

## KNOWLEDGE



To know the 26 letters of the alphabet in order  
To know the 44 phonemes and the main GPCs  
To know that we read from left to write  
To know how to handle a book  
To know a variety of text types, including poetry and non-fiction  
To know that language, structure and presentation contribute to meaning  
To know that the prefix, suffix or root of a word can contribute to its meaning

## Reading CURRICULUM INTENT



## SKILLS



To segment and blend  
To understand what I have read  
To explain my thoughts and opinions about what I have read  
To retrieve information  
To make logical predictions based on what I have read  
To sequence events  
To summarise a text

## CULTURAL CAPITAL



Reading is an essential life skill, not only for success in school, but also in daily life for negotiating the environment, for relaxation and for self-regulation. Reading also aids in the development of language, as it exposes children to new vocabulary and deepens their understanding of the structure of language. The English language boasts a rich and varied body of works, access to which opens up a world of information, ideas and inspiration.

## EXPERIENCES



### Global & National Events:

World book day  
Nursery rhyme week

### 50 Things to do:

Book worm—read a classic book  
Hear hear—argue a point in a debate

### Trips:

Library

### Visitors:

From a variety of authors

## CHARACTER



**Roots that Strengthen:** Knowledge of the connections between letters, sounds and words so that we can read accurately, fluently and with understanding.

**Branches that Reach:** Critiquing and evaluating what we have read.

**Fruit that Flourishes:** Independent reading for passion, pleasure and purpose.

## IMPACT



### We monitor & support the teaching through:

Developmental Drop Ins  
Book Look Feedback

### We measure the impact on learning by:

Summative Assessment  
End of Block assessments

### We record the impact through:

Target tracker  
*Subject Leader Monitoring*  
*Governor Visit Monitoring*

## KNOWLEDGE



To know how to use a dictionary and thesaurus  
To know the difference between formal and informal registers  
To know a range of spelling rules and exceptions  
To know how to use a range of punctuation  
To know the features of a range of genres and when to use them  
To know how to summarise a text  
To know the correct terminology to talk about language

## Writing CURRICULUM INTENT



## SKILLS



To express our thoughts across a range of text types, including poetry  
To plan, edit and improve our writing  
To organise ideas into a coherent structure that suits its purpose  
To create character, settings and plot in narratives  
To formulate an argument and justify opinions  
To consider the effect upon the reader  
To adapt our writing to suit different purposes, drawing on a rich and varied vocabulary

## CULTURAL CAPITAL



Learning to write is one of the most important skills that a child at primary school will acquire, underpinning their success in other subjects of the curriculum and in later life. From filling in job applications to keeping a daily journal or blog, writing is a fundamental means through which we present ourselves to the wider world. The way in which we write can have a bearing on how we are perceived by others and has the power to open or close doors. Learning to communicate our thoughts, ideas and emotions effectively through writing provides an important outlet for creativity and is a source of joy for many.

## EXPERIENCES



### Global & National Events:

National handwriting day  
National story telling week  
World poetry day  
Roald Dahl Story Day  
World nursery rhyme week

### 50 Things to do:

Pen pals

### Visitors:

Local authors

## CHARACTER



**Roots that Strengthen:** Knowledge of spelling, punctuation and grammar that enables us to put words on a page.

**Branches that Reach:** The ability to adapt our writing to suit different purposes.

**Fruit that Flourishes:** Having found our own authorial voice and the joy that comes from that self-expression.

## IMPACT



### We monitor & support the teaching through:

Developmental Drop Ins  
Book Look Feedback

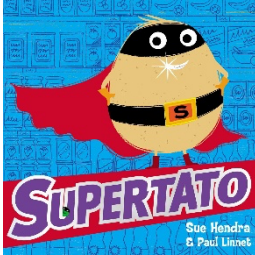
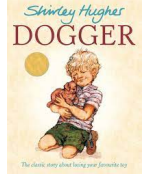
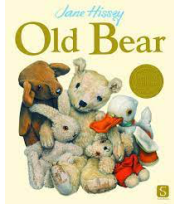
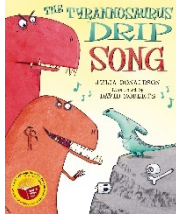
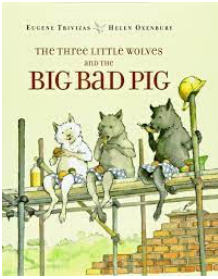
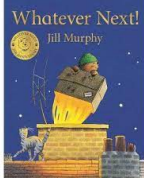

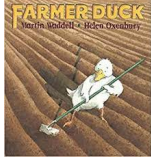

### We measure the impact on learning by:


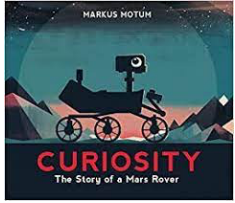
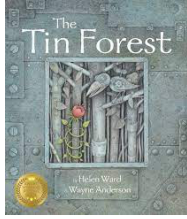
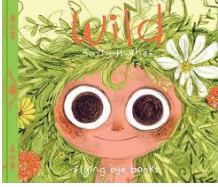

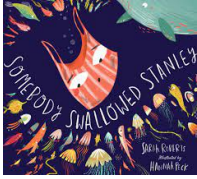
Summative Assessment  
Writing moderation

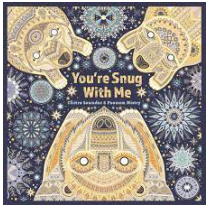
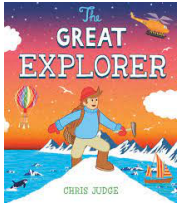
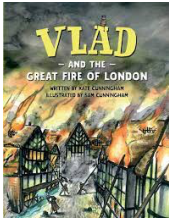
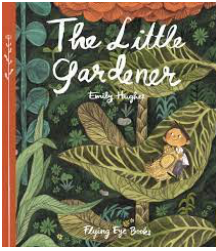
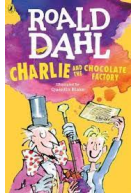
### We record the impact through:

Target tracker  
*Subject Leader Monitoring*

Nursery/ Reception	Autumn		Spring		Summer	
Topic theme	Houses and Homes	Fabulous Festivals	Transport and Travel	How does your garden grow?	Marvellous Minibeasts	(Think Big)
Texts	<p><i>Last Stop on Market Street</i></p> 	<p><i>The Jolly Christmas Postman</i> by Janet and Allan Ahlberg</p>  <p><i>The Magic Paintbrush</i> by Julia Donaldson</p> 	<p><i>The Train Ride</i> by June Crebbin</p>  <p>All Aboard for the Bobo Road by Stephen Davis</p> 	<p><i>There's a Tiger in the Garden</i> by Lizzie Stewart</p>  <p><i>Isabella's Garden</i> by Glenda Millard</p> 	<p><i>The Very Hungry Caterpillar</i> by Eric Carle</p>  <p><i>Superworm</i> by Julia Donaldson</p> 	<p><i>The Little Island</i> by Margret Wise Brown</p>  <p><i>Imaginary Fred</i> by Eoin Colfer and Oliver Jeffers</p> 
Writing opportunities	<p>Labels for homes/models</p> <p>3 little pigs story maps/retell</p> <p>Drawing of own home- mark making</p> <p>Mark making and writing opportunities in role play area- shopping lists</p>	<p>Christmas cards/letters to Santa</p> <p>Creating representations of festivals for mark making.</p>	<p>Construction labels</p> <p>Story maps and beginning to write sentences/words from stories</p> <p>Story retelling</p> <p>Mark making and writing opportunities in role play area- tickets/timetables</p>	<p>Instruction writing on how to plant a bean/sunflower</p> <p>Labels of parts of plants</p> <p>Mark making and writing opportunities in role play area</p>	<p>Minibeast information sentences</p> <p>Mini beast labels</p> <p>Retelling of the hungry caterpillar story writing</p>	<p>Designing own story- creating a monster. Descriptive writing.</p>
Other writing resources	<p>Squiggle while you wiggle and write dance to build finger strength</p> <p>Tales Toolkit</p>	<p>CVC phonics word building through RWI.</p> <p>Dough Disco</p> <p>Tales Toolkit</p>	<p>Introduction of sentences through RWI phonics</p> <p>Tales Toolkit</p>	<p>Writing in phonics- words and sentences.</p> <p>Tales Toolkit</p>	<p>Writing in phonics- words and sentences.</p> <p>Tales Toolkit</p>	<p>Writing in phonics- words and sentences.</p> <p>Tales Toolkit</p>

Nursery/ Reception	Autumn		Spring		Summer	
Topic theme	Superheroes/Super Me People Who Help Us	Time for Toys	Dinosaurs	Once upon a time	5,4,3,2,1 Blast Off!	On the Farm
Texts	<p><i>Supertato</i> by Sue Hendra</p> 	<p><i>Dogger</i> by Shirley Hughes</p>  <p><i>Old Bear</i></p> 	<p><i>Tyrannosaurus Drip</i> by Julia Donaldson</p> 	<p><i>Three Little Wolves and the Big Bad Pig</i> by Eugene Travizas and Helen Oxenbury</p> 	<p><i>Whatever Next</i> by Jill Murphy</p>  <p><i>Toys In Space</i> by Mini Grey</p> 	<p><i>Farmer Duck</i> by Martin Waddle and Helen Oxenbury</p>  <p><i>What the Ladybird Heard</i></p> 
Writing opportunities	<p>Mark making and writing opportunities in role play area</p> <p>Self portraits and name writing- mark making</p> <p>Mark making and writing opportunities in role play area</p>	<p>Labels for toys/name writing- belongings</p> <p>Story maps/pictures of own toys- sentences of why it is favourite.</p> <p>Mark making and writing opportunities in role play area</p>	<p>Dinosaur story writing based on the story.</p> <p>Dinosaur top trump cards- writing features of each or drawing</p>	<p>Writing traditional tale through using story maps and Tales Toolkit</p> <p>Mark making and writing opportunities in role play area</p>	<p>Retell of Whatever Next!</p> <p>Making models- labelling in the role play area</p> <p>List of what Baby Bear needs to go to space.</p>	<p>Mark making and writing opportunities in role play area</p> <p>On the farm- lists and labels</p> <p>Recalling school trip to farm?</p>
Other writing resources	<p>Squiggle while you wiggle and write dance to build finger strength</p> <p>Tales Toolkit</p>	<p>CVC phonics word building through RWI.</p> <p>Dough Disco</p> <p>Tales Toolkit</p>	<p>Introduction of sentences through RWI phonics</p> <p>Tales Toolkit</p>	<p>Writing in phonics- words and sentences.</p> <p>Tales Toolkit</p>	<p>Writing in phonics- words and sentences.</p> <p>Tales Toolkit</p>	<p>Writing in phonics- words and sentences.</p> <p>Tales Toolkit</p>

Year 1/2	Autumn		Spring		Summer	
Topic theme	Paddington	Scientists and Inventors	Tin Forest	Grow, grow, grow	Through the window/ Our Village in the Past	Under the sea
Core text	<b>A river</b> 	<b>Curiosity</b> 	<b>Tin Forest</b> 	<b>Wild</b> 	<b>Window</b> 	<b>Someone swallowed Stanley</b> 
Fiction	Setting description	Narrative – adventure of the Mars Rover	Innovate: Fable or moral	Character description	Narrative: to create words to go with the book	Narrative: write another interaction with the bag
Non fiction	Instructions: how to make a marmalade sandwich	Biography: about a scientist	Persuasion: people to visit the tin forest Year 1 – poster Year 2 – Leaflet	Newspaper report: wild girl found	Recount: about what Standlake was like in the past	Discussion: using plastic bags
Poetry	Rhyming class poem	Free verse	Alliterative poem	List poem	Repetition of a line – Through the window.....	Alliteration
Other text types – on the boil	Diary recount		Setting description – description of the Tin Forest		Diary recount – child or adults’ point of view	
Skills: Year 1	Basic sentence construction	Basic sentence construction	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions
Skills: Year 2	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency
Other texts:	Paddington		The Minpins – Roald Dahl	On Sudden hill		Floatsam Coral reef

Year 1/2	Autumn		Spring		Summer	
Topic theme	When I grow up	Explorers	Great Fire of London	The Little Gardener	Chocolate	Wild and wonderful creatures
Core text	<b>You're snug with me</b> <b>Chitra Soundar</b> 	<b>The Great Explorer</b> <b>Chris Judge</b> 	<b>Vlad and the Great Fire of London</b> 	<b>The Little Gardener</b> 	<b>Charlie and the chocolate factory</b> <b>Roald Dahl</b> 	<b>The secret sky garden</b> 
Fiction	Write a message to a character	<b>Dilemma</b> – add in another problem to solve	<b>Innovate</b> – from cats' point of view, or add in a new animal	Setting description	Character description: create own horrible child	<b>Innovate</b> - another simple adventure that they can go on together
Non fiction	<b>Instructions</b> e.g. how to leave the den	<b>Recount</b> – part of Toms adventure	<b>Non chronological report:</b> Great fire of London	<b>Information text:</b> on growing plants	<b>Persuasive text</b> – advert for chocolate bar	<b>Newspaper report</b> – garden in the airport
Poetry	Class poems – rhyming	Free verse poetry – colour, movement, shape	Alliterative sentences	Riddles – plants, minibeasts	Song lyrics – compose own song	List poem Bright flowers Dancing bees
Other text types – on the boil	Character description – using adjectives	Setting description of the Northern Lights	Setting description of the fire in the streets	Instructions on planting seeds	Innovate – write the demise for the character you create	
Skills: Year 1	Basic sentence construction	Basic sentence construction	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions
Skills: Year 2	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency
Other texts:	On Sudden Hill – focus on friendships, falling out and getting along.	Space Tortoise – focus on astronauts and space exploration	Grandad's Secret Giant – children could add a fire hazard to the story	There is a tiger in the garden / Jim and the beanstalk	The chocolate tree (Mayan)	

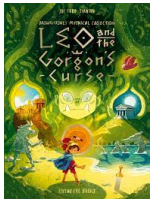
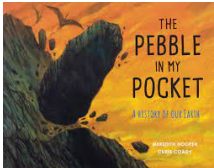


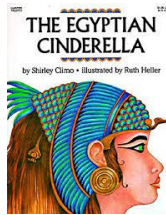

**In Year 1, children will consolidate their learning from the Early Years Curriculum and learn the following from the Key Stage 1 National Curriculum...**


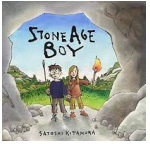
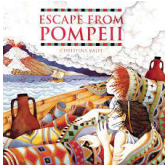
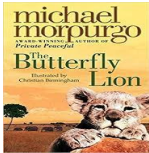

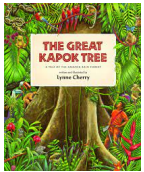
Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- use phonics to decode words</li> <li>- quickly sound out graphemes for all 40+ phonemes</li> <li>- blend sounds in unfamiliar words containing taught GPCs</li> <li>- read common exception words</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li>- read words with contractions [e.g. I'm, I'll, we'll]</li> <li>- read aloud accurately books that match their phonic knowledge</li> <li>- re-read these books to build up fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and discuss a wide range of texts they can't yet read independently</li> <li>- link what they read/ hear to their own experiences</li> <li>- know key stories and tales</li> <li>- recognise and join in with predictable phrases</li> <li>- recite some rhymes/poems by heart</li> <li>- discuss word meanings, linking new meanings to those already known</li> <li>- use what they already know to make sense of what they read/hear</li> <li>- check their own understanding as they read and correct mistakes</li> <li>- discuss the significance of the title and events</li> <li>- make sensible inferences and predictions</li> <li>- join in with discussions about what they've read, taking turns to speak and listen</li> <li>- explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>- name the letters of alphabet in order</li> <li>- write simple sentences dictated by teacher</li> </ul> <p><u>Spell:</u></p> <ul style="list-style-type: none"> <li>- words with taught phonemes</li> <li>- common exception words</li> <li>- days of the week</li> <li>- compound words + Appendix 1 spellings</li> </ul> <p><u>Use:</u></p> <ul style="list-style-type: none"> <li>- suffix -s/-es for regular plural nouns &amp; 3<sup>rd</sup> person singular verbs</li> <li>- suffixes -ing, -er, -est, -ed for verbs with no spelling change</li> <li>- prefix -un</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>- have correct posture &amp; grip</li> <li>- form lower &amp; upper case letters</li> <li>- form digits 0-9</li> <li>- group letters into 'families'</li> </ul>	<ul style="list-style-type: none"> <li>- plan out loud what they will write about</li> <li>- compose a sentence orally before writing it</li> <li>- sequence sentences to form short narratives</li> <li>- re-read what they have written to check for sense</li> <li>- discuss what they have written with the teacher or peers</li> <li>- clearly read aloud their work</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary</li> <li>- use Topic-related vocab</li> <li>- use Appendix 2 Grammar terminology:</li> <li>- letter</li> <li>- capital letter</li> <li>- word</li> <li>- singular</li> <li>- plural</li> <li>- sentence</li> <li>- punctuation</li> <li>- full stop</li> <li>- question mark</li> <li>- exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>- leave spaces between words</li> <li>- use 'and' to join words and clauses</li> <li>- capitalise names, places, days of the week and 'I'</li> </ul>	<ul style="list-style-type: none"> <li>- start to punctuate sentences with a capital letter and . ? !</li> </ul>

**In Year 2, children will consolidate their learning from Year 1 and learn the following from the Key Stage 1 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent</li> <li>- read accurately by blending</li> <li>- read accurately words of two or more syllables</li> <li>- read words containing common suffixes</li> <li>- read further common exception words</li> <li>- read most words quickly and accurately without overt sounding or blending</li> <li>- read books linked closely to their phonics</li> <li>- re-read these books to build up fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and discuss wide range of texts with different structures, including poetry and non-fiction books</li> <li>- discuss sequence of events in books</li> <li>- become familiar with and retell a wide range of stories</li> <li>- recognise simple recurring literary language in stories and poetry</li> <li>- discuss and clarify the meaning of words</li> <li>- discuss favourite words and phrases</li> <li>- continue to build up a repertoire of poems learnt by heart</li> <li>- draw on what they already know or on background information and vocabulary provided by teacher</li> <li>- check their reading makes sense and correct inaccurate reading</li> <li>- make inferences about what is being said and done and predict what might happen</li> <li>- ask and answer questions</li> <li>- discuss what they've read/heard, taking turns and listening to others</li> <li>- explain and discuss their understanding of books poems and other material</li> </ul>	<ul style="list-style-type: none"> <li>- segment into phonemes and represent these by graphemes</li> <li>- use new ways of spelling phonemes</li> <li>- spell common exception words</li> <li>- spell words with contracted forms</li> <li>- use the possessive apostrophe</li> <li>- distinguish between homophones and near homophones</li> <li>- add suffixes to spell longer nouns, adjectives &amp; adverbs (-ment, -less, -ness, -ful, -ly)</li> <li>- apply spelling rules and guidance as listed in Appendix 1</li> <li>- write from memory simple sentences that include GPCs, common exception and punctuation taught so far</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- form digits and lower and upper case letters of correct size</li> <li>- start using some diagonal and horizontal strokes</li> <li>- use spacing between words</li> </ul>	<ul style="list-style-type: none"> <li>- write narratives about personal experiences and those of others</li> <li>- write about real events</li> <li>- write poetry</li> <li>- write for different purposes</li> <li>- plan ideas orally</li> <li>- plan by writing down key words and new vocab, and by encapsulating what they want to say, sentence by sentence</li> <li>- evaluate their writing with the teacher and other pupils</li> <li>- re-read to check their writing makes sense including verbs to indicate time</li> <li>- proof read to check spelling, grammar and punctuation</li> <li>- read aloud what they have written with appropriate intonation and make meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary, including words from Appendix 3 and Topic-related vocab</li> <li>- use Appendix 2 Grammar terminology:</li> <li>- noun</li> <li>- noun phrase</li> <li>- statement</li> <li>- question</li> <li>- exclamation</li> <li>- command</li> <li>- compound</li> <li>- suffix</li> <li>- adjective</li> <li>- adverb</li> <li>- verb</li> <li>- tense (past, present)</li> <li>- apostrophe</li> <li>- comma</li> </ul>	<ul style="list-style-type: none"> <li>- create sentences including subordination (when, if, that, because) and coordination (or, and, but)</li> <li>- distinguish statements, questions, exclamations, commands</li> <li>- create expanded noun phrases</li> <li>- maintain the correct tense (past or present) including the progressive form</li> <li>- use and understand grammatical terminology in Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>Use both familiar and new punctuation correctly:</li> <li>- full stops</li> <li>- capital letters</li> <li>- exclamation marks</li> <li>- question marks</li> <li>- commas for a list</li> <li>- apostrophes for contraction and possession (singular)</li> </ul>



Year 3/4	Autumn		Spring		Summer	
Topic theme	Groovy Greeks (History)	The Fiery Earth (Geography/Science)	Frozen Planet (Geography)	Anglo Saxons (History)	Egyptians (History)	Local Area Study (History/ Geography)
Core text	Leo and the Gurgaon's curse 	Pebble in my pocket Meredith Hooper 	The Snow Queen Hans Christian Andersen 	Arthur and the Golden Rope 	The Egyptian Cinderella 	Windows Julia Denos 
Fiction	Sequel: what happens next	Alternative perspective: from the stones point of view	Adventure story: what happens to the Snow Queen?	Myth or legend: change the rope to another item	Alternative ending	Narrative: create own version about Standlake
Non fiction	Non Chronological report: mythological creature	Information text: rock cycle	Balanced argument: the effects of climate change	Newspaper report: the boy defeats the dragon	Persuasive Letter: to the Pharaoh to buy your charet	Diary recount
Poetry	Special effect – similes, onomatopoeia metaphors – to describe an eye etc	Shape poem	Haiku or Tanka	Cinquain	kennings	Free verse
Other text types – on the boil	Instructions	Diary entry – personal recount	Character description – snow queen	Setting description – Anglo Saxon landscape	Information text	Newspaper report
Skills: Year 3	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place
Skills: Year 4	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	subordinate clauses and positioning of them, prepositions and adverbs for time and place, standard English verb inflections	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns
Other texts:	Mark of the cyclops  Greek Myths - orchard books & Anthony Horwitz				Marcy and the order of the sphinx	

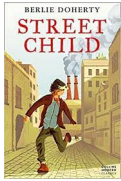
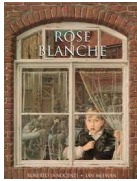

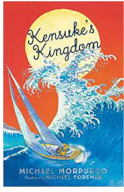
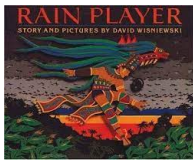
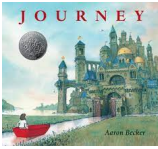
Year 3/4	Autumn		Spring		Summer	
Topic theme	Planet Earth (Geography)	Flintstones (History)	Romans (History)	Europe (Geography)	Baghdad (History)	Rainforests (Geography/Science)
Core text	<i>Beowulf</i> 	The Stone age boy 	Escape from Pompeii 	The Butterfly Lion by Michael Morpurgo 	<i>Azzi in between</i> 	The Great Kapok Tree Lynne Cherry 
Fiction	<b>Character Description:</b> Describe Beowulf and Grendel creating polarising images through vocab choice	<b>Playscripts:</b> conversations between the boy and girl trying to communicate - translation	<b>New incident in the story:</b> add a different threat/character/event	<b>Narrative:</b> character & setting descriptions	<b>Innovation:</b> change the setting – write about a child in Baghdad.	<b>A new animal:</b> from research, add another animal to communicate with the man.
Non fiction	<b>Recount:</b> Diary entry from Grendel’s point of view	<b>Report:</b> job description for an archaeologist	<b>Reports:</b> newspaper report about volcanic eruptions	<b>Balanced argument:</b> Should animals be kept in circuses?	<b>Discussion:</b> The importance of Baghdad in the early Islamic civilisation AD900.	<b>Non-chronological report:</b> rainforest animals
Poetry	kennings poems	Humorous poems	Perform with a range of tone, intonation, volume and action Narrative poem	Haiku or Tanka	Free verse poetry relating to the environment in Baghdad	Alliterative verses
Other text types – on the boil	Letter	Persuasive letter	Descriptions: setting – before and after the eruption	Information text – place in Europe	Non-chron report on early and modern Baghdad	Setting description
Skills: Year 3	Basic sentence construction, including conjunctions, multi-clause sentences, tense consistency	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	multi-clause sentences, tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place
Skills: Year 4	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place	subordinate clauses and positioning of them, prepositions and adverbs for time and place, standard English verb inflections	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns	standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns
Other texts:						


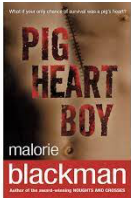
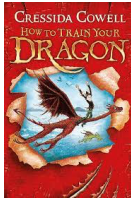
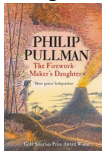

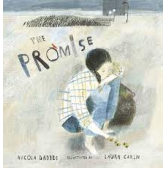
**In Year 3, children will consolidate their learning from Key Stage 1 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<b>In Y3, children will consolidate their learning from Year 2 and additionally learn to:</b>							
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>- read &amp; listen to range of texts with different structures, incl poetry types</li> <li>- broaden familiarity with key tales &amp; be able to retell some of them</li> <li>- use dictionaries</li> <li>- identify themes/tropes</li> <li>- perform poems / plays</li> <li>- discuss interesting words / phrases</li> <li>- explain meaning of word in context</li> <li>- ask questions to improve understanding</li> <li>- make &amp; justify inferences &amp; predictions</li> <li>- summarise key points</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- participate in discussion about books</li> </ul>	<ul style="list-style-type: none"> <li>- use prefixes and suffixes (see English Appendix 1)</li> <li>- spell homophones &amp; words that are often misspelt (see Appendix 1)</li> <li>- use a dictionary</li> <li>- write from dictation</li> <li>- develop joined up handwriting</li> </ul>	<ul style="list-style-type: none"> <li>- plan writing by reference to good examples</li> <li>- rehearse writing orally</li> <li>- build vocab</li> <li>- increase sentence structure types</li> <li>- organise paragraphs</li> <li>- create settings, character, plot</li> <li>- use organisational devices in non-narrative writing</li> <li>- evaluate and edit work</li> <li>- proof-read for spelling and punctuation</li> <li>- read work aloud</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary, including words from Appendices 1 and 3, and Topic-related vocab</li> <li>- use Grammar terminology (see Appendix 2)</li> <li>- expand vocabulary by making word families</li> <li>- expand vocabulary by adding prefixes</li> </ul>	<ul style="list-style-type: none"> <li>- extend sentences to include more than one clause (e.g. by using conjunction)</li> <li>- use present perfect as well as past tense</li> <li>- avoid repetition of nouns</li> <li>- use conjunctions, adverbs and prepositions to express time and cause</li> <li>- use fronted adverbials</li> <li>- choose between a or an</li> </ul>	<ul style="list-style-type: none"> <li>- use commas after fronted adverbials</li> <li>- use possessive apostrophe with plural nouns</li> <li>- use speech marks for direct speech</li> </ul>

**In Year 4, children will consolidate their learning from Year 3 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>- read &amp; listen to range of texts with different structures, incl poetry types</li> <li>- broaden familiarity with key tales &amp; be able to retell some of them</li> <li>- use dictionaries</li> <li>- identify themes/tropes</li> <li>- perform poems / plays</li> <li>- discuss interesting words / phrases</li> <li>- explain meaning of word in context</li> <li>- ask questions to improve understanding</li> <li>- make &amp; justify inferences &amp; predictions</li> <li>- summarise key points</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- participate in discussion about books</li> </ul>	<ul style="list-style-type: none"> <li>- use prefixes and suffixes (see Appendix 1)</li> <li>- spell homophones &amp; words that are often misspelt (see Appendix 1)</li> <li>- use a dictionary</li> <li>- write from dictation</li> <li>- develop joined up handwriting</li> </ul>	<ul style="list-style-type: none"> <li>- plan writing by reference to good examples</li> <li>- rehearse writing orally</li> <li>- build vocab</li> <li>- increase sentence structure types</li> <li>- organise paragraphs</li> <li>- create settings, character, plot</li> <li>- use organisational devices in non-narrative writing</li> <li>- evaluate and edit work</li> <li>- proof-read for spelling and punctuation</li> <li>- read work aloud</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary, including words from Appendices 1 and 3, and Topic-related vocab</li> <li>- use Grammar terminology (see Appendix 2)</li> <li>- expand vocabulary by making word families</li> <li>- expand vocabulary by adding prefixes</li> </ul>	<ul style="list-style-type: none"> <li>- understand difference between plural and possessive '-s'</li> <li>- create noun phrases by adding modifying adjectives, nouns and preposition phrases</li> <li>- use fronted adverbials</li> <li>- choose noun or pronoun appropriately to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- use commas after fronted adverbials</li> <li>- use possessive apostrophe with plural nouns</li> <li>- use correct punctuation for direct speech</li> </ul>

Year 5/6	Autumn		Spring		Summer	
Topic theme	Crime and Punishment <b>(History)</b>	World War 2 <b>(History)</b>	Is Britain still great? <b>(History)</b>	River Deep, Mountains High <b>(Geography)</b>	Amazing Mayans <b>(History)</b>	Lands End to John O’Groats <b>(Geography)</b>
Core text	Street Child 	Rose Blanche 	The Island 	Kensuke’s Kingdom 	Rain player David Wisniewski 	Journey 
Fiction	<b>Atmospheric setting description:</b> figurative language – imagery	<b>Alternative viewpoint:</b> boys point view	<b>Innovate:</b> what would happen if the stranger landed on an inclusive island	<b>Alternative point of view:</b> Kensuke’s rather than Michaels	<b>Myth/ legend:</b> Mayan myth in the style of this author	<b>Innovate:</b> the journey writes the story to go with it
Non fiction	<b>Balanced argument:</b> is the punishment fitting for the crime (trip to oxford castle)	<b>Persuasive poster</b> to close the concentration camp	<b>Discussion:</b> does treat the way we treat people make them feel different?	<b>Persuasive Leaflet:</b> for the island holiday brochure	<b>Instructions:</b> Mayan board game	<b>Report:</b> Newspaper
Poetry	List poem	Black out poems	Political poetry – The chair – campaigning for equality	Haiku	Free verse	Analysis poetry: something about journeys
Other text types – on the boil	Diary entry	Writing from mums’ point of view	Newspaper report – Stanger appears in village	Diary entry from Michael’s point view	Character description	Narrative: dialogue moving story on through speech
Skills: Year 5	tense consistency, standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail
Skills: Year 6	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly
Other texts:		Once, the lion and the unicorn, Goodnight mister Tom	The red prince Horrible History Charles I			

Year 5/6	Autumn		Spring		Summer	
Topic theme	Adventures in Space <b>(History/Science/Geography)</b>	Blood, Bones and Body <b>(Science)</b>	Vikings/Saxons <b>(History)</b>	Shang Dynasty <b>(History)</b>	Natural Resources <b>(Geography)</b>	Think Global, Act Local <b>(Geography)</b>
Core text	Cosmic 	Pig heart boy 	How to train your dragon 	The Firework makers Daughter 	Greenling 	The Promise 
Fiction	<b>Innovate:</b> add a new challenge in space that Liam and the children must overcome. Add humour	<b>Alternative viewpoint:</b> Write the story from Marlon's perspective	<b>Innovate:</b> Add a humorous new character to the tribe who catches a new type of dragon.	<b>Adventure:</b> Add another perilous problem on Lila's journey to the fire-fiend.	<b>Modern fable:</b> children write their own narrative with a moral message	<b>Sequel:</b> what happens next
Non fiction	<b>Report:</b> newspaper report about the rocket launch	<b>Persuasive:</b> write a letter to persuade a group to accept cam (animal rights campaigner group/children in Cam's class).	<b>Non-chronological reports:</b> report about different types of dragons	<b>Diary recount:</b> write a short diary extract from Lila during her journey	<b>Discussion:</b> should we treat nature better than man-made?	<b>Persuasive letter:</b> persuade someone to plant an acorn
Poetry	Calligrams and shape poems	Black-out poetry	kennings, special effects: similes, personification and metaphor	Haiku and tanka poems	Group performance with repeated verses	Poetry analysis about themes, messages and meanings of poems. Who are the audience?
Other text types – on the boil	Formal writing: the features of a letter – a letter from Liam to the company who organise space flights	Discussion: should Cam be allowed to have a pig-heart transplant?	Character description: describe the dragons/Vikings	Persuasive text/Job advert to become a firework maker	Setting description	Persuasive: advertising campaign for either side of the argument
Skills: Year 5	tense consistency, standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail
Skills: Year 6	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly	Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly
Other texts:						

**In Year 5, children will consolidate their learning from Year 4 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<p>Apply knowledge of:</p> <ul style="list-style-type: none"> <li>• root words</li> <li>• prefixes</li> <li>• suffixes</li> </ul> <p>(morphology and etymology), listed in Appendix 1</p> <p>- read aloud and understand the meaning of new words that they meet</p>	<ul style="list-style-type: none"> <li>- read and discuss a wide range of texts, including those that are structured in different ways</li> <li>- increase familiarity with a wide range of genres including texts from other cultures</li> <li>- recommend books they have read to their peers</li> <li>- identify and discuss themes and conventions</li> <li>- make comparisons within &amp; across books</li> <li>- prepare poems and plays to read aloud and to perform</li> <li>- discuss their understanding of and explore the meaning of words in context</li> <li>- ask questions to improve their understanding</li> <li>- draw inferences and make predictions</li> <li>- summarise the main ideas</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between facts and opinions</li> <li>- retrieve, record and present information from non-fiction</li> <li>- give reasoned justification for their views</li> </ul>	<ul style="list-style-type: none"> <li>- use further prefixes and suffixes</li> <li>- spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use dictionaries</li> <li>- use a thesaurus</li> <li>- write legibly, fluently and with increasing speed</li> <li>- choose the writing implement that is best suited for the task</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience and purpose for writing</li> <li>- consider how authors develop characters &amp; settings</li> <li>- select appropriate grammar and vocabulary</li> <li>- in narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action</li> <li>- summarise longer passages</li> <li>- use a wide range of devices to build cohesion within and across paragraphs</li> <li>- use further organisational and presentational devices</li> <li>- assess the effectiveness of their own and others' writing</li> <li>- propose changes to vocabulary, grammar and punctuation</li> <li>- maintain correct use of tense</li> <li>- ensure correct subject and verb agreement for singular and plural</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own work</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary and structures for formal speeches including subjunctive form</li> <li>- use vocabulary from Appendices 1 – 3 and Topic-related vocabulary</li> <li>- convert nouns or adjectives to verbs using suffixes</li> <li>- verb prefixes</li> </ul>	<ul style="list-style-type: none"> <li>- expanded noun phrases</li> <li>- modal verbs or adverbs to show a degree of possibility</li> <li>- relative clauses with a relative pronoun</li> <li>- cohesion within a paragraph and across paragraphs (using adverbials of time)</li> <li>- learn the grammar for year 5 and 6 in Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>- use commas to clarify meaning or avoid ambiguity</li> <li>- use brackets, dashes or commas to indicate parenthesis</li> <li>- understand the terminology accurately and appropriately in reading and writing</li> </ul>

**In Year 6, children will consolidate their learning from Year 5 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- Apply knowledge of:                             <ul style="list-style-type: none"> <li>• root words</li> <li>• prefixes</li> <li>• suffixes</li> </ul>                             (morphology and etymology), listed in Appendix 1                         </li> <li>- read aloud and understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>- read and discuss wide range of texts, including those structured in different ways</li> <li>- increase familiarity with a wide range of genres including texts from other cultures</li> <li>- recommend books they have read to their peers</li> <li>- identify and discuss themes and conventions</li> <li>- make comparisons within &amp; across books</li> <li>- prepare poems and plays to read aloud and to perform</li> <li>- discuss their understanding of and explore the meaning of words in context</li> <li>- ask questions to improve their understanding</li> <li>- draw inferences and make predictions</li> <li>- summarise the main ideas</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between facts and opinions</li> <li>- retrieve, record and present information from non-fiction</li> <li>- give reasoned justification for their views</li> </ul>	<ul style="list-style-type: none"> <li>- use further prefixes and suffixes</li> <li>- spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use dictionaries</li> <li>- use a thesaurus</li> <li>- write legibly, fluently and with increasing speed</li> <li>- choose the writing implement that is best suited for the task</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience and purpose for writing</li> <li>- consider how authors develop characters &amp; settings</li> <li>- select appropriate grammar and vocabulary</li> <li>- in narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action</li> <li>- summarise longer passages</li> <li>- use a wide range of devices to build cohesion within and across paragraphs</li> <li>- use further organisational and presentational devices</li> <li>- assess the effectiveness of their own and others' writing</li> <li>- propose changes to vocabulary, grammar and punctuation</li> <li>- maintain correct use of tense</li> <li>- ensure correct subject and verb agreement for singular and plural</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own work</li> </ul>	<ul style="list-style-type: none"> <li>- know the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing (e.g. find out – discover / ask for – request/ go in – enter)</li> <li>- know how words are related by meaning as synonyms and antonyms</li> <li>- use vocabulary from Appendices 1 – 3 and Topic-related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- use the passive</li> <li>- use the subjunctive form</li> <li>- use cohesive devices: repetition, adverbials</li> <li>- use layout devices</li> </ul>	<ul style="list-style-type: none"> <li>Use:                             <ul style="list-style-type: none"> <li>- hyphens</li> <li>- semi colon, colon and dash for independent clause</li> <li>- colon for a list</li> <li>- semi colon within list</li> <li>- punctuating bullet points consistently</li> <li>- ellipses</li> <li>- hyphens to avoid ambiguity (recover vs re-cover)</li> </ul> </li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately</li> </ul>