Model texts are taken from ‘Real Writing’. ‘Real Writing’ is a complete writing curriculum for years 1-6, that puts the highest quality model texts at the heart of great literacy teaching. For each year group, units have been arranged to build progression of skills, whilst ensuring there is spaced repetition wherever possible and skills build upon themselves.

Red – Narrative Green- Non Fiction Blue - Poetry

|  |  |  |  |
| --- | --- | --- | --- |
| **Cycle A**  | **Autumn** | **Spring** | **Summer** |
| **R** | The Tiger who came to teaThe Colour MonsterWere Going on a Bear HuntThe Smeds and the SmoosGoldilocks and the Three BearsHedgehogs | Night Monkey, Day MonkeyHow o Catch a StarStickmanRama and SitaThe Gingerbread ManAutumn | GeronimoAfter the FallThe Great Gran PlanLast Stop on Market StreetThe Three Little PigsSnow and Ice | Scarecrows WeddingOlivers VegetablesFarmer DuckThe Name JarLittle Red HenOn the Farm | The Snail and the WhaleLost and FoundThe Train RideJack and the BeanstalkLook inside – things that go | TiddlerMaking a SplashThe Singing MermaidJulian is a MermaidHansel and GretelSee Under the Sea |
| *Children should be working at a level which sees them:** Beginning to form lowercase and capital letters correctly
* Being more confident in writing identifiable letter shapes
* Segmenting and blending the sounds in simple words and naming sounds taught.
* Spelling words by identifying the sounds and then writing the sounds with letters
* Talking about sentences and starting to write short sentences
* Showing an awareness of full stops
 | *Children should be working at a level which sees them:** Using their phonic knowledge to write words in ways which match their spoken sounds
* Writing some common exception words
* Writing simple sentences that can be read by themselves and others
* Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words
* Re reading what they have written to make sure it makes sense.
 | *Children should be working at a level which sees them:** Write recognisable letters, most of which are correctly formed
* Spell words by identifying sounds in them and identifying the sounds with a letter or letters
* Write simple phrases and sentences that can be read by others.
 |
| **Comprehension:** understand what has been read by retelling stories and narratives in their own words. Anticipate key events in stories. Use and understand introduced vocabulary. **Word Reading**: say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with phonics knowledge. Read aloud simple sentences and books consistent with phonic knowledge. Writing: write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sound with a letter. Write simple sentences that can be read by others |
| Y 1/2 | Text 1; The Enormous TurnipText 25: My Life Story (Bean)Text 6: Stories in Familiar SettingText 12: The Queen and the Royal FamilyText 4: Autumn Themed Story about an animal (linear journey style)Text 6: Simple Info Text AutumnText 9: Firework PoemText 7: A letter to Father Christmas | Text 9: Simple Recount the Day in the Life of…Text 12: The Three Little PigsText 17: Poems about toysText 10: School PoemText 13: A Magic Key type story (home-away-home)Text 24: Poetry of Seasons | Text 21: Carnival of the Animals Text 14: Simple Information Text about Tiger’sText 21: Description of a seasideText 18: Recount – Postcard from the seasideText 7: Diary in role as a person in The Great Fire of LondonText 22: Teddy Bears Picnic – How to make a delicious sandwich Text 23: Explanation Text; How to keep yourself healthy |
| Y 3/4 | Text 2: How to make a healthy fruit saladText 18: Baba YagaText 17: Cave Painting StoryText 11: Queenie MackenzieText 21: Life in the TropicsText 18: Cowboy | Text 12: Product Review Text 16: Who was Ada LovelaceText ? Present Perfect PoemText 23: Volcano PoemText 25: Diary of a Fossil HunterText 12: Protect Ancient Woodland | Text 3: Life Cycle of a FlowerText 7: Who do you think you are? The Anglo Saxons, Romans and Viking place names. Text 25: Stay Safe with ElectricityText 23: Echo and NarcissusText 25: Stay Safe in the Sun.  |
| Y 5/6 | Text 19: An Invasion StoryText 2: Catherine JohnsonText 15: Water Cycle HaikuText 13: BeddgelertText 25: Dear Parents – formal letterText 4 – Diary of Neil ArmstrongText 6 Aesop’s Fables | Text 21: Grey Wolf capturedText 5: Jaguar in the chicken coopText 10: Coventry BlitzText 2: Explanation Text – Human HeartText 26: Daydreaming PoetryText 4: A tourist guide promoting Florida as a destination | Text 7: An advertisement for a pair of new trainersText 3 – Alien InvasionText 18: Small but mighty!Text 20: Glittering CollarText 23: Odin |

|  |  |  |  |
| --- | --- | --- | --- |
| **Cycle B** | **Autumn** | **Spring** | **Summer** |
| **R** | The Tiger who came to teaThe Colour MonsterWere Going on a Bear HuntThe Smeds and the SmoosGoldilocks and the Three BearsHedgehogs | Night Monkey, Day MonkeyHow o Catch a StarStickmanRama and SitThe Gingerbread ManAutumn | GeronimoAfter the FallThe Great Gran PlanLast Stop on Market StreetThe Three Little PigsSnow and Ice | Scarecrows WeddingOlivers VegetablesFarmer DuckThe Name JarLittle Red HenOn the Farm | The Snail and the WhaleLost and FoundThe Train RideJack and the BeanstalkLook inside – things that go | TiddlerMaking a SplashThe Singing MermaidJulian is a MermaidHansel and GretelSee Under the Sea |
| *Children should be working at a level which sees them:** Beginning to form lowercase and capital letters correctly
* Being more confident in writing identifiable letter shapes
* Segmenting and blending the sounds in simple words and naming sounds taught.
* Spelling words by identifying the sounds and then writing the sounds with letters
* Talking about sentences and starting to write short sentences
* Showing an awareness of full stops
 | *Children should be working at a level which sees them:** Using their phonic knowledge to write words in ways which match their spoken sounds
* Writing some common exception words
* Writing simple sentences that can be read by themselves and others
* Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words
* Re reading what they have written to make sure it makes sense.
 | *Children should be working at a level which sees them:** Write recognisable letters, most of which are correctly formed
* Spell words by identifying sounds in them and identifying the sounds with a letter or letters
* Write simple phrases and sentences that can be read by others.
 |
| **Comprehension:** understand what has been read by retelling stories and narratives in their own words. Anticipate key events in stories. Use and understand introduced vocabulary. **Word Reading**: say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with phonics knowledge. Read aloud simple sentences and books consistent with phonic knowledge. Writing: write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sound with a letter. Write simple sentences that can be read by others |
| **Y 1/2** | Text 1 and 3 - Little Red HenText 5: My Life – A simple biography text Text 2: Adventure story – Superhero theme Text 17: Information text – Animals around the world Text 8: Autumn Poem ListText 9: Firework poem Text 7: A Letter to Father Christmas  | Text 10: Fairy-tale which includes a magic spellText 11: Transport poem – shape poetryText 14: Non chron Florence NightingaleText 5: Stories from another culture (Australian folk tale)Text 15: How to make a rain stick Text 20: Poetry and riddles Minibeast and their habitats  | Text 16: Weather reportsText 25: Weather poems Text 4: Alternative Fairy-taleText 24: Sunflower lifecycle Text 3: Fantasy World Different planet (home away home)Text 8: Biography of a famous authorBenjamin ZephaniahText 19: A mysterious object arrives in school on dayText 18: Home -away-home story.A journey to another continent and back again |
| **Y 3/4** | Text 14: Come to Small Town AcademyText 19: Mardi Gras StoryText 17: Story of Johnny AppleseedText 14: Gustav HalstText 1: How to look after your teethText 10: Staffordshire Hoard | Text 6: FairtradeText 8: BiomesText 22: Changing StatesText 24: BoudiccaText ? Around the World EmailsText ?The First Elephant | Text 24: RucksackText 9: What are time zones? Text? Rucksack PoetryText ? Story Set on Hadrian’s Wall Text 4: Why should you visit Skara Brea? |
| **Y 5/6** | Text 9: Mountain Journey – journey narrativeText 11: Visit YorkshireText 11: A River SpeaksText 17 – An e mail to a friend to a sleepover | Text 7: Beowolf v GrendelText ? Letter from the HeadText 19: Wrath of the VulcanText 17: How to reduce your carbon footprint | Text 9: The Voyage of the BeagleText 15: Job applicationsText 22: A Trip to BlackpoolText 20: A soldier’s diary |