions):</u>

	<p>Instructions (oral only) giving simple directions linked to school/local walk</p> <p><u>Wider curriculum (Cortonwood Colliery):</u></p> <p>Non-chronological report Simple (dictated) fact sentences to describe what the colliery was like or linked to Brampton study under different headings.</p> <p>Label diagrams/pictures to show change over time</p> <p>Explanation- Oral explanation of a reason why the colliery closed</p>	<p>Instructions -how to 'plant a seed' (Science learning) using time order words eg first, next, after, finally and commands eg put, stick, cut</p> <p>Explanation- Oral explanation of how a fossil is formed</p>	<p>Lists of know seaside places</p> <p>Label simple map of Filey linked to visit/what was seen</p> <p>Recount of trip to Filey or describe own holiday/day out experience</p> <p>Non- chronological report- see example above</p>
Writing to persuade	<p><u>Wider curriculum (Our School):</u></p> <p>Express an opinion orally eg about what they like about school or favourite bit of the walk/visit to the park</p>		<p><u>Wider curriculum:</u></p> <p>Express an opinion orally eg about favourite part of the trip</p>
Writing to discuss	Listen to a different opinion		Listen to a different opinion

Nightingales (Year One/Two)

Phonics learning should underpin the teaching of reading and writing. Children should continue to be given many opportunities to write dictated sentences which use words from their phonics learning, a range of familiar sentence starts and vocabulary from across their learning. Time should be given to embedding the transcriptional elements of handwriting and spelling as well as their ability to write a simple sentence including correct punctuation. Oral composition (think, say, write) should be used to support writing, particularly when exploring the various ways that a sentence can be expanded. The content outlined below will be guided by the writing development of the class.

Context/ Books used	Water and Land Explorers A new home for pirate - Ronda Armitage The pirate cruncher - Jonny Duddle The pirates next door Jonny Duddle	Great Fire of London Vlad and the great fire of London - Kate Cunningham The Great Fire of London: https://www.fireoflondon.org.uk/game/	Space Look Up!- Nathan Bryon Man on the moon – Simon Bartram The Way back home- Oliver Jeffers Laika the astronaut- Owen Davey
Writing to entertain	<u>From class reading: narrative</u> Description- use adjective lists/labels to write character/setting descriptive sentences Story structure- use story language to 'tell' a story (both orally and in writing) Recount- diary/letter as a character Poetry: alliterative list	<u>From class reading: narrative</u> Description- use expanded noun phrases to write character/setting description Story structure- sequence events <u>Wider curriculum</u> Recount- diary of perspective of someone experiencing the GFoL Poetry: acrostic	<u>From class reading: narrative</u> Description- use expanded noun phrases to write character/setting description Story structure -simple narrative structure to include some description Poetry: question and answer poems
Writing to inform	<u>Wider curriculum:</u> Lists with commas- of items needed for an expedition Recount- key facts about an explorer's life in time order Letter – about Hawaii Recount- factual recount of an expedition Instructions -linked to narrative or wider curric (eg a smoothie for a pirate)	<u>Wider curriculum:</u> Description- of a London attraction studied Recount- describe key events in order Instructions- how to make a simple sandwich from baked bread Oral explanation -how did the fire start and spread	<u>Wider curriculum:</u> Non- chrono report- linked to learning about Space under key headings Recount- key facts about an astronaut's life in time order Recount- message back to earth (write a message about life in space that is videoed like Tim Peake)
Writing to persuade	<u>Wider curriculum:</u> Express an opinion orally- share an opinion about the story Travel poster/leaflet- why visit Hawaii		<u>Wider curriculum (world weather)</u> Express an opinion orally -say which is their favourite season and why
Writing to discuss	Listen to a different opinion	Listen to a different opinion	Listen to a different opinion and give a response

Year Two

Embed phonics learning so that children have a working knowledge of phonetically plausible spellings which can then be built upon by direct teaching of spelling rules. The aim is that children can 'spell' many words independently and are able to hand write fluently so that they can concentrate on composition. Dictated sentences are still used to help gain speed and automaticity of phonics, handwriting and punctuation. The children need to have grasped the basics of what a sentence needs so that they are better equipped to apply subordination and coordination. There is a greater focus on vocabulary, expanded noun phrases and on using the correct tense.

Context/ Books used	Polar Explorers (Hot and cold countries) The Great Explorer- Chris Judge Shackleton's Journey- William Grill Lost and Found- Oliver Jeffers Life in the arctic- range of non-fiction Emperor's Egg – Martin Jenkins	Our Country/Castles The Stone Giant- Anna Hoglund Inside the villains – Clotilde Perrin(extract) I can catch a monster- Bethan Woollvin Tell me a dragon- Jackie Morris Mr Ben- David McKee	Africa (Hot and cold countries) Lila and the secret of the rain- David Conway Meerkat Mail- Emily Gravett Non-fiction: Crazy about cats – Owen Davy/ A book of cats- Katie Viggers/ Amazing Africa- Mouni Feddag
Writing to entertain	<u>From class reading: narrative</u> Description- character/setting descriptions Story structure- own Arctic story / retell of 'The Great Explorer' Recount- postcards from characters <u>Wider curriculum:</u> Recount -in relation to school visit Poetry: acrostic	<u>From class reading: narrative</u> Description- character Story structure- alternative ending (overcoming a monster) Portal story (Mr Ben) full narrative <u>Wider curriculum (Castles):</u> Recount – imaginative diary- a day in the life of a court dweller eg Knight, Lady, servant	<u>From class reading: narrative</u> Recount- diary as a character Story structure- full narrative Poetry: question and answer poems (riddles)
Writing to inform	<u>Wider curriculum:</u> Summaries/non-chronological report- life in polar region Recount -factual recount of Y2 sleepover expedition Lists with commas- items needed for an expedition	<u>From class reading:</u> Instructions- how to trap a giant/yeti/kraken <u>Wider curriculum (Our Country):</u> Non-chronological report - travel guide linked to a place studied <u>Wider curriculum (Castles):</u> Recount- factual recount of events eg related to Conisbrough Castle life	<u>Wider Curriculum:</u> Non-chronological report- fact file about African animal Instructions- eg African recipe or game
Writing to persuade	<u>From class reading/wider curriculum:</u> job advert for a place on expedition	<u>Wider curriculum(Our Country):</u> Poster to promote a place studied	
Writing to discuss	Listen to another opinion and respond	Listen to another opinion and respond	Oral composition- comparison of places (related to geography, Kenya and Brampton)

Year Three

Year three sees the children from BEP KS1 and BCI KS1 coming together. Teachers need to take time to get to know what the children can do and where any common gaps or misconceptions are. The focus, particularly in Autumn term Y3 is:

- Embedding transcription skills of spelling (including phonics as appropriate) and handwriting. The continued use of dictated sentences provides a perfect opportunity to embed these skills and to act as assessment of key basic understanding of sentence structure and punctuation
- Embedding understanding of what makes a sentence, sentence types (eg statement, question, command) and associated punctuation
- How to use coordination and subordination to extend sentences.

Context/ Books used	Our school history/ Bronze age to Iron age Range of 'settling in' picture books – Lion Inside and The Koala Who Could by Lydia Bright Cloud busting- Malorie Blackman (poetry) My Head Teacher is a vampire rat- Pamela Butchart (school story) Stone Age Boy - Satoshi Kitamura	Our planet- trip to tropical House- Leeds The Last Bear- Hannah Gold (adventure)	Ancient Greece/modern Greece- sports day The Spiderwick Chronicles – Tony DiTerlizzi (fantasy)
Writing to entertain	<u>Novel/range of picture books: narrative</u> Setting description Character description Story structure - Sequencing events	<u>Novel: narrative</u> Setting description Character description Use of direct speech Recount - diary of April while on Bear Island Poetry: shape poems	<u>Novel: narrative</u> Story structure -simple story structured in paragraphs, with description and speech Poetry: Limericks
Writing to inform	<u>Wider curriculum (Our School):</u> Biography - Simple fact file based on what the children find out about George Ellis <u>Wider curriculum (Our School):</u> Recount - Factual account of 'A day in the life' of a school child from the 1800 <u>Wider curriculum (Bronze Age to Iron Age):</u> Recount -Factual account of the key events of the Roman Invasion	<u>Novel:</u> News report based on April getting the bear back to Svalbard <u>Wider curriculum:</u> Summaries/Non-chronological report - Based on knowledge gained about different biomes	<u>Novel:</u> Instructions - eg How to look after a bogart or other creature <u>Wider curriculum (Ancient Greece):</u> Non-chronological report - Based on knowledge gained about society or legacy
Writing to persuade		<u>Wider curriculum:</u> Poster/leaflet -To promote what we can do to protect a particular biome (not rainforest as they focus on this further up school)	<u>Wider curriculum(Ancient Greece):</u> Argument - Eg Which city state would they prefer to live in and why? Monarchy v democracy <u>Wider curriculum (modern Greece):</u> Travel poster/'brochure' -Why visit Greece?

Writing to discuss		<u>Wider curriculum:</u> Comparison - Similarities and differences between 2 contrasting biomes	<u>Wider curriculum (Ancient Greece):</u> Comparison – summarise key arguments put forward for the Persuasive argument
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Year Four

By Year four, most transcriptional skills should be embedded but the teaching of spelling rules and exceptions will support their use of more ambitious vocabulary. This should free up teaching time to really focus on the place of grammar within writing with lots of opportunity to practise and the process of writing. Shared plans are recommended and the process needs scaffolding to allow opportunity for regular revision and editing.

Context/ Books used	The Romans The Iron Man – Ted Hughes (sci fi, fable) Empire's End: A Roman Story- Leila Rasheed (historical) Meet the Ancient Romans-James Davies (NF Picture book) We Are the Romans: Meet the People Behind the History-David Long & Allen Fatimaharan (NF)	Brazil Journey to the River Sea- Eva Ibbotson (adventure) The Great Kapok Tree- Lynne Cherry (picture book) There's a Rang-Tan in My Bedroom- James Sellick & Frann Preston-Gannon (picture book) Let's Save the Amazon by Catherine Barr & Jean Claude (NF Picture book)	Viking Explorers Viking Boy- Tony Bradbury (historical) The Vikings: Raiders, Traders and Adventurers!- Marcia Williams (non-fiction) Viking Voyages -Jack Tite (non-fiction) Arthur and the Golden Rope- Jo Stanton (picture book).
Writing to entertain	<u>Novel:</u> narrative Character and setting description Story structure- sequence events in paragraphs, include direct speech Recount -Diary as a character from the text Poetry: Haiku and Tanka	<u>Novel:</u> narrative Character and setting description Story structure- sequence events in paragraphs, include direct speech Recount- Informal letter describing an event in the text	<u>Novel:</u> narrative Character and setting description including similes Use of dialogue/dialogue verbs to show character Poetry: simile poems
Writing to inform	<u>Novel:</u> Recount/news report -Linked to an event in the novel <u>Wider curriculum:</u> Summaries/ Non-chronological report -Based on key knowledge gained eg legacy of the Romans Biography- Using a significant figure from Roman history eg emperor	<u>Novel:</u> News report -Linked to an event in the text (fire) <u>Wider curriculum:</u> Explanation -Based on learning about water cycle or how rivers are formed	<u>Wider curriculum:</u> Recount- First person account of a Viking on one of the journeys Summaries/non-chronological report- Based on key knowledge gained eg types of teeth and functions from science
Writing to persuade	<u>Novel:</u> Persuasive advert- Linked to knowledge gained from text eg becoming a gladiator	<u>Wider Curriculum:</u> OPTIONAL Letter to government-Putting forward an argument either for or against allowing deforestation	
Writing to discuss		<u>Wider Curriculum:</u>	<u>Wider Curriculum:</u>

		Comparison -Similarities and differences between UK and Brazil or rich and poor standard of living in Rio de Janeiro	Comparison -Summarise key points of different viewpoints about the same event eg a Viking invasion
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Year Five			
Context/ Books used	The Industrial era -Visit to Kelham Island Harry Potter and the Philosopher's stone- J.K Rowling (fantasy, adventure, quest)	Mayans The Jamie Drake equation- Christopher Edge (sci-fi)	Yorkshire City and coast - visit to Sheffield/Scarborough Room 13 – Robert Swindells (gothic horror)
Writing to entertain	<u>Novel: narrative</u> Detailed setting description <u>Novel:</u> Recount - Diary as a character Poetry: Quatrains	<u>Novel: narrative</u> Character description and use of dialogue, verbs/adverbs to show character thoughts and feelings Story structure - use dialogue and cohesive devices to advance the plot	<u>Novel: narrative</u> Setting description/ Create mood Story structure - use dialogue and cohesive devices to advance the plot <u>Wider curriculum:</u> Recount -Personal recount of the trips Poetry: Quintains (do limericks in Y3, Tanka in Y4)
Writing to inform	<u>Wider curriculum:</u> Biography - Linked to a significant figure from history learning (Dumbledore) Diary <u>Wider curriculum:</u> Science explanation - changes in materials	<u>Wider curriculum:</u> Non-chronological report/ summaries - eg History knowledge re Mayan achievements or Geography knowledge of range of biomes	<u>Novel:</u> Recount/News report -linked to events within the novel
Writing to persuade	<u>Wider curriculum:</u> Letter to newspaper- put forward a one sided argument eg state of working conditions, women's right to vote		<u>Wider curriculum:</u> Evaluation - why visit Sheffield/Scarborough? Prepare a speech to summarise their evaluation
Writing to discuss	<u>Novel:</u> Balanced argument -re a theme in the book (eg should first years be allowed on the quidditch team?)	<u>Wider curriculum:</u>	<u>Novel:</u> book review - summarise and balance opposing opinions

Year Six			
Context/ Books used	Pollution and Our World Trash- Andy Mulligan (thriller) Glittering eye- LJ Addington	WW2 Letters from the lighthouse- Emma Carroll (historical) Silver Sword- CS Lewis	Ancient Egypt The red pyramid- Rick Riordan (fantasy, adventure, graphic novel)
Writing to entertain	<u>Novel: narrative</u> Setting description / Create mood Story structure - use dialogue to show character and to advance the plot Story structure - cohesive devices and paragraphs to write short story Poetry: metaphor/personification	<u>Novel:</u> Recount -To write diary as a character/ informal letter recounting events, character viewpoint Poetry: metaphor/personification	<u>Novel: narrative</u> Character, setting description (metaphor/personification/create mood) Story structure - use dialogue to show character and to advance the plot Story structure - cohesive devices and paragraphs to write short story
Writing to inform	<u>Novel:</u> <u>Wider curriculum:</u> Summaries/ Non chronological report - linked to wider learning eg plastic pollution, key marine features Explanation - eg how pollution affects marine life	<u>Wider curriculum:</u> Recount -factual account of events eg of Battle of Britain- fact v opinion Non chronological report/article - linked to an area of learning eg Kindertransport	<u>Novel:</u> Summaries eg-key events from sections of the book or note-taking on a given subject <u>Wider curriculum:</u> Biography -linked to topic eg Howard Carter
Writing to persuade	<u>Wider curriculum:</u> Prepare a speech to put forward their opinion/argument	<u>Novel:</u> Campaign letter - Formal letter to persuade MoD to keep the lighthouse	
Writing to discuss	<u>Novel:</u> Persuasive – why children should not work on landfills <u>Wider curriculum:</u> Essay style eg exploring pros and cons of the rubbish dumps in Manila	<u>Wider curriculum:</u> Essay style -eg impact of war on Britain beyond WW2	<u>Wider curriculum:</u> Essay style - eg what do the artefacts tell us about the life of Tutenkhamen?