



The Best That You Can Be

Devonshire Primary Academy

Long Term Overview – Talk for Writing



Whole School – Model Text Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
N	Journey /Quest/ Adventure/Cumulative Goldilocks and the Three Little Bears		Warning Story The Three Little Pigs		Fear/Beat the monster/ Suspense The Three Billy Goats Gruff		Journey /Quest/ Adventure/Cumulative The Gingerbread Man		Journey /Quest/ Adventure/Cumulative Chicken Licken		Journey /Quest/ Adventure/Cumulative Jack and the Beanstalk	
R	Warning Story The Three Little Pigs		Fear/Beat the monster/ Suspense The Three Billy Goats Gruff		Journey /Quest/ Adventure/Cumulative Little Red Hen		Journey /Quest/ Adventure/Cumulative Goldilocks and the Three Bears		Journey /Quest/ Adventure/Cumulative Jack and the Beanstalk		Fantasy/Meeting Billy's Bucket	
	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F
KS 1 A	Journey /Quest/ Adventure/ Cumulative The Papaya That Spoke	Labels and captions Y1 Explanation Y2 How a papaya grows Teacher generated	Wishing/Ch ange The Elves and The Shoemaker	Information All about elves (teacher generated)	Journey /Quest/ Adventure/ Cumulative Whatever Next	Recount The Way Back Home – Literacy Shed video as stimulus (model on Drive)	Fantasy/Me eting The Tiger Who Came to Tea – Judith Kerr	Persuasion Save the Tiger poster (Teacher made model)	Fear/Beat the monster/ Suspense Three Billy Goats Gruff (How to teach story writing at KS1 p23)	Instructions Instructions to grow green grass (teacher made/Twinkl)	Finding/ Losing Lost and Found – Oliver Jeffers (Drive)	Recount Letter from the penguin to the boy (Teacher made - when he had left him at South Pole)
KS 1 B	Warning Story Little Red Riding Hood (Drive)	Instructions How to spot a wolf (teacher generated model)	Journey /Quest/ Adventure/ Cumulative On the Way Home – Jill Murphy	Persuasion Letter of complaint from Claire to one of the charas (Teacher generated model)	Finding/ Losing The Storm Whale – Benji Davies	Recount Diary entry in role (Teacher generated model)	Fear/Beat the monster/ Suspense The Owl Who was Afraid of the Dark – Jill Tomlinson	Explanation Life cycle (Teacher generated model)	Wishing/Ch ange Gorilla – Anthony Browne	Information Non-chron report about an animal (Teacher generated model)	Character description Character descriptions from the class novel	Report Book review – model text in GDS exemplification p14 and 15)
Y3	Portal Story/ Fantasy The Dream Giver (Literacy Shed) as stimulus and The Door – Pie Corbett (Drive) as model text	Information Unicorns (Year 3 Writing models p62)	Wishing/Ch ange King of the Fishes (Year 3 Writing Models p36)	Instructions How to trap a Troll (Year 3 Writing Models p66)	Journey /Quest/ Adventure/ Cumulative Into The Forest – Anthony Brown (Drive)	Report Bean plant cut down (Year 4 Writing Models p64)	Fear/Beat the monster/ Suspense Theseus and the Minotaur (Teacher made model)	Discussion Teacher made model discussion text	Finding/ Losing The Black Hat – Maia Walczac (Literacy Shed)	Explanation Teacher made model linked to wider curriculum	Warning Story The Canal (KS2 Bumper Book p70)	Persuasion Teacher made model persuasive letter

Y4	Warning Story The True Story of the Three Little Pigs – Jon Scieszka (Drive)	Instructions What to do if you meet an alien (Year 4 Writing Models p67)	Finding/Losing The Egg – M P Robertson (Drive)	Discussion Teacher made model discussion text	Journey/Quest/Adventure Kidnapped (KS2 Bumper Book p74)	Newspaper report Collection of real newspaper reports or WAGOLs from Lit WAGOLL/Twinkl/teacher made	Portal Story/Fantasy The Tunnel – Anthony Browne (Drive)	Persuasion Get Rid of Giants (Year 5 Writing Models p93)	Narrative Extract from Charlie & the Chocolate Factory eg first part Chapter 4 Veruca Salt	Recount Diary extract – teacher made	Wishing/Change Teacher made abridged version of Charlie and the Chocolate Factory	Explanation Teacher made model explanation text
Y5	Journey/Quest/Adventure/Cumulative Hansel and Gretel - Anthony Browne (Drive)	Explanation Why trolls are dangerous (Year 6 Writing Models p95)	Warning/Character flaw/change Extracts from A Christmas Carol or abridged version	Discussion Teacher generated discussion model	Portal Story/Fantasy Clock Close (T4W website)	Instructions Teacher generated model	Finding/Losing Teacher generated model with Literacy Shed – Treasure as stimulus	Persuasion Feed the Poor (Year 5 Writing Models p99)	Narrative Extract from Beowulf that uses action	Information Biography of King Alfred the Great (Drive)	Fear/Beat the monster/Suspense Beowulf (KS2 Bumper Book – p62/63)	Report The Daily Danish – Gruesome Grendel Strikes again (Drive)
Y6	Wishing/Change Little Freak (Lit Shed)	Explanation How to survive life in the trenches (Drive)	Journey/Quest/Adventure Break In (Year 6 Writing Models p30) AND Opening the Fridge (GDS exemplification Frankie p24)	Information Werewolves (Drive)	A range of text types related to Macbeth Teacher generated models	SATS' preparation		A range of text types to secure end of KS expectations Teacher generated models		Transition unit in collaboration with Y3		

Promoting SCMSC/BV throughout writing:

Spirituality: create writing that is inspired by nature and the world around them; express their beliefs, feelings and emotions through talk and writing; read and write in unusual settings; write in response to first hand experiences; use and express their imaginations in reading writing and speaking

Moral: explore stories and other texts that present a moral issue; present an argument through talk and writing; use persuasion in their writing

Social: debate and write about social issues; use non-fiction texts such as newspaper reports as a stimulus for writing; create content aimed at a variety of audiences

Cultural: explore the origins of words

Democracy: work collaboratively; take part in class debates

Rule of Law: follow rules for writing

Individual liberty: express an idea in discussion or debate; choose a subject matter or purpose for writing; write imaginatively

Tolerance and respect: listen to others' views



Year Pre

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Long Term Overview – Talk for Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	Daily fiction and non-fiction texts linked to SFA					
Poetry	Nursery Rhymes learned throughout the year plus Rhyme Time cards from Curiosity Corner					
	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
Model text	Goldilocks and the Three Little Bears	The Three Little Pigs	The Three Billy Goats Gruff	The Gingerbread Man	Chicken Licken	Jack and the Beanstalk
Text type	Warning	Journey/Warning/Beat the Monster/Suspense	Fear/Beat the Monster/Suspense	Journey/Cumulative	Fear/Journey/Cumulative	Journey/Adventure/Rags to Riches
Toolkit	Oral re-telling of the story.	Oral re-telling of the story.	Oral re-telling of the story.	Oral re-telling of the story.	Acting out stories	Look at story maps when retelling orally.
Writing Outcome	Listen to and repeat simple stories.	Listen to and repeat simple stories.	Recognise characters from a variety of stories.	Recognise and sort characters into good/bad.	To learn story language.	To learn story language.
Application across the curriculum	Learn the routines and copy repeated phrases in songs and stories.	Hold books correctly and turn pages, looking at the pictures and discussing.	Enjoy imaginative play within continuous provision.	Make props for story telling.	Make marks on paper.	Make marks on paper.



Year R

The Best That You Can Be

Devonshire Primary Academy

Long Term Overview – Talk for Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	Daily fiction and non-fiction texts linked to SFA Story Tree					
Poetry	Various topic-related poems from 20 th Century poems.					
	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
Model text	The Three Little Pigs	The Three Billy Goats	Little Red Hen	Golidlocks and the Three Bears	Jack and the Beanstalk	Billy's Bucket
Text type	Journey/Warning/Beat the Monster/Suspense	Fear/Beat the Monster/Suspense	Quest/Cumulative	Warning	Journey/Adventure/Rags to Riches	Portal
Toolkit	Oral re-telling of the story.	Mark marking on a story map.	Write simple sentences as part of a group.	Alter a story and write a sentence.	Writing for different purposes.	Full stops, capital letters.
Writing Outcome	To learn story language.	To make marks and lines from left to right.	Simple innovation The Little Red xxx	Simple innovation - change the food and the 3 xxx	Instructions – how to grow a bean seed.	Innovation – Billy's box.
Applicati on across the curriculu m	Using story language in continuous provision.	Using story language in continuous provision.	Mark making labels around the provision.	T scribes chn's stories. To write some letters correctly.	T scribes chn's stories. Chn to write some simple words including common exceptions.	Writing simple sentences in different genres.



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KS1 Year A

Long Term Overview – Talk for Writing

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class Novel	As per reading spine		As per reading spine		As per reading spine		As per reading spine		As per reading spine		As per reading spine	
Poetry	Nursery rhymes to perform and senses poems				Shape poems				Riddles and tongue twisters			
	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F
Model text	The Papaya that spoke	Labels and captions Y1 Report/fact file Y2	The Elves and the Shoemaker	Explanation How to catch an elf (teacher made model)	Whatever Next	The Way Back Home – Literacy Shed video as stimulus and model on Drive	The Tiger Who Came to Tea – Judith Kerr	Save the Tiger poster (Teacher made model)	Three Billy Goats Gruff (How to teach story writing at KS1 p23)	Instructions to grow green grass (teacher generated model)	Lost and Found – Oliver Jeffers (Drive)	Letter from the penguin to the boy (Teacher made - when he had left him at South Pole)
Text type	Cumulative	Information Explanation	Wishing/change	Explanation	Journey /Quest/ Adventure	Recount	Fantasy/Meeting	Persuasion	Fear/Beat the monster/ Suspense	Instructions	Finding/Losing	Recount
Toolkit	Repetition	Information Explanation	Plot	Explanation	Setting description	Recount	Openings	Persuasion <i>SMSC/BV Moral; use persuasion in their writing</i>	Problem	Instructions	Resolution/ending	Letter
Writing Outcome (Y1) Innovation (Y2)	Simple innovation	Label different fruits How a papaya grows <i>SMSC/BV Spirituality; create writing that is inspired by nature</i>	Simple innovation – The xx and the xx	How to catch an xx	Simple innovation with different setting	Recount of picnic on the moon (acted out/imagined)	Y1 The xx who came to xx	Y1 Save the xx poster (could be for a real or imaginary/fantasy animal)	Y1 chn Simple innovation with new problem	Y1 chn Instructions to grow xx	Simple innovation finding something new	Letter in role as boy in response to letter from penguin
Independent Outcome Y2	Own cumulative story	All about xx	Own wishing/change story	Own explanation text	Own adventure story	Recount of event real or imagined	Y2 chn range of incidental writing in response to text	Y2 chn range of incidental writing in response to text	Y2 chn range of incidental writing in response to text	Own finding story	Letter from known story character to another (Class novel as stimulus)	
Application across the curriculum	Labels and captions and a text type of T choice		Explanation and a text type of T choice		Fact files and a text type of T choice		Recount of personal experience <i>SMSC/BV Spirituality; write in response to first hand experiences</i> and a text type of T choice		Posters/adverts to persuade and a text type of T choice		Instructions and a text type of T choice	



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KS1 Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class Novel	As per reading spine		As per reading spine		As per reading spine		As per reading spine		As per reading spine		As per reading spine	
Poetry	Rhyming poetry				Acrostics				Haiku			
	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F
Model text	Little Red Riding Hood (Drive)	How to spot a wolf (Teacher made model)	On the Way Home – Jill Murphy	Letter of complaint from Claire to one of the charas (Teacher generated model)	The Storm Whale – Benji Davies	Diary entry in role (Teacher generated model)	The Owl Who was Afraid of the Dark – Jill Tomlinson	Life cycle (Teacher generated model)	Gorilla – Anthony Browne	Non-chron report about an animal (Teacher generated model)	Character descriptions from the class novel	Book review – model text in GDS exemplification p14 and 15)
Text type	Warning Story	Instructions	Journey /Quest/ Adventure/Cumulative	Letter	Finding/Losing	Recount	Fear/Beat the monster/ Suspense	Explanation	Wishing/Change	Information	Character description	Report
Toolkit Overview	Character description	Instructions	Repetition	Persuasion	Setting	Diary	Problem/dilemma	Explanation	Opening	Non-chron	Character description	Book review
Writing Outcome (Y1)	Retell (Y1 sequence and label pictures)	How to xx	New event following the same pattern	Letter of complaint from Claire to a different character <i>SMSC/BV Moral; use persuasion in their writing</i>	Find new creature washed up after the storm.	Diary entry for day of finding the whale	The xx who was afraid of the xx Life cycle of a barn owl	<i>SMSC/BV Spirituality: - create writing that is inspired by nature and the world around them</i>	Y1 chn innovate with new favourite thing – bear/dog/tiger etc	Y1 chn Non-chron report about gorillas <i>SMSC/BV Spirituality: - create writing that is inspired by nature and the world around them</i>	Contrasting descriptions for two different characters from the class novel	Book review of a class novel read so far
Innovation (Y2)	(Y2 from alternative viewpoint)											
Independent Outcome Y2	Write another fairy tale from an alternative viewpoint	Write own set of instructions	Own cumulative story with repeated pattern	Letter of complaint from one character to another in a known story	Finding tale in new setting	Diary entry for finding a different creature (real/imagine d/fantasy)	Y2 chn range of incidental writing in response to text		Y2 chn range of incidental writing in response to text		Contrasting character descriptions from stories they know well	Book review of book of choice
Application across the curriculum	Recount and a text type of T choice		Instructions and a text type of T choice		Persuasion and a text type of T choice		Recount and T type of choice		Explanation and a text type of choice		Non chronological report and a text type of T choice	



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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class Novel	As per reading spine		As per reading spine		As per reading spine		As per reading spine		As per reading spine		As per reading spine	
Poetry	Kennings				Rhyming poetry				Nonsense poems			
	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F
Model text	The Dream Giver (Literacy Shed) as stimulus and The Door – Pie Corbett (Drive) as model text	Unicorns (Year 3 Writing models p62)	King of the Fishes (Year 3 Writing Models p36)	How to trap a Troll (Year 3 Writing Models p66)	Into The Forest – Anthony Brown (Drive)	Bean plant cut down (Year 4 Writing Models p64)	Theseus and the Minotaur (Teacher made model)	Teacher made model discussion text	The Black Hat – Maia Walczac (Literacy Shed)	Teacher made model linked to wider curriculum	The Canal (KS2 Bumper Book p70)	Teacher made model persuasive letter
Text type	Portal Story/ Fantasy	Information	Wishing/Change	Instructions	Journey /Quest/ Adventure	Report	Fear/Beat the monster/ Suspense	Discussion	Finding/ Losing	Explanation	Warning	Persuasion
Toolkit	Setting description	Non-chron report	Openings /dialogue	Instructions	Description/ dialogue	Newspaper report	Action/resolution	Discussion	Resolutions and endings	Explanation	Dilemma/suspense	Persuasion
Innovation Outcome	Use new setting from dream within Dream Giver	Non-chron report about Dream Giver	Change the setting and creature that grants the wishes (unicorn/frog /eagle etc)	How to trap a xx (whatever creature granted the wishes)	Add a new event involving a new fairy tale/nursery rhyme character	Choose a new fairy tale to write as a newspaper report	Xx and the xx – could be the same setting	Is Theseus a hero or a villain? <i>SMSC/BV individual liberty – express an idea in discussion or debate</i>	Innovate story with new ending	Wallace and Grommit Cracking Contraptions youtube – write explanation	Warning story in different dangerous setting	Letter from narrator to Tom trying to persuade him not to go to the Canal
Independent Outcome	Own short portal story – new dream setting	Non- chron report about fantasy creature of own choice	Own wishing tale	How to trap a xx (a magical creature of chn's choice)	Journey story meeting different characters from known stories along the way	Choose fairy tale linked to 'Into the Forest' and write as newspaper report	Beat the monster story in the style of myths and legends	Discussion text (Is it acceptable to kill mythical creatures?/Is Ariadne a hero or villain? etc)	Own finding story with magical item	Design own cracking contraption and explain it	Own contemporary warning story	Persuasive letter linked to own warning story/class novels
Application across the curriculum	Explanation and a text type of T choice		Non-chronological report and a text type of T choice		Instructions and a text type of T choice		Newspaper report and a text type of T choice		Discussion and a text type of T choice		Explanation and a text type of T choice	



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Long Term Overview – Talk for Writing



Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class Novel	As per reading spine		As per reading spine		As per reading spine		As per reading spine		Charlie and the Chocolate Factory – Roald Dahl		As per reading spine	
Poetry	Humourous poems/limericks				Narrative poems				Cinquain			
	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F
Model text	The True Story of the Three Little Pigs – Jon Scieszka (Drive)	What to do if you meet an alien (Year 4 Writing Models p67)	The Egg – M P Robertson (Drive)	Teacher made model discussion text	Kidnapped (KS2 Bumper Book p74)	Collection of real newspaper reports or WAGOLs from Lit WAGOLL/T winkl/teacher made	The Tunnel – Anthony Browne (Drive)	Get Rid of Giants (Year 5 Writing Models p93)	Extract from Charlie & the Chocolate Factory eg first part Chapter 4 Veruca Salt	Diary extract – teacher made	Teacher made abridged version of Charlie and the Chocolate Factory	Teacher made model explanation text
Text type	Warning	Instructions	Finding/Losing	Discussion	Journey /Quest/ Adventure	Newspaper report	Portal Story/ Fantasy	Persuasion – news editorial	Narrative	Recount	Wishing/Change	Explanation
Toolkit	Plot structure	Instructions	Resolutions	Discussion	Suspense	Report <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i>	Suspense/Set tings	Persuasion	Dialogue to convey character	Diary	Character/openings	Explanation
Innovative Outcome	Write fairy tale from different perspective	What to do if you meet a wolf	The Egg – different fantasy creature hatches (unicorn/Phoenix/fairy etc)	Should dragons be kept as pets? <i>SMSC/BV individual liberty – express an idea in discussion or debate</i>	Innovate setting and rescue	Newspaper report of rescue	New portal story following same pattern	Get rid of wolves <i>SMSC/BV Moral; use persuasion in their writing</i>	New extract to show dialogue/characterisation – Augustus Gloop	Diary of Charlie’s best day ever – winning the ticket or going to the factory	New chapter story following same pattern	How chocolate is made
Independent Outcome	Write known fairy tale/nursery rhyme with a twist	What to do if you meet a xx (other fairy tale villain)	Own finding tale	Should xx be kept as pets?	Own rescue story	Newspaper report of own rescue story	Own portal story	Own persuasive editorial linked to fairy tale/nursery rhyme character	Invent own extract to show new or known character through dialogue	Diary for a known character from another book	Own chapter story following same pattern	How xx is made
Application across the curriculum	Persuasion and a text type of T choice		Instructions and a text type of T choice		Discussion and a text type of T choice		Newspaper report and a text type of T choice		Persuasion and a text type of T choice		Recount and a text type of T choice	



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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class Novel	As per reading spine		As per reading spine		As per reading spine		As per reading spine		Beowulf Michael Morpurgo		As per reading spine	
Poetry	Narrative poems				Haiku and cinquain				Kennings from Beowulf (Drive)			
	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F	Fiction	Non-F
Model text	Hansel and Gretel - Anthony Browne (Drive)	Why trolls are dangerous (Year 6 Writing Models p95)	Extracts from A Christmas Carol or abridged version	Teacher generated discussion model	Clock Close (T4W website)	Teacher generated model	Teacher generated model with Literacy Shed – Treasure as stimulus	Feed the Poor (Year 5 Writing Models p99)	Extract from Beowulf that uses action	Biography of King Alfred the Great (Drive)	Beowulf (KS2 Bumper Book – p62/63)	The Daily Danish – Gruesome Grendel Strikes again (Drive)
Text type	Journey /Quest/ Adventure	Explanation	Warning/Character flaw/change	Discussion	Portal Story/Fantasy	Instructions	Finding/Losing	Persuasion	Narrative	Information	Fear/Beat the monster/ Suspense	Report <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i>
Toolkit	Dialogue to convey character/advance action	Explanation/information	Character	Discussion	Setting	Instructions	Setting	Persuasion	Action	Biography	Setting/suspense	Newspaper reports
Innovation Outcome	Change the setting/villain eg fairground/cloven	Why witches are dangerous	Create modern retelling chapter book	Is Scrooge all bad? <i>SMSC/BV individual liberty – express an idea in discussion or debate</i>	A timeslip story to school setting 100 years in future/past	How to build a time travel machine	Old woman finds something else for her home	Home the homeless persuasive letter	Describe a new battle that Beowulf had	Biography for Grendell	Sequel – revenge of Grendel’s mother	New article for the Daily Danish
Independent Outcome	Write more detailed version of another known fairy tale or invent own	Why xx is xx	Own chapter book with changed character/lesson learned	Is xx all xx? <i>SMSC/BV Moral; Present an argument through talk or writing</i>	A timeslip story to known setting 100 years in future/past	How to make a xx	Narrative description – somebody finds a different value in something	Persuasive letter that reflects their own concerns/interests <i>SMSC/BV Moral; use persuasion in their writing SMSC/BV Social; debate or write about a social issue</i>	Describe a battle scene for a new story	Biography for character of choice	Use Chaperon Rouge from Lit Shed as stimulus for own beat the monster story	Grendel’s Defeat article
Application across the curriculum	Explanation and a text type of T choice		Explanation/information and a text type of T choice		Discussion and a text type of T choice		Instructions and a text type of T choice		Persuasion and a text type of T choice		Biography and a text type of T choice	



Year 6

The Best That You Can Be

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Long Term Overview – Talk for Writing



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class Novel	As per reading spine		As per reading spine		Macbeth		As per reading spine		As per reading spine		As per reading spine	
Poetry	Humorous poems/limericks				Iambic pentameter				Free verse			
	Fiction		Non-F		Fiction		Non-F		Fiction		Non-F	
Model text	Little Freak (Lit Shed)	How to survive life in the trenches (Drive)	Break In (Year 6 Writing Models p30) AND Opening the Fridge (GDS exemplification Frankie p24)	Werewolves (Drive)	Using class novel to stimulate a range of shorter texts with teacher generated models, eg: Diary - from Macbeth's PoV when obsessed with killing Duncan Discussion – who was to blame for King Duncan's death? <i>SMSC/BV individual liberty – express an idea in discussion or debate</i> Modern day retelling – parts of text or whole story (main character obsessed by power etc) Persuasion – letter from older Macbeth to younger self persuading him not to kill the King <i>SMSC/BV Moral; use persuasion in their writing</i> Newspaper report – Banquo's murder <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i> Information/non chron – travel brochure for Dunsinae castle		SATS' preparation		Teacher generated models		Transition unit to be determined in collaboration with KS3	
Text type	Wishing/Change	Explanation/information	Journey/Quest/Adventure	Information					A range of text types			
Toolkit	Show not tell	Explanation/information	Suspense	Non-chron report					As needed to secure end of key stage expectations			
Innovation Outcome	Write from PoV of other character trapped in unhappy situation	How to survive the zombie apocalypse	Modern retelling of other fairy tale/trad story/nursery rhyme	Non-chron report for different mythical creature					As needed to secure end of key stage expectations			
Independent Outcome	Show not tell for known or invented character in unhappy situation	How to survive xx	Own modern retelling including suspense	Non-chron report as entry to encyclopaedia of mythical beasts					As needed to secure end of key stage expectations			
Application across the curriculum	Newspaper report <i>SMSC/BV Social; use non-fiction texts such as newspaper reports as a stimulus for writing</i> and a text type of T choice		Explanation and a text type of T choice		Information and a text type of T choice		X2 of T choice as needed to secure end of KS expectations		X2 of T choice as needed to secure end of KS expectations			