

St Bartholomew's Primary School C of E – **Writing Progression**

At St. Bartholomew's Church of England Primary School, writing is a crucial part of our curriculum. We all know that English is a vital way of communicating. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because reading and writing are central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively.

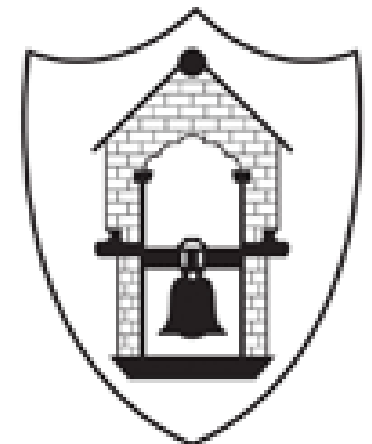
It is our intention that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our children receive a well-rounded learning experience when reading, speaking and listening which will equip them with the fundamental tool to have **'Roots to Grow and Wings to Fly'**. Throughout the pupil's journey in school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

Our broad range of literature genres have been chosen as a stimulus for learning across the curriculum (these are underpinned by our Christian Values) and to broaden children's writing experiences. They link into our curriculum intent and support our cultural capital through exploring diversity and aspiration.

We also believe writing a vital opportunity to revisit and consolidate knowledge gained in other curriculum areas to ensure knowledge 'sticks'.

By the time pupils leave St Bartholomew's Primary School, we aim to ensure they are proficient, independent writers.



Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our Aims:

We teach grammar during a skills session each day.

We correct grammatical errors orally and in written work (where appropriate)

We have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.

We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.

We provide writing frames and or images to support the least confident.

We provide time for planning, editing and revising

We mark extended pieces of work in-depth and set targets with and for the pupils. We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.

We encourage joined handwriting to support spelling and speed.

We use drama and hot-seating to help pupils to think about another point of view. Support for pupils with learning and motor difficulties

Meetings with parents to help them support their child.

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to '*learning and progress across the whole curriculum*' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words
- Strategies to help children clarify meaning.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- A daily Phonics or SPAG lessons
- Common Exception Words to take home and learn
- Display of key vocabulary on the working walls
- Using the correct vocabulary orally
- In-depth word-based lessons looking at patterns, etymology and morphology
- Using dictionaries and thesaurus
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

Spelling:

The daily, rigorous, systematic phonics sessions in EYFS and KS1 follow Unlocking Letters and Sounds programme.

In KS2, the teaching of spelling strategies and conventions are based on the No Nonsense Spelling Programme with additional revisit sessions included to ensure learning is sticky.

Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum.

Regular dictionary and thesaurus work.

Use of Key vocabulary and spell checks.

Regular opportunities to identify and use spellings within a context.

Focused sessions for Common Exception Words from year 3- year 6.

Handwriting and Presentation:

At St Bartholomew's Primary School, children are taught to write legibly, fluently and at a reasonable speed.

We believe a pre-cursive style with correct letter formation must be taught as early as possible.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing).

Children progress to pen when ready to do so.

Assessment:

Staff assess pupils learning during and as part of every session, their practice is adapted accordingly to suit the needs and abilities of their class.

Formal assessments of writing are carried out in both Key Stage 1 and 2 termly. The results are analysed and inform next steps in learning, target setting for children and a teacher's future planning.

Writing is assessed using the National Curriculum descriptors, these are broken down into small steps on our writing termly assessment grids.

Children's writing progress is discussed with parents and carers at parent and carer meetings in the Autumn and Spring term. A full written report is sent to parents and carers in the Summer term. However, teachers keep parents and carers regularly updated through informal processes.

All staff attend moderation sessions within school, moderation occurs with in local schools across the year. St Bartholomew's also attends the Local Authority Moderation sessions.

Children's progress in English which is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1, optional Key Stage 2 SATS as well as teacher assessment. At the end of Year 6 Key Stage 2 SATS and teacher assessment.

Writing is monitored half termly by the key stage leaders. The headteacher and SENDCo hold termly pupil progress meetings with teachers. Areas for development lead into staff training, interventions and the school SEF, development plan and performance management.

Professional Development:

The English Leads attends training and report back to all staff.

Staff are expected to attend relevant courses during the school year.

Moderation takes place in house, within the CISP.

Evidence of moderation is kept by the subject leader.

Specific Groups:

Analysis of English achievement is carried out termly by the assessment leader and the English leaders, pupils who are slow moving or making little or no progress are discussed in PPMs and plans made.

Pupils with EAL are given additional support in all aspects of English.

Pupils who are gifted and talented receive additional support and challenge tasks.

Pupils with SEN will have English based targets on their Personal Learning plan. These are reviewed termly.

St Bartholomew's Primary School C of E – EYFS / Key Stage 1 Writing Progression

At St. Bartholomew's Church of England Primary School, writing is a crucial part of our curriculum. We all know that English is a vital way of communicating. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because reading and writing are central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively.

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EYFS Writing Curriculum

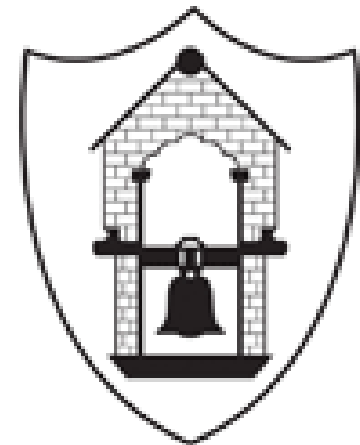
Year A – KS1 Writing Curriculum

Year B – KS1 Writing Curriculum

KS1 Poetry Curriculum

EYFS / Key Stage 1 Writing Progression

EYFS / Key Stage 1 Progression in skills

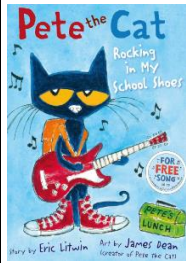


EYFS – Writing Curriculum

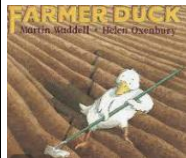
EYFS Year D (2023-24)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goals
Fine Motor Skills	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use large tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support To use tap and pin</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

Class books

Pete the Cat.
Retelling



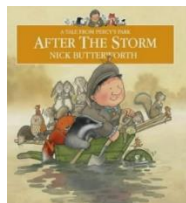
Farmer Duck



Pumpkin Soup



Percy after the storm.

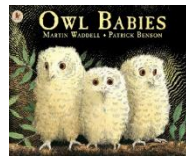
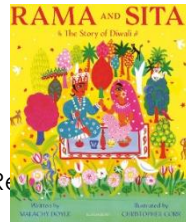


Firework poetry.

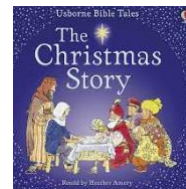
The little Red Hen.



Rama and Sita
Diwali
(Diversity)



Nocturnal animals
(Non fiction)



We're roaming
through the
rainforest (Global)



Chinese New Year
(Diversity)



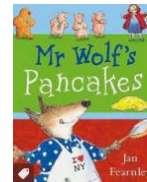
Dragon poetry



Birds (Non fiction)



How to make
pancakes
(Instructions)



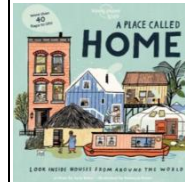
Runaway



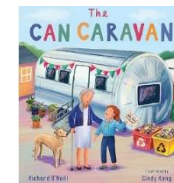
The Three Pigs.



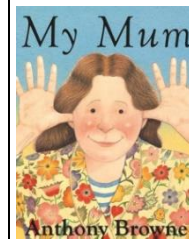
A Place called
Home.
(Diversity)



The Can
Caravan
(Diversity)



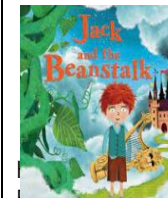
My Mum



The Egg



Jack and the
Beanstalk



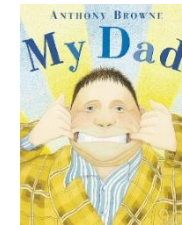
bean seed
(Instructions)



The Tiny Seed



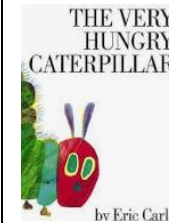
My Dad



Lifecycle of a
Caterpillar
(Non fiction)



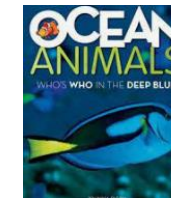
The very hungry
Caterpillar



Someone
swallowed Stanley
(Global issues)

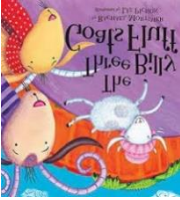
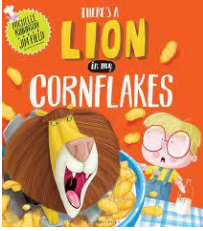

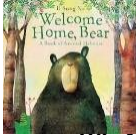


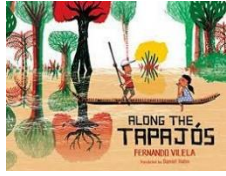

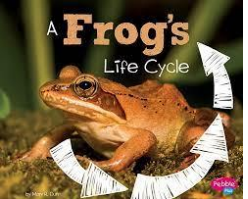
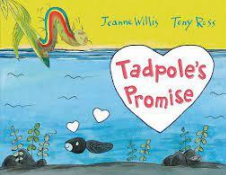


Ocean animals
(Non fiction).



<p>Writing</p>	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lower- case letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p>	<p>To form lower- case letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower- case and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p>	<p>To form lower- case and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Year A – KS1 Writing Curriculum

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Instructions)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Instructions)</p>	<p>Writing to entertain (Narrative)</p>	<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Instructions)</p>	<p>Writing to entertain (Narrative)</p>	<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Reports / letters)</p>
<p>The Three Billy Goat Fluff</p> 	<p>There is a lion in my cornflakes</p> 	<p>Float</p>  <p>welcome Home Bear</p>  <p>The Way Home</p> 	<p>Rosa Parks</p> 	<p>Along the Tapajos</p>  <p>Barnabus Project</p> 	<p>A Frog's Life Cycle</p>  <p>Tadpole's Promise</p> 
<p>1 Non-Negotiables</p> <p>2 Descriptive- character and setting</p> <p>3 – 4 Narrative</p> <p>5 - 6 Instructions</p> <p>7 Poetry</p>	<p>1 - 3 Narrative</p> <p>4 Recount – Diary entry</p> <p>5 Assessment Week</p> <p>6 – 7 Recount – Diary entry</p>	<p>1- 2 Narrative</p> <p>3 – 4 Narrative</p> <p>5 - 6 Narrative</p>	<p>1-2 non-chronological report</p> <p>3 –4 Letter Home</p> <p>5 –6 Diary</p> <p>7 - Poetry</p>	<p>1-2 Instructions -Along the Tapajos</p> <p>3-4 Diary</p> <p>5-6 Retell</p> <p>7 Riddles – Fruit</p>	<p>1-2 Father's Day instructions.</p> <p>2 -3 Non-Chronological report- Frog life cycle</p> <p>4-5 Narrative Tadpole's Promise</p> <p>7 Transition week</p>

Year B – KS1 Writing Curriculum

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Recount)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Instructions)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Information Text)</p>	<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (recount)</p>	<p>Writing to entertain (Narrative)</p>	<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Reports / letters)</p>
<p>Colourful Semantics</p>  <p>Dear Zoo</p>  <p>We're going on a bear hunt.</p> 	<p>The Pirates Next Door</p>  <p>Elf</p> 	<p>The little red riding</p>  <p>Penguin Huddle</p> 	<p>The Goldilocks and the 3 bears</p>  <p>Mary Anning</p>  <p>Grendel</p> 	<p>The Egg</p>  <p>Dragons poetry</p>  <p>Field Trip to the Moon</p> 	<p>Professional Crocodile</p>  <p>The Storm Whale</p>  <p>The Lumberjacks beard</p> 
<p>1 non-negotiables.</p> <p>2 – 3 Colourful Semantics focus on nouns and verbs.</p> <p>4 – 5 Narrative</p> <p>6 - 7 Narrative</p>	<p>1 Riddle</p> <p>2 - 3 Narrative</p> <p>4-5 Instructions</p> <p>6 – 7 Instructions</p>	<p>1- 2 Narrative</p> <p>3 – 4 Instructions</p> <p>5 - 6 Narrative</p>	<p>1 Character description</p> <p>2 –3 Narrative</p> <p>4-5 Non chronological report</p> <p>6-7 Grendel</p>	<p>1 – 2 Narrative</p> <p>2-3 Poetry</p> <p>4 –5 Instructions</p> <p>6-7 Narrative</p>	<p>1- 2 Narrative</p> <p>3-4 Narrative</p> <p>5 – 6 Narrative</p> <p>7 Transition</p>





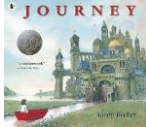



St Bartholomew's First School C of E – **Key Stage 2 Writing Progression**

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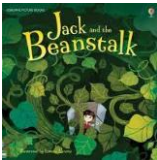
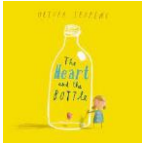

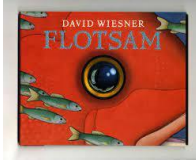
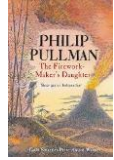

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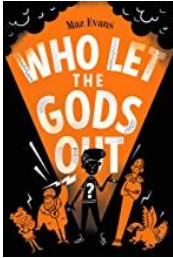


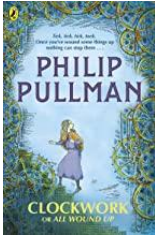
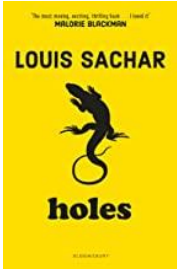
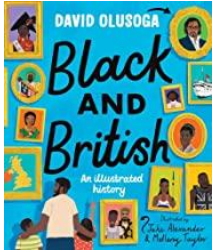
Year B – LKS2 Writing Curriculum

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Recount)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Instructions)</p>	<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Information Text)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Non Chron Report)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Newspaper)</p>	<p>Writing to entertain (Narrative / Poetry)</p>
<p>Hansel and Gretel</p> 	<p>The Lion and the unicorn</p> 	<p>Journey (Picture Book)</p> 	<p>Odd and the Frost Giants</p> 	<p>Cinderella of the Nile</p> 	<p>The Manor House – Warning Tale</p> 
<p>1 Non Negotiables</p> <p>2 Character description</p> <p>3 – 4 Narrative – Innovation of <i>Hansel and Gretel</i></p> <p>5 - 6 Recount – Diary entry as a character of from <i>Hansel and Gretel</i></p> <p>7 Performance Poems</p>	<p>1 – 2 Narrative Explicit teaching of speech punctuation & a/an</p> <p>3-4 Explanation writing- Unicorn/evacuee</p> <p>5 Assessment Week</p> <p>6 – 7 Instructions – Christmas themed.</p>	<p>1- 2 Diary entry/recount</p> <p>3- 4 Narrative Explicit teaching of fronted adverbials</p> <p>5 – 6 Non chronological report- Leaflets</p> <p>7 Poetry</p>	<p>1 Letter Explicit teaching of Conjunctions, adverbs and prepositions</p> <p>2 Setting descriptions,</p> <p>3 Assessment Week</p> <p>4 Narrative from - alternative perspective</p> <p>5- 6 Non chronological report – fact file Viking Gods and Goddess</p>	<p>1 Instructions –how to catch a crocodile. Focus; of apostrophes and sentence structure</p> <p>2-3 Narrative write own version traditional tale</p> <p>4 – 5 Newspaper / TV news report</p>	<p>1- 2 Poetry</p> <p>3 Assessment Week</p> <p>4 – 5 Debate writing</p> <p>6 Suspense Writing – setting description.</p>


Year B – LKS2 Writing Curriculum

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Recount)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Instructions)</p>	<p>Writing to entertain (Narrative / Poetry)</p> <p>Writing to inform (Information Text)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Non Chron Report)</p>	<p>Writing to entertain (Narrative)</p> <p>Writing to inform (Newspaper)</p>	<p>Writing to entertain (Narrative / Poetry)</p>
<p>Jack and the beanstalk</p> 	<p>The Heart and the Bottle</p> 	<p>The First Drawing / Stonehenge</p> 	<p>Flotsam</p> 	<p>Firework makers daughter</p> 	<p>The Caravan – Warning Tale</p> 
<p>1 Non Negotiables</p> <p>2 – 3 Narrative – Innovation of Jack and the Beanstalk fairy tale.</p> <p>4- 5 non chronological report - character fact file</p> <p>6-7 Performance Poems</p>	<p>1 Character descriptions Focus speech punctuation & a/an</p> <p>2 – Setting description</p> <p>3-4 Narrative retelling.</p> <p>5 Assessment Week</p> <p>6 – 7 Instructions – Christmas themed.</p>	<p>1- 2 Narrative fronted adverbials</p> <p>3 Instructions</p> <p>4 Diary Recount</p> <p>5 – 6 Non chronological report- Leaflets</p> <p>7 Explanation writing- How drawings first began.</p>	<p>1-2 Non chronological report Sea creatures</p> <p>3 Assessment Week</p> <p>4 – 5 Narrative Conjunctions, adverbs and prepositions</p> <p>6 -7 Poetry</p>	<p>1 Character Biography</p> <p>2 Narratives in the 1st person.</p> <p>3 Instructions</p> <p>4 – 5 Newspaper article</p> <p>6-7 Poetry</p>	<p>1- 2 Narrative</p> <p>3 Assessment Week</p> <p>4 -5 Debate writing</p> <p>6 Diary entry from another's point of view</p>

Year A – UKS2 Writing Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing to entertain...</p> <p>Writing to inform...</p>	<p>Writing to entertain...</p> <p>Writing to inform...</p>	<p>Writing to persuade ...</p> <p>Writing to entertain...</p> <p>Writing to discuss...</p>	<p>Writing to entertain...</p> <p>Writing to discuss...</p>	<p>Writing to entertain...</p> <p>Writing to inform...</p>	<p>Writing to entertain...</p> <p>Writing to inform...</p>
<p>Who let the Gods</p>  <p>Week 1 Non negotiables. Week 2-3 non-chronological report about Gods Week 4 -5 Myths and Legends –Narrative Week 6-7 Poetry</p>	<p>Christmas Carol</p>  <p>Week 1 Character description Week 2 Setting Description Week 3 Letter – From Marley to Scrooge. Week 4 -5 Recount - Diary Entry Week 6 Instructions for the perfect Christmas. Assessment week TBC</p>	<p>The Arrival</p>  <p>Week1-2 Explanation Week 3- 4 Newspaper Report Week 5-6 Narrative</p>	<p>Clockwork</p>  <p>Week 1 Newspaper Article Week 2-3 Balanced argument Week 4-5 Poetry Assessment week TBC</p>	<p>Holes</p>  <p>Week 1 Character Biography Week 2-3 Chronological report. Week 4-5 Explanation writing about the camp. Week 6 Letter</p>	<p>Black and British</p>  <p>Week 1 Debate Writing Week 2 -3 Persuasion -Windrush Week 4-5 Play script Week 6 Poetry Assessment week TBC</p>

Year B – UKS2 Writing Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing to entertain...</p> <p>Writing to inform...</p>	<p>Writing to entertain...</p> <p>Writing to inform...</p>	<p>Writing to persuade ...</p> <p>Writing to entertain...</p> <p>Writing to discuss...</p>	<p>Writing to entertain...</p> <p>Writing to discuss...</p>	<p>Writing to entertain...</p> <p>Writing to inform...</p>	<p>Writing to entertain...</p> <p>Writing to inform...</p>
<p>The monster calls</p>  <p>Week 1 Non negotiables. Week 2-3 newspaper article Week 4 -5 Monsters Narrative Week 6-7 Poetry</p>	<p>War Horse</p>  <p>Week 1 Animal description Week 2 Setting Description Week 3 Letter – Week 4 -5 Recount - Diary Entry Week 6 Debate writing animals in war. Assessment week TBC</p>	<p>The girl of ink and stars</p>  <p>Week1-2 Explanation Week 3- 4 Newspaper Report Week 5-6 Narrative</p>	<p>Around the world in 80 days</p>  <p>Week 1 Diary Week 2 Instruction on travel Week 3 Descriptive narrative Week 4-5 Poetry Assessment week TBC</p>	<p>Wind in the willows</p>  <p>Week 1 Character Biography Week 2-3 Chronological report. toad hall and the weasels Week 4-5 Explanation writing River Boat Week 6 nonfiction animal report</p>	<p>Skellig</p>  <p>Week 1 Debate Writing Week 2 -3 Persuasion Children to persuade Skellig do what they want him to do. Week 4-5 Play script Week 6 Poetry Assessment week TBC</p>