Holy Family Catholic Primary School
Writing – Intent and Long-Term Plan 2024-2025

In our holy family, we all thrive socially, academically and spiritually to our fullest potential.

Being able to write to a high standard enables our pupils to demonstrate their learning in a variety of ways across the whole curriculum. It promotes learning in all areas of the curriculum and enables pupils to share their understanding with others. Writing also provides a creative outlet to enable our pupils to be able to express themselves. Therefore, we intend to provide the highest quality writing education for all, creating confident, competent and fluent writers so that they can thrive as they continue their development journey.

National Curriculum Purpose of study	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
National Curriculum Aims	The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ♣ appreciate our rich and varied literary heritage ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences 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). It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Development Matters National Curriculum objectives	FS1	FS2
	Development Matters: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	
	Year 1	Year 2
	• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the singular noun • How the prefix un– changes the meaning of verbs and adjectives • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters to demarcate sentences (punctuation) • Introduction to full stops to demarcate sentences (punctuation) • Introduction to question marks to demarcate sentences (punctuation) • Introduction to exclamation marks to demarcate sentences (punctuation) • Capital letters for names and for the personal pronoun I • spell words containing each of the 40+ phonemes already taught • spell common exception words • spell the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • write sentences by saying out loud what they are going to write about • write sentences by composing a sentence orally before writing it • write sentences by sequencing sentences to form short narratives • write sentences by re-reading what they have written to check that it makes sense • write sentences by discussing what they have written with the teacher or other pupils • write sentences by reading aloud their writing clearly enough to be heard by their peers and the teacher. • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	• Handwriting: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. • Spelling: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Formation of nouns using suffixes such as ness, er and by compounding e.g whiteboard • Formation of adjectives using suffixes suc as ful, less • Use of suffixes er, est in adjectives and the use of ly in Standard English to turn adjectives into adverbs • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones ▪ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes ▪ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence ▪ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: sentences with different forms: statement, question, exclamation, command and know how the grammatical patterns in a sentence indicate its function • Commas to separate items in a list

		• expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form of verbs • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. the grammar for year 2 in English Appendix 2 noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma • some features of written Standard English

Year 3	Year 4
• use further prefixes and suffixes and understand how to add them (English Appendix 1) • Formation of nouns using a range or prefixes super, anti, auto • Use of the forms of a or an according to whether the next word begins with a consonant or vowel • Word families based on common words, showing how words are related in form and meaning • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting ▪ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • plan their writing by discussing and recording ideas ▪ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • draft and write by organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices ▪ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements • evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ▪ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • Headings and sub-headings to aid presentation • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas / speech marks ▪ indicate grammatical and other features by: ♣ using commas after fronted adverbials • indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns • indicate grammatical and other features by using and punctuating direct speech (inverted commas)	• use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting ▪ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas ▪ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices ▪ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher = the strict math teacher with curly hair) • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • Determiner, pronoun, possessive pronoun, adverbial ▪ indicate grammatical and other features by: ♣ using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • Know the difference between plural and possessive s • Standard English forms for verb inflections e.g., we were instead of we was • using and punctuating direct speech (inverted commas and other punction e.g., a comma after the reporting clause) ▪ ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5	Year 6
• use further prefixes and suffixes and understand the guidance for adding them • Converting nouns or adjectives into verbs using suffices e.e. ate, ise, ify • Verb prefixes – dis, de, mis, over, and re • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • proof-read for spelling and punctuation errors ▪ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ▪ write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. ▪ plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs Including then, after that, this, firstly • using further organisational and presentational devices to structure text and to guide the reader • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ develop their understanding of the concepts set out in English Appendix 2 by: ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity ▪ indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • Use of commas to clarify meaning or avoid ambiguity • punctuating bullet points consistently • Linking ideas across paragraphs using adverbials of time, place and number or tense choices..	• use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. ▪ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • proof-read for spelling and punctuation errors ▪ write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. ▪ plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • noting and developing initial ideas, drawing on reading and research where necessary • précising longer passages ▪ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • How words are related by meaning as synonyms and antonyms • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs: repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipsis • using further organisational and presentational devices to structure text and to guide the reader (headings, sub-headings, columns, bullets or tables) • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ develop their understanding of the concepts set out in English Appendix 2 by: ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points ▪ indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Implementation

In September 2023, following an extensive review of the current English curriculum, a writing sequence was introduced drawing on a wide range of reading, pupil and teacher voice, internal and external moderation and training.
The expectation is that there are 4 writing lessons each week, varying in length depending on age and lesson focus but are generally between 45 minutes and 1 hour.
The focus of a writing sequence is embedded in an area of the curriculum. Across their time in school, children have the opportunity to write across a broad range of curriculum areas.
The writing sequence is separated into 5 phases.
Phase 1: Content building – using the links with another subject in the curriculum, knowledge and vocabulary is retrieved or taught. When the children know what they are writing about, firmly embedded within the purpose of another area of the curriculum, the quality of writing will improve and the cognitive load on the writer is reduced. Up to 10 spellings that are non-negotiable are identified, 5 content words, 5 from within the spelling curriculum.
Phase 2: WAGOLL – pupils are introduced to a handwritten model text within a related context to the one that they will write. They can physically see what we are expecting and staff are better able to assess the complexities of the task and match their teaching to the needs and expectations of the year group. A physical drawing of the structure of the text is created to help children create a visual understanding of the structure of the text.
Phase 3: Spot, teach, practise, draft – a series of lessons focuses on each section of the visual structure. Explicit teaching of key grammatical or compositional skills are taught, keeping within the linked context. Pupils practise verbally or in written form before they then draft the related section. This builds up a completed draft. This helps to maintain pupil engagement that is often lost when writing at length. By writing for another area of the curriculum, knowledge is continually being revisited and extended and provides a purpose for writing.
Phase 4: Children are taken through the editing process, the teacher using their assessment of pupils' understanding so far to guide the process. Children edit their own drafts, paying close attention to the key spellings identified in Phase 1 as well as the explicitly taught objectives. Children are evaluating their work in relation to the expectations set and the WAGOLL that has been used.

Phase 5: Pupils publish their draft, following the edit, bringing together their learning from handwriting sessions. Whenever possible these are shared either on display, with a peer, with other classes or a wider audience.

Writing Sequence Overview Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which genre of writing did you use?	Narrative	Non-Fiction - Report	Narrative – Fairy Story	Non-fiction – Fact file	Non-Fiction report / simple biography	Recount based on fiction
How was it connected to other parts of the curriculum?	Linked to Return to Learning	Art – the beetle collage. Science mini-beasts	Science – Growing and plants.	Geography – All about India.	History – kings and queens.	Geography - London
SECOND HALF						
Which genre of writing did you use?	Non-Fiction - Letter	Non-Fiction - Report	Instructions	Narrative- retelling updating	Poetry	Instructions/ sentences
How was it connected to other parts of the curriculum?	RE and the Environment	History (Jane Goodhall)	Science – plants and growing.	Science – life cycles and animals	RE – Pentecost	Art – sentences linked to art work and computing.

Writing Sequence Overview Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which genre of writing did you use?	Narrative	Non-fiction - Biography	Instructions	Narrative - retelling	Persuasion	Information text
How was it connected to other parts of the curriculum?	Linked to Return to Learning	Florence Nightingale or Mary Seacole	History – Great Fire of London	Geography linked story	Geography - Pollution	History – historical figures
SECOND HALF						
Which genre of writing did you use?	Poetry	Playscript	Diary	Narrative - retelling	Poetry	
How was it connected to other parts of the curriculum?	RE - Creation	RE - Nativity	History – Great Fire of London	RE – Easter story	Geography - Pollution	

Writing Sequence Overview Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which genre of writing did you use?	Narrative	Fiction - letter	Poetry	Balanced argument	Retelling - narrative	Recount
How was it connected to other parts of the curriculum?	Linked to Return to Learning	History – Stone Age	History – Anglo-Saxons	Geography – Deforestation	RE- Easter story	Residential
SECOND HALF						
Which genre of writing did you use?	Non-fiction - persuasion	Narrative	Non-Chronological report	Playscript	Instructions	Narrative
How was it connected to other parts of the curriculum?	Geography	RE – Christmas story	Science – human body	RE- Easter story	Geography – Climate change	History – Ancient Greeks.

Writing Sequence Overview Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which genre of writing did you use?	Narrative	Biography	Non-chronological report -	Playscript	Poetry	Non-Fiction persuasion
How was it connected to other parts of the curriculum?	Linked to Return to Learning	History - Romans	History – Ancient Egypt	RE- Easter	Science and Geography	History -Tudors
SECOND HALF						
Which genre of writing did you use?	Non-chronological report	Non-fiction Newspaper	Narrative - retelling	Diary	Letter	Narrative
How was it connected to other parts of the curriculum?	History - Worksop	History – Romans / Boudicca	History – Ancient Egypt	Geography - Amazon	RE – Laudato Si, creation. Geography	RE- Community PSHE

Writing Sequence Overview Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which genre of writing did you use?	Narrative	Report	Diary	Narrative	Narrative	Character description
How was it connected to other parts of the curriculum?	Linked to Return to Learning	History – stone age to iron age	History - Viking	Geography - Water	Geography – Saving the planet	History – Ancient Greeks
SECOND HALF						
Which genre of writing did you use?	Poetry	Narrative	Narrative	Playscripts	Instructions	Biography
How was it connected to other parts of the curriculum?	Science – Earth and Space	RE – Christmas story	RE - Christmas	RE- Easter	Geography – Saving the planet	Science - scientists

Writing Sequence Overview Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which genre of writing did you use?	Narrative	Non-chronological report	Persuasion	Narrative	Creative Write	Biography
How was it connected to other parts of the curriculum?	Linked to Return to Learning	History – Roman Empire	Geography – Fair Trade / India	History – Ancient Egypt	Media literacy - Alma	Science – Charles Darwin
SECOND HALF						
Which genre of writing did you use?	Poetry	Narrative	Instructions	Non-Fiction, information		Non-fiction guide
How was it connected to other parts of the curriculum?	RE – Creation and Environment	RE - Christmas	DT - Cooking	History – Ancient Egypt		History – Early Islamic civilisations