

KINGSCOURT / MCGRAW-HILL

*Writing correlation*

NLS References for Shared Writing Resources

*Reception - Year 6*

# NLS Ref for Writing

## Reception

- T11. Through shared writing:
- To understand what writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
  - To distinguish between writing and drawing in books and in own work;
  - To understand how writing is formed directionally, a word at a time;
  - To understand how letters are formed and used to spell words;
  - To apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;
- T12. Through guided and independent writing;
- To experiment with writing in a variety of play, exploratory and role-play situations
  - To write their own names;
  - To write labels or captions for pictures and drawings;
  - To write sentences to match pictures or sequences of pictures;
  - To experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;
- T13. To think about and discuss what they intend to write, ahead of writing it;
- T14. To use experience of stories, poems and simple recounts as a basis for independent writing, e.g. retelling, substitution, extension, and through shared composition with adults;
- T15. To use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their experiences, list, signs, directions, menus, labels, greeting cards, letters.

# RECEPTION YEAR

**Range:**

**Fiction and poetry:** a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.

**Non-Fiction:** simple non-fiction texts, including recounts

**Key:** WTMW - Welcome To My World F+F - Food & Fun W+P - Work & Play A.A - Animal Antics

NLS Ref for Writing	Big Books	Posters	Phonic Fold Outs	Other	
T11.	Wake Up Isabel The Ginger Bread Man Guinea Pig Grass I Like the Rain Times & Rhymes	Welcome to My World. Clap Together/Bouncing B All About Me I Can! Look Around The Big Sort Food & Fun Mrs Peckpigeon Work & Play April Rain Song 'Hey Snow! Morning + Night What's the Time Mr Wolf The Tree House Worms Wiggle Mr Rabbit	WTMW WTMW WTMW WTMW WTMW F+F F+F W+P W+P W+P W+P W+P W+P A.A A.A	Bubbles Bee + Us Bear's Birthday Cat + Cow The Dog Show Fancy Foxes Goats Gobble Happy Hippo Holiday Hello, I'm Home! Janet Jumps King Kevin Lickety Lick Lions Limousine Messy MudMaking Music Nibble Nibble Poppity Pop! Sam Sees Squares Tommy Tadpole Teddy Bears Washing Winnie Weasel's Windy Day Yetta Yak Going to the Zoo The Barn Dance I see Animals Everywhere Saturday At the Farm	NLS Activity Book (Lunch Box) Pg. 3  CD ROM Sounds Great

# RECEPTION YEAR

Range:

Fiction and poetry: a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.

Non-Fiction: simple non-fiction texts, including recounts

Key: WTMW - Welcome To My World F+F - Food & Fun W+P - Work & Play A.A - Animal Antics

NLS Ref for Writing	Big Books	Posters	Phonic Fold Outs	Other	
T12.	I Like the Rain Goldilocks	All About Me Head Knees & Toes What Size Are You? Look Around The Big Sort Ice Cream, Ice Cream Feeding Our Friends Work & Play Whose Shoes? April Rain Song The Tree House The Great Escape Mr Rabbit Six Little Ducks	WTMW WTMW WTMW WTMW WTMW F+F F+F W&P W&P W&P W&P A.A A.A A.A	Bubbles, Bee & Us, Bear's Birthday Cat & Cow, The Dog Show Fancy Foxes, Goats Gobble Happy Hippo Holiday Hello, I'm Home!, Janet Jumps Lickety Lick, Lions Limousine Messy Mud, Making Music Nibble Nibble, My Playmates Rain, Sam Sees Squares Tommy Tadpole, Teddy Bears Val & Velma, Washing Winnie Yetta Yak, Going to the Zoo The Barn Dance, I See Saturday, At the Farm	Storyteller Cards  SG - CD ROM (Sounds Great)
T13.		Head, Knees + Toes Look Around The Big Sort Ice Cream, Ice Cream King Kevin, Lickety Lick Mr. Rabbit	WTMW WTMW WTMW F+F W&P A.A	Bubbles, Cat + Cow Fancy Foxes, Happy Hippo Holiday Hello, I'm home!, Janet Jumps Whose Shoes? Messy Mud	SG - CD ROM (Sounds Great)



# NLS Ref for Writing

## Year 1

### Term 1

T8. Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately

T9. To write about events in personal experience linked to a variety of familiar incidents from stories;

T10. To use rhymes and patterned stories as models for their own writing;

T11. To make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout;

T14. To write captions for their own work, e.g. for display, in class books;

T15. To make simple list lists for planning, reminding, etc.

T16. To write and draw simple instructions and labels for everyday classroom use. e.g. in role play area, for equipment.

### Term 2

T12. Through shared and guided writing to apply phonological, graphic knowledge and sign vocabulary to spell words accurately

T13. To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines;

T14. To represent outlines of story plots using, e.g. captions, pictures arrows to record main incidents in order e.g. to make a class book, wall story, own version;

T15. To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text

T16. To use some of the elements of known stories to structure own writing;

T22. To write labels for drawing and diagrams, e.g. growing beans, parts of the body;

T23. To produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts;

T24. To write simple questions, e.g. as part of interactive display (How many....?, 'Where is your house.....?');

T25. To assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in list, separate pages, charts.

### Term 3

T12. Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

T13. To write about significant incidents from known stories

T14. To write stories using simple settings, e.g. based on previous reading

T15. To use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text;

T16. To compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery

T20. To write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. 'Our day at school, our trip to....',

T21. To use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. 'What We Know About....', 'Our Pets';

T22. To write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.

# YEAR 1

## TERM 1

**Range:**

**Fiction and poetry:** stories with familiar settings; stories and rhymes with predictable and repetitive patterns.

**Non-Fiction:** signs, labels, captions, list, instructions.

**Key:** L.G.T - Let's Get Together G.B - CD Roms: Goldilocks & the 3 Bears, Inside Stories Set 1 G.M - The Ginger Bread Man, Inside Stories Set 1

NLS Ref for Writing	Big Books	Posters	Phonic Fold Outs	Other
T8.	The Enormous Watermelon Royal Dinner Rat a Tat Tat	Alphabet Me L.G.T My Favourite Word L.G.T Bumpity Bump L.G.T	Charlie Chipmunk	G.B-Forest Folk: print-outs (T8), G.B-BLMs 13,14,15 (T8), G.B-Mailbox: print-outs (T8) G.M-The Story: BLMs 1,2,3,5,24-26 (T8) G,M- Take your pick BLM 21 (T8)
T9.		Let's Play L.G.T Dog L.G.T	Shops	G.B- Story Track: Related activities p. 15 (T9) G.B- Mailbox BLM 16 (T9), G.B-Related activities p. 25 (T9) Tell a Story: print-outs (T9), G.M- The Story: BLMs 1,2,3,5,24-26 (T9), G.M-Related activities p. 13 (T9), G.M-Sort It Out: Related activities p. 17 (T9) G.M-Story Time: Related activities p. 15 (T9) G.M-Take Your Pick: print-outs (T9)
T10.	Rat-a-tat-tat	Alphabet Me L.G.T		NLS Activity Book Pg6 G.B-The Story: Related activities p. 13 (T10) G.B-Is It True?: print-outs (T10), G.B-BLMs 7,8 (T10), G.B-Related activities p. 17 (T10), Mailbox: print-outs (T10), G.B- Tell a story BLMs 20,21,22 (T10),
T11.				G.M- Word Puzzle: Related activities p. 23 (T11)
T14		Let's Get Together L.G.T Lets Play L.G.T Dandelion Clocks L.G.T Hats Hats Hats L.G.T		
T15.				
T16.				

# YEAR 1

## TERM 2

**Range:**

**Fiction and poetry:** traditional stories and rhymes; fairy stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, actions verses and rhymes; plays

**Non-Fiction:** information books, including non-chronological reports, simple dictionaries.

Key: S+ S - Safe & Sound, O + A - Out & About, G.M- The Gingerbread Man, Inside Stories Set 1, B.G- The Three Billy Goats Gruff, Inside Stories Set 1

NLS Ref for Writing	Big Books	Posters	Phonic Fold Outs	Other
T12.	The Three Little Pigs (Play) Jolly Olly	Safe & Sound S+S How Accidents Happen S+S At Night O+A	The Big Brass Band Busy Feet	G.M-Related activities p. 15 (T12) B.G-What a Story!: Related activities p. 27 (T12) G.M Story time matching text to pictures (T12)
T13.	Jolly Olly	Subway Train O+A I am Running in a Circle O+A	A Brand-New Street Grumpy Grizzly Squirm, Squirm Trevor the Tram	G.M-The Story: BLMs 2,3,5 (T13) G.M-Gingerbread Maker: BLM 6 (T13) G.M-Story Time: print-out (T13), BLMs 12,13,14 (T13),
T14.		How Accidents Happen S+S		G.M-Story time - related activities p. 21 (T14) B.G-Interviews: print outs BLMs 6,7,8,9 (T14), B.G-Related activities p. 17 (T14)
T15.	The Tree Little Pigs	Warning! S+S		NLS Activity sheet 13 G.M-Take Your Pick: print-out (T15), G.M-Related activities p. 29 (T15), B.G-Interviews: BLMs 6,7,8,9 (T15), B.G-Related activities p. 17 (T15), B.G-Look and Find: Opposites: Related activities p. 23 (T15), B.G-Speech Bubbles: BLMs 18,19 (T15), B.G-Related activities p. 25 (T15)
T16				NLS Activity sheet 19 G.M-The Story: BLMs 2,3,5 (T16) Related activities P13, B.G-What a Story!: using some of the elements of known stories to structure own writing (T16)
T22		Out & About O+A		
T23			Trevor the Tram	
T24				
T25	Who Looks After Me?	Grizzly Bear S+S Out & About O+A Song of the Train O+A		

# YEAR 1

## TERM 3

**Range:**

**Fiction and poetry:** Stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.

**Non-Fiction:** Information texts including recounts of observations, visits, events

**Key:** O+A - Out & About, T+S - Times And Seasons , B.G- The Three Billy Goats Gruff , Set 1, L.P - The Three Little Pigs, Inside Stories Set 1

NLS Ref for Writing	Big Books	Posters	Phonic Fold Outs	Other
T12.	The Springtime Rock and Roll  Apple Tree The Pigpen Party	Boing! Boing! Squeak Times & Seasons Seasons Growing Up Silverly	O+A T+S T+S T+S T+S	Sing a Song      L.P-Build a House: identifying attributes such as shape and size (T12)
T13.			Sing a Song	G.B-Interviews: BLMs 8,9 (T13) G.B-What a Story!: Related activities p. 27 (T13) L.P-The Story: Related activities p.13 (T13), L.P-Super Snap: Related activities p. 15 (T13), L.P-Ups and Downs: Related activities p. 17 (T13), L.P-Write On: BLMs 9-14 (T13), L.P-Related activities p. 19 (T13), L.P-Print a Page: using knowledge of the story (T13), L.P-Print a Page: print-outs (T13), L.P-BLMs 15,16,17 (T13), L.P-Related activities p. 23 (T13), L.P-Build a House: Related activities p. 25 (T13)
T14.				G.B-Newsroom: Related activities p. 21 (T14), G.B-What a Story!: Related activities p. 27 (T14), L.P-Super Snap: Related activities p. 15 (T14), L.P-Write On: BLMs 9-14 (T14), L.P-Related activities p. 19 (T14), L.P-Print a Page: print-outs (T14), L.P-BLMs 15,16,17 (T14), L.P-Related activities p. 23 (T14), L.P-Build a House: Related activities p. 25 (T14)
T15.		When all the cows were sleeping Boing! Boing! Squeak Weather is full of the nicest sounds The more it snows Showflakes, River Winding	O+A O+A T+S T+S T+S	
T16.		River Winding, Silverly	T+S	
T20.	Jessie's Flower	Seasons	T+S	Writing Workshop, 1. Personal Recount 2. Ideas for writing
T21.		Growing Up	T+S	
T22.				

# NLS Ref for Writing

## Year 2

### Term 1

- T9. Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
- T10. To use story structure to write about own experience in same/similar form;
- T11. To use language of time (see sentence level work) to structure a sequence of events, e.g. 'When I had finished...', 'suddenly...', 'after that...'
- T12. To use simple poetry structures and to substitute own ideas, write new lines;
- T15. To write simple instructions, e.g. getting to school, playing game;
- T16. To use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering;
- T17. To use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions;
- T18. To use appropriate register in writing instructions, i.e direct, impersonal, building on text read.

### Term 2

- T12. Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
- T13. To use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting;
- T14. To write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text;
- T15. To use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words;
- T20. To make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems;
- T21. To produce simple flow charts or diagrams that explain a process.

### Term 3

- T9. Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
- T10. To write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story
- T11. To use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect
- T12. To write simple evaluations of books read and discussed giving reasons;
- T19. To make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing;
- T20. To write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions;
- T21. To write non-chronological reports based on structure of known texts, e.g. There are two sorts of x...; They live in x...; the A's have x...; but the B's etc., using appropriate language to present, sequence and categorise ideas.

# YEAR 2

## TERM 1

**Range:**

**Fiction and poetry:** Stories and a variety of poems with familiar settings.

**Non-Fiction:** Instructions

**Key:** R.R- Red Riding Hood, Inside Stories Set 2 F.H - The Fisherman and His Wife, Inside Stories Set 2

NLS Ref for Writing	Big Books	Posters	Phonic Fold Outs	Other
T9.	The Best Book for Terry Lee Nature Detective	Cooking Listen In! Pity the Python		R.R-Work Station: Related activities p. 17 (T9)
T10.	The Best Book for Terry Lee	Cooking Roll over Rover The Wrong Sort		RR-The Story: BLMs 2,3,4 (T10)
T11.	The Best Book for Terry Lee	Night Owl Who? The Wrong Sort		Story Staircase Phot. Master 5/6 + 7/8 R.R-Sequencing: BLMs 16,17,18 (T11), R.R-Related activities p. 23 (T11), R.R-Race Through The Woods: print-outs (T11), F.H-Say It: BLMs 12,13 (T11), F.H-Related activities p. 19 (T11), F.H-Which Fish: print-outs (T11), F.H-What's Wrong?: print-outs (T11), F.H-BLMs 25,26,27 (T11), F.H-Related activities p. 27 (T11)
T12.		A Mighty Knight Skip One, Skip Two		
T15.		Fun + Games Writing Workshop		The Wrong Sort 1. Writing Instructions 2. Step-by-step Instructions
T16.				
T17.	Nature Detective			
T18.	Nature Detective			

# YEAR 2

## TERM 2

**Range:**  
**Fiction and poetry:** Traditional Stories: stories and poems from other cultures; stories and poems with predictable and patterned language, poems by significant children’s poets  
**Non-Fiction:** (i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations

**Key:** F.H - The Fisherman and His Wife, Inside Stories Set 2      C.D - Cinderella, Inside Stories Set 2

NLS Ref for Writing	Big Books	Phonic Fold Outs	Other
T12.	The Three Billy Goats Gruff Sightseeing The Dinosaur Zoo	Bears Tess & Jess Frogs in Spring Hiking Safety Bones A Second Look	
T13.	The Three Billy Goats Gruff	Tess & Jess When we went to the Zoo	F.H- What’s wrong? BLMs 25.26.27 (T13), F.H-Related activities p.27 (T13), C.D-Oops!: print-outs (T13), C.D-BLMs 22,23,24,25,26 (T13)
T14.	Bears Hiking Safety Bones Tess & Jess		1. NLS Activity Sheet Pg.19 2. CD ROM Jack & The Beanstalk (Funny Faces Activity) F.H-The Song and Story: BLMs 1,3 (T14), F.H-I Spy: Related activities p. 17 (T14), F.H-What’s wrong? BLMs 25.26.27 (T14), C.D-Palace Perils: print-outs (T14), C.D- Oops! BLMs 22,23,24,25,26 (T14)
T15.			Writing Workshop. 1. ‘List’ poems
T20.			F.H-What’s Wrong?: print-outs (T20)
T21		A Second Look	

# YEAR 2

## TERM 3

**Range:**

**Fiction and poetry:** Extended stories; stories by significant children’s authors; different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.

**Non-Fiction:** Information books including non-chronological reports

**Key:** C.D - Cinderella, Inside Stories Set 2    J.B - Jack and the Beanstalk, Inside Stories Set 2

NLS Ref for Writing	Big Books	Phonic Fold Outs	Other
T9.		Guess Who The Monster’s Pet There once was The Weather Watcher Who Am I?	J.B-The Story: BLMs 1,2,3 (T9), J.B-What’s next? BLMs 7,8,9, print out (T9)
T10.			C.D-I Was There: Print-outs (T10), C.D-Listen In: Print-outs (T10), C.D-BLMs 22,23,24,25 (T10), C.D-Related activities p. 27 (T10), J.B-What’s Next?: print-outs (T10), J.B-Pick a Picture: print-outs (T10), J.B-BLM 20 (T10), J.B-Related activities p. 17 (T10), J.B-Link Ups: using knowledge of storyline and characters (T10), J.B-Link Ups: print-outs (T10), J.B-BLMs 19,20,21 (T10)
T11.	Riddle-Me-Ree Simon Says	Eletelephony Swim, Sam, swim! There once was Who Am I?	
T12.			J.B-The Story: BLMs 1,2,3 (T12)
T19.	Journey to the Sea		Writing workshop 1. “Research”
T20.	Simon Says		Writing workshop 1 “Report Writing”
T21.	I was at the Zoo		

# NLS Ref for Writing

## Year 3

### Term 1

- T9 To generate ideas relevant to a topic by brainstorming, word association, etc;
- T10. Using reading as a model, to write own passages of dialogue;
- T11. To develop the use of settings in own stories by:
  - \* Writing short descriptions of known places;
  - \* By writing a description in the style of a familiar story;
  - \* To investigate and collect sentences/phrases for story opening endings - use some of these formal elements in re-telling and story writing;
- T12. To collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;
- T13. To invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections;
- T14. To write simple playscripts based on own reading and oral work;
- T15. To begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories;
- T21. To make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;
- T22. To write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teachers, parent.

### Term 2

- T6. To plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning;
- T7 To describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;
- T8. To write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them;
- T9. To write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting;
- T10. To write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing;
- T11. To write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition;
- T16. To write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. list, dashes, commas for list in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support;

- T17. To make clear notes, through, e.g.:
- \* Discussing the purpose of not-making and looking at simple examples;
  - \* Identifying the purpose for which particular notes will be used;
  - \* Identifying key words, phrases or sentences in reading;
  - \* Exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others;
  - \* Making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen;
  - \* Identifying intended audience i.e. self or others.

### **Term 3**

- T10. To plot a sequence of episodes modelled on a known story, as a plan for writing;
- T11. To write openings to stories or chapters linked to or arising from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;
- T12. To write a first person account, e.g. write a character's own account of incident in story read;
- T13. To write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative;
- T14. To write book reviews for a specified audience, based on evaluations of plot, characters and language;
- T15. To write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms;
- T20. To write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader;
- T21. Use IT to bring to a published form - discuss relevance of layout, front, etc. to audience;
- T22. Experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report;
- T23. To organise letters into simple paragraphs;
- T24. To make alphabetically ordered texts - use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports;
- T25. To revise and extend work on note-making from previous term;
- T26. To summarise in writing the content of a passage or text and the main point it is making.

# YEAR 3

## TERM 1

**Range:**

**Fiction and poetry:** stories with familiar settings; plays; poems based on observation & the senses; shape poems.

**Non-Fiction:** (i) Information books on topics of interest, (ii) non-chronological reports; (iii) thesauruses, dictionaries.

**Key:** FL+L = Fliers & Leapers (Poetry Book)

**Numbers** = From Year 3 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T9.	Something told the Wild Geese (16) (FL+L) Summer (12) Windy Nights (12) (FL+L) Winter (13) The Wind Wolves (14) (FL+L)		Writing Workshop "Adapting a story to make a Play" Activity Sheet 1
T10.	Summer (1) Spring (4) Billy Goat Gruff & Baby Troll (8) Summer (5)	Nightmare (7)	
T11.	Autumn (5) Winter (5) Spring (5)		Activity Sheet 9
T12	Autumn (5) Winter (5) Spring (5) Summer (5)		Writing Workshop "Word Pictures" Activity Sheet 4, 6, 7, 8
T13	Spring (10) (from FL+L) Poetry		Activity Sheet 4 Writing Workshop "Word Pictures"
T14.	Billy Goat Gruff & Baby Troll (9) The Rain has Silver Sandals (11) (FL&L) Rhyme (13) (FL+L)		
T15.			
T21	Sharing Our World (20)		Activity Sheet 12
T22.	Longest Tallest Heaviest (18)		

# YEAR 3

## TERM 2

**Range:**

**Fiction and poetry:** Myths, legends, fables, parables, traditional stories, stories with related themes; oral and performance poetry from different cultures.

**Non-Fiction:** (i) Instructions, (ii) Dictionaries without illustration, thesauruses.

Key: FL+L = Fliers & Leapers (Poetry Book)

Numbers = From Year 3 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T6.			
T7.	Chicken Little (21) (22) The Wolf in Sheep's Clothing (24)		
T8.	Chicken Little (22) The Wolf in Sheep's Clothing (24) Silverknife (25) (from FL+L)		Activity Sheet 13 Activity Sheet 15 Writing Work Shops 'Direct Speech' Photocopy Master 5/6 + 7/8 Character Web
T9.	The Wolf in Sheeps Clothing (24) Silver Knife (25) (From FL+L)		
T10.	Chicken Little (21)		
T11.			
T16.	Sew a coat (26) (from FL+L) All Kinds of Change (30) Haiku (26) (From FL+L) Animal Sanctuaries (28) (29)		Activity Sheet 19 - Just for Fun (36) MFMC (34) Activity Sheet (20)
T17.	Animal Sanctuaries (28) (29) All Kinds of Change (30) (31)	You can Canoe! (32)	Activity Sheet 20 Activity Sheet 21

# YEAR 3

## TERM 3

**Range:**

**Fiction and poetry:** Adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.

**Non-Fiction:** (i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc. (ii) alphabetic texts, directories, encyclopaedias, indexes, etc

**Key:** FL+L = Fliers & Leapers (Poetry Book)

**Numbers** = From Year 3 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T10.			Writing Workshop "Retelling of Story"
T11.			
T12.	Chicken Little (45) Planet Earth (49)	The Midnight Pig (38)	Writing Workshop "Writing in the first person" Activity Sheet 28
T13.			
T14.			
T15.	When it comes to Bugs (42) (From FL+L)		Activity Sheet 27
T20.	The Moon (47) Planet Earth (49) Mighty Milestones (50)		Writing Workshop "Letters"
T21.			
T22.	Fantastic Feats (52)		Writing Workshop "Letters"
T23.	The Moon (47) Planet Earth(49) Fantastic Feats (53)		
T24.			
T25.	The Moon (46) (47) Planet Earth (48)		
T26.	The moon (46) Planet Earth (48)		

# NLS Ref for Writing

## Year 4

### Term 1

- T9 To use different ways of planning stories, e.g. using brainstorming, notes, diagrams;
- T10 To plan a story identifying the stages of its telling;
- T11. Write character sketches, focusing on small details to evoke sympathy or dislike;
- T12. To write independently, linking own experience to situations in historical stories, e.g. How would I have responded? What would I do next?;
- T13. To write playscripts, e.g. using known stories as basis;
- T14. To write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful with powerful and expressive verbs.
- T15. To use paragraphs in story writing to organise and sequence the narrative;
- T24. To write newspaper style reports, e.g. about school events or an incident from a story, including:
  - \* Composing headlines;
  - \* Using IT to draft and lay out reports;
  - \* Editing stories to fit a particular space;
  - \* To organise writing into paragraphs;
- T25. To write clear instructions using conventions learned from reading;
- T26. To improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering;
- T27. To write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by:
  - \* Generalising some of the details;
  - \* Deleting the least important details.

## Term 2

- T10. To develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively;
- T11. To write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes;
- T12. To collaborate with others to write stories in chapters, using plans with particular audiences in mind.
- T13. To write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes;
- T14. Notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices;
- T21. To make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;
- T22. To fill out brief notes into connected prose;
- T23. To collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;
- T24. To improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;
- T25. To write explanations of a process, using conventions identified through reading.

## Term 3

- T11. To explore the main issues of a story about a dilemma and the issues it raise for the character;
- T12. To write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;
- T13. To write own longer stories in chapters from story plans
- T14. To write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;
- T15. To produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language
- T21. To assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;
- T22. To use writing frames if necessary to back up points of view with illustrations and examples;
- T23. To present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader;
- T24. To summarise in writing the key ideas from, e.g. a paragraph or chapter;
- T25. To design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples.

# YEAR 4

## TERM 1

**Range:**

**Fiction and poetry:** Historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints

**Non-Fiction:** A range of text-types from reports and articles in newspapers and magazines, etc.; instructions.

**Key:** Thr + Ch = Thrills and Chills (Poetry Book)

**Numbers** = From Year 4 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T9.	The Sun (18)		
T10.	Anansi (5) The Sun (18)		
T11.	The Eagle (7) (From Thr + Ch) The Crocodile (9) (From Thr + Ch) (Poetry)	The Wish Fish (3)	Activity Sheet 2 Activity Sheet 3+9
T12.			
T13.	Rumpelstiltskin (2) Summer Song (16) (From Thr + Ch) Ode to the Pig: His Tail (16) (From Thr + Ch) Pigeons (8) (From Thr + Ch) Samuel (11) (From Thr + Ch)		
T14.	Lion (10) (From Thr + Ch)		
T15.			
T24.	Anansi (4)		Activity Sheet 1 Activity Sheet 13
T25.	Fantastic Flight (17)		Activity Sheet 2 MFMC (13)
T26.			
T27.	All about Forces (14)		

# YEAR 4

## TERM 2

**Range:**

**Fiction and poetry:** Stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.

**Non-Fiction:** (i) Information books on same or similar themes; (ii) explanation

**Key:** Thr + Ch = Thrills and Chills (Poetry Book)

**Numbers** = From Year 4 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T10.	Because Of Walter (22)		Activity Sheet 16
T11.	The Fisherman & His Wife (21) The City Dump (25) (From Thr & ch) City (25) (From Thr & ch) Free Wheeling on a Bike (26) (From Thr & ch) Portrait of a Motor Car (26) (From Thr & ch)		
T12.			
T13.	A Football Game (24) (From Thr & ch) Silver (27) (From Thr & Ch) Winter Moon (28) (From Thr & Ch) Summer Full Moon (28) (From Thr & Ch)		Activity Sheet 19 Nature's Mathematical Marvels (34)
T14	Under the Grand (30)	The Bad Luck of King Fred (23)	
T21.			Activity 21
T22.	Under the Ground (29) The Wonderful World of Plants (31)		
T23.			Activity Sheet 20 Nature's Mathematical Marvels (33)
T24.			MFMC (35)
T25.	The Wonderful World of Plants (31)		

# YEAR 4

## TERM 3

**Range:**

**Fiction and poetry:** Stories/short novels, etc. that raise issues, eg. Bullying, bereavement, injustice, stories by the same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, list, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.

**Non-Fiction:** (i) Persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials, (iii) information books linked to other curricular areas

**Key:** Thr + Ch = Thrills and Chills (Poetry Book)

**Numbers** = From Year 4 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T11.	Wrestling (41) From Thr & Ch The Story of Small Fly (45)	Salt & Pepper (42) From Thr & Ch	
T12.	Why Flies Buzz (36) Why Flies Buzz (39)		
T13.	Why Frog & Snake can't be Friends (38)		
T14.	Can you Sing (43) From Thr & Ch Skipping Rhyme (44) From Thr & Ch The Swings in the Park (44) From the Thr & Ch		
T15.			
T21.	Extinction is Forever (52)		
T22.			
T23.	Nature's Shapes & Patterns (48) Extinction is Forever (57) Extinction is Forever (53)		
T24.	Nature's Shapes + Patterns (49) Extinction is Forever (51) Extinction is Forever (52)		MFMC (50)
T25.			Egyptian Genius (46)

# NLS Ref for Writing

## Year 5

### Term 1

- T13. To record their ideas, reflections and predictions about a book, e.g. through a reading log or journal;
- T14. To map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters;
- T15. To write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop details;
- T16. To convey feelings, reflections or moods in a poem through the careful choice of words and phrases;
- T17. To write metaphors from original ideas or from similes;
- T18. Write own playscript, applying conventions learned from reading; include production notes;
- T19. To annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience;
- T20. To evaluate the script and the performance for their dramatic interest and impact;
- T24. To write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event;
- T25. To write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games;
- T26. To make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;
- T27. To use simple abbreviations in note-taking.

### Term 2

- T11. To write own versions of legends, myths and fables, using structures and themes identified in reading;
- T12. To use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas;
- T13. To review and edit writing to produce a final form, matched to the needs of an identified reader;
- T21. To convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation;
- T22. To plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;
- T23. To record and acknowledge sources in their own writing;
- T24. To evaluate their work.

### Term 3

- T7. To write from another character's point of view e.g. retelling an incident in letter form;
- T8. To record predictions, questions, reflections while reading, e.g. through the use of a reading journal;
- T9. To write in the style of the author, e.g. writing on to complete a section resolve a conflict; writing additional dialogue, new chapter;
- T10. To write discursively about a novel or story, e.g. to describe, explain, or comment on it;
- T11. To use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation;
- T17. To draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state;
- T18. To write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out links points, e.g. numbered lists, bullet points;
- T19. To construct an argument in note form or full text to persuade others of a point if view and:
  - \* Present the case to the class or a group;
  - \* Evaluate its effectiveness.

# YEAR 5

## TERM 1

### Range:

Fiction and poetry: (i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry.

**Non-Fiction:** (i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions etc. showing how things are done

**Key:** **Rumbl in the Ch** = Rumbling in the Chimney (Poetry Book)      **Numbers** = From Year 5 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T13.			
T14.			
T15.	Puss in Boots (2) Rover the Guard Dog (11)		
T16.	Snake Glides (8) (From Rumbl in the Ch) On the Doorstep (8) (From Rumbl in the Ch) Waiting (9) (From Rumbl in the Ch) A Tree (9) (From Rumbl in the Ch)		Activity Sheet 5 Activity Sheet 6
T17.			Activity Sheet 7
T18.			
T19.	Puss in the Boots (2) Rover the Guard Dog (12)		
T20.			
T24.	Earth & Beyond (19)		Maths of the Americas (18)
T25.			MFMC (16)
T26.	Save our Earth (14) Save Our Earth (15) Earth & Beyond (19) (20)		Maths of the Americas (17)
T27	Save our Earth (14) Earth & Beyond (20)		

# YEAR 5

## TERM 2

**Range:**

**Fiction and poetry:** (i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.

**Non-Fiction:** (i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.) Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.

**Key: Rumbl in the Ch** = Rumbling in the chimney (Poetry Book)

**Numbers** = From Year 5 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T11.	Androcles & the Lion (21)		
T12.	Sea Fever (23) (From Rumbl in the Ch) From a Railway Carriage (25) (From Rumbl in the Ch)		
T13.			
T21			Maths Behind the Scenes (36)
T22.	Sensational Senses (30)		Activity Sheet 16 & 19 Maths on the Move (32) (34) Maths Behind the Scenes (35)
T23.			
T24.			

# YEAR 5

## TERM 3

**Range:**

**Fiction and poetry:** novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.

**Non-Fiction:** (i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T sources.

**Key:** Rumbl in the Ch = Rumbling in the chimney (Poetry Book)

**Numbers** = From Year 5 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T7.	The Brocaded Slipper (37) Inuit Chant (39) (From Rumbl in the Ch) Windy Night (40) (From Rumbl in the Ch) Sparrow Sitting (40) (From Rumbl in the Ch) Old Man Ocean (43) (From Rumbl in the Ch) Rhamphorynchus (44) (From Rumbl in the Ch) The Leader (45) (From Rumbl in the Ch) Friendship (45) (From Rumbl in the Ch) Whale Rap (52)		Activity Sheet 20 (38)
T8.	The Brocaded Slipper (37)		
T9.	The Brocaded Slipper (38) Mind your Language (41) (From Rumbl in the Ch)		Activity Sheet 24 (42)
T10.			
T11.	Old Man Ocean (43) (From Rumbl in the Ch) Rhamphorynchus (44) (From Rumbl in the Ch) Whale Rap (53)		
T17.	Exploring Energy (48) Exploring Energy (49) Whale Rap (54) Save Our Earth (57)		
T18.	Exploring Energy (50) Whale Rap (52)	Bald Eagles	
T19.			

# NLS Ref for Writing

## Year 6

### Term 1

- T6. To manipulate narrative perspective by:
- \* Writing in the voice and style of a text;
  - \* Producing a modern retelling;
  - \* Writing a story with different narrators;
- T7. To plan quickly and effectively the plot, characters and structure of their own narrative writing;
- T8. To summarise a passage, chapter or text in a specified number of words;
- T9. To prepare a short section of story as a script, e.g. using stage directions, location/setting;
- T10. To write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually;
- T14. To develop the skills of biographical and autobiographical writing in role, adoption distinctive voices, e.g. of historical characters through, e.g.:
- \* Preparing a CV
  - \* Composing a biographical account based on research;
  - \* Describing a person from different perspectives, e.g. police;
  - \* Description, school reports, newspaper obituary;
- T15. To develop a journalistic style through considering:
- \* Balanced and ethical reporting;
  - \* What is of public interest
  - \* The interest of the reader;
  - \* Selection and presentation of information
- T16. To use the styles and conventions of journalism to report on e.g. real or imagined events;
- T17. To write non-chronological reports linked to other subjects;
- T18. To use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

## Term 2

- T10. To use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language;
- T11. To write own story using, e.g. flashbacks or a story within a story to convey the passing of time;
- T12. To study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing;
- T13. Parody a literacy text, describing stock characters and plot structure, language, etc.
- T14. To write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...';
- T18. To construct effective arguments:
  - \* Developing a point logically and effectively;
  - \* Supporting and illustrating points persuasively;
  - \* Anticipating possible objections;
  - \* Harnessing the known views, interests and feelings of the audience;
  - \* Tailoring the writing to formal presentation where appropriate;
- T19. To write a balanced report of a controversial issue:
  - \* Summarising fairly the competing views;
  - \* Analysing strengths and weaknesses of different positions;
- T20. To discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.

## Term 3

- T7. To annotate passages in detail in response to specific questions;
- T8. To use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion;
- T9. To write summaries of books or parts of books, deciding on priorities relevant to purpose
- T10. To write a brief synopsis of a text, e.g. for back cover blurb;
- T11. To write a brief helpful review tailored for real audiences;
- T12. To compare texts in writing, drawing out:
  - \* Their different styles and preoccupations;
  - \* Their strengths and weaknesses;
  - \* Their different values and appeal to a reader;
- T13. To write a sequence of poems linked by theme or form, e.g. a haiku calendar;
- T14. To write an extended story, worked on over time on a theme identified in reading
- T20. To secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;
- T21. To divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;
- T22. To select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

# YEAR 6

## TERM 1

**Range:**

**Fiction and poetry:** classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV

**Non-Fiction:** (i) autobiography and biography, diaries, journals, letters, anecdotes records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.

**Key: Sh. in the River** = Shiver in the River (Poetry Book)

**Numbers** = From Year 6 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T6.	The Cave of the one-eyed Giant (2) The Sand piper (10) (From the Sh. in the River)	The Sunday Horse (6)	Activity Sheet 1 (2) Activity Sheet 4 (8) Activity Sheet 7 (11)
T7.			
T8.	The Cave of the one-eyed Giant (1) (2) The Kidnapping of Lady Filthyrich (4) A World of Matter (15)	The Sunday Horse (6)	
T9.	Wind Song (8) (From the Sh. In the River) Inside (11) (From the Sh. in the River)		
T10	Wind Song (8) (From the Sh. In the River) The Sand Piper (10) (From the Sh. in the River)		Activity Sheet 8 (12)
T14.	Heroes + Heroines (13) (14)		
T15.	A world of Matter (16)		That's Entertainment (18)
T16.			Activity Sheet 3 (7) That's Entertainment (17)
T17.			
T18.			

# YEAR 6

## TERM 2

**Range:**  
**Fiction and poetry:** longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi, historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.  
**Non-Fiction:** (i) discussion texts; texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.

**Key:** Sh. in the River = Shiver in the River (Poetry Book)      Numbers = From Year 6 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T10.	The Weaving Contest (19) To Beat Bad Temper (24) From the Sh. in the River Who Are You? (25) Nature Speaks (29)		Activity Sheet 15 (20) Activity Sheet 25 (33)
T11.			
T12.			
T13.	The Weaving Contest (20)		
T14.	Water, Water, Everywhere (32)		
T18.	Zoos Past & Present (31)		Great Idea! (34)
T19.	Water, Water Everywhere (33)		Activity Sheet 27 (33)
T20	Zoos Past & Present (30)		

# YEAR 6

## TERM 3

**Range:**

**Fiction and poetry:** comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s)

**Non-Fiction:** (i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.

**Key: Sh. in the River** = Shiver in the River (Poetry Book)

**Numbers** = From Year 6 Teachers Guide (Lesson Plans & Activities)

NLS Ref for Writing	Big Books	Text Extracts	Other
T7.			
T8.	The Cat that walked by Himself (36)		
T9.			
T10.	The Cat That Walked by Himself (36) Life & Living (47)	Chocolate! (43)	
T11.			Activity Sheet 28 (36)
T12.			
T13.	The Loaves (38) (From the Sh. in the River) Just a laugh (42) (From the Sh. in the River) Bird (42) (From the Sh. in the River)		Activity Sheet 33 (42)
T14.			Activity Sheet 35 (46)
T20.			
T21.			
T22.		Chocolate! (43) Wild Horses (44)	