






Purpose	Form	Audience	Impact
Narrate	<p><b>How will the talk/writing be structured?</b> <i>e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices.</i></p>	<p><b>Who are we writing for?</b> <i>Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers.</i></p>	<p><b>How will the reader feel or what might they do?</b> <i>e.g. happy, confused, informed, curious; will they know something new or have changed their opinion?</i></p>
Inform/describe			
Explain			
Persuade			
Discuss			































### Guidance:

Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.

- The purpose, form and audience can be tweaked to fit the chosen text or outcome.
- Where the form is 'short story', this could include alternative story endings, innovated stories or stories that continue on from those the children have read.
- The subject of non-fiction texts can be changed to match any aspect of the broader curriculum.
- The impact statement should make sense when preceded by: 'my reader will...'

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Theme	 <b>Home Sweet Home</b>	 <b>Town and Country</b>	 <b>Anything Grows ...</b>	 <b>Fire! Fire!</b>	 <b>Worlds Apart</b>	 <b>Fun in the Sun</b>
	Narrative	<b>1) Letters and postcards</b> <b>P</b> to narrate / describe <b>F</b> letter or postcard <b>A</b> a story character <b>I</b> understand another's experiences	<b>2) Traditional tales</b> <b>P</b> to narrate <b>F</b> retold story <b>A</b> a story character <b>I</b> be entertained	<b>3) Picture books</b> <b>P</b> to narrate <b>F</b> illustrated story <b>A</b> famous author <b>I</b> be entertained	<b>4) Alternative traditional tales</b> <b>P</b> to narrate <b>F</b> short story <b>A</b> year 1 <b>I</b> be surprised, entertained	<b>5) Stories from a range of cultures</b> <b>P</b> to narrate <b>F</b> short story <b>A</b> peers <b>I</b> understand more about other cultures	<b>6) Simple chapter books</b> <b>P</b> to narrate <b>F</b> chapter story <b>A</b> year 1 <b>I</b> be entertained
	Poetry	<b>1) Counting/maths poems</b> <b>P</b> to inform <b>F</b> rhyming poem <b>A</b> peers <b>I</b> remember number facts		<b>2) Nature poems</b> <b>P</b> to describe <b>F</b> descriptive, free-verse poem <b>A</b> school and families (display) <b>I</b> imagine a view, image or experience		<b>3) Rhymes and songs from around the world</b> <b>P</b> to narrate/ describe <b>F</b> rhyming poems (performance) <b>A</b> school and families <b>I</b> imagine the experiences of others	<b>4) Seaside Poems</b> <b>P</b> to narrate/ describe <b>F</b> descriptive poems (free verse) <b>A</b> peers <b>I</b> be entertained
Non-Fiction	<b>1) Instructions (recipes)</b> <b>P</b> to explain <b>F</b> recipe <b>A</b> families <b>I</b> know how to cook something	<b>2) Information texts (different types of homes)</b> <b>P</b> to inform/describe <b>F</b> class information book <b>A</b> visitors to the class/book corner <b>I</b> know more about different types of home	<b>3) Journals (seed growth)</b> <b>P</b> to narrate/ inform <b>F</b> plant growth diary/journal <b>A</b> headteacher <b>I</b> understand germination and plant growth	<b>4) Instructions (safety in the home)</b> <b>P</b> to explain <b>F</b> safety information booklet <b>A</b> families <b>I</b> know how to stay safe at home	<b>5) Character profiles (famous people)</b> <b>P</b> to inform/describe <b>F</b> character profile <b>A</b> school and families (display) <b>I</b> find out about famous people's lives	<b>6) Descriptions/spotters' guides</b> <b>P</b> to describe/ explain <b>F</b> spotter's guide <b>A</b> peers <b>I</b> identify features and creatures at the seaside	

## Themes and Icon Attribution

	Autumn 1	Autumn 2	Spring 1	Spring 2		
Year 1	 <b>Into the woods</b> "Forrest" icon by Tippawan Sookruay, from <a href="#">The Noun Project</a>	 <b>Playtime</b> "toys" icon by Made by Made from <a href="#">The Noun Project</a>	 <b>Let's go outside!</b> "Outside" icon by DEMOGRAPH from <a href="#">The Noun Project</a>	 <b>Land of Adventure</b> Mountains by Cono Studio Milano from <a href="#">The Noun Project</a>	 <b>Animal Magic</b> "Paw Print" icon by Alina Oleynik from <a href="#">The Noun Project</a>	 <b>A Royal Occasion</b> "crown design" icon by ProSymbols from <a href="#">The Noun Project</a>
	 <b>Home Sweet Home</b> "sweet home" icon by Nubaia Karim Barsha from <a href="#">The Noun Project</a>	 <b>Town and Country</b> "buildings" icon by Made by Made from <a href="#">The Noun Project</a>	 <b>Anything Grows ...</b> "growing plants" icon by Adam Beasley from <a href="#">The Noun Project</a>	 <b>Fire! Fire!</b> "Flame" icon by Iga from <a href="#">The Noun Project</a>	 <b>Worlds Apart</b> "world" icon by Guilherme Furtado, from <a href="#">The Noun Project</a>	 <b>Fun in the Sun</b> "Toys" icon by Smashicons from <a href="#">Flaticon</a>
Year 3	 <b>Stones and...</b> "rock pile" icon by Amanda Wray from <a href="#">The Noun Project</a>	 <b>Funny Bones</b> "Bone" icon by Smalllike from <a href="#">The Noun Project</a>	 <b>Disasters</b> "Natural Disasters" icon by Claudia Revalina from <a href="#">The Noun Project</a>	 <b>Ancient lands</b> "treasure map" icon by Anthony Ledoux from <a href="#">The Noun Project</a>	 <b>The Dark</b> "Night" icon by Guilherme Furtado from <a href="#">The Noun Project</a>	
	 <b>World of Sport</b> "Sports" icon by Minh Do from <a href="#">The Noun Project</a>	 <b>What's Eating You?</b> "jaws" icon by Maria Zamchy from <a href="#">The Noun Project</a>	 <b>Keen to be Green</b> "environmental conservation" icon by Chanut is Industries from <a href="#">The Noun Project</a>	 <b>Eureka!</b> "Idea" icon by MC from <a href="#">The Noun Project</a>	 <b>Diversity</b> "combine" icon by Stephen Plaster from <a href="#">The Noun Project</a>	
Year 5	 <b>Invaders</b> "viking guy" icon by Christine M Winn from <a href="#">The Noun Project</a>	 <b>I Believe</b> "Brain" icon by suhyeon Jung from <a href="#">The Noun Project</a>	 <b>Journeys</b> "journey" icon by Anthony Ledoux from <a href="#">The Noun Project</a>	 <b>Space Odyssey</b> "Space" icon by Made by Made from <a href="#">The Noun Project</a>	 <b>Displacement</b> "displacement" icon by yusuf kara from <a href="#">The Noun Project</a>	
	 <b>Fall Out</b> "War" icon by Nithinan Tatak from <a href="#">The Noun Project</a>	 <b>Peace</b> "Peace" icon by I Create Stuff from <a href="#">The Noun Project</a>	 <b>It's My Right</b> "Protest" icon by BomSymbols from <a href="#">The Noun Project</a>	 <b>It's a Mystery</b> "Wanted" icon by Lee Mette from <a href="#">The Noun Project</a>	 <b>Portals</b> "portal" icon by Adrien Coquet from <a href="#">The Noun Project</a>	