

VISION FOR: English

High standards of language and literacy are achieved by equipping pupils with a strong command of the spoken and written word.

A love of literature and an understanding of the world is developed through widespread reading for enjoyment and reading for information.

Children read easily, fluently and with good understanding – across the curriculum.

Children enjoy writing in a range of forms and are confident in communicating as writers, speakers and thinkers.

Children make progress from their individual starting points with an English curriculum that is accessible and flexible according to their needs.

A language-rich environment is promoted and celebrated – in reading, writing and speaking.

PRINCIPLES AND RATIONALE

Literacy skills are essential to our ability to understand the world around us and to communicate effectively with others. Our aim is to equip all children with the speaking, listening, reading and writing skills to enable them to become confident and effective communicators with a love for language and reading as well as an ever-evolving understanding of and curiosity about the world around them.

The English curriculum includes reading, writing (transcription and composition) and speaking & listening.

Reading

At Kobi Nazrul we are proud to offer all children a text-rich learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum (DfE validated THEP Phonics Scheme), we ensure all children develop the skills and knowledge they need to develop as confident readers who have a love of books. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables children 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; only children who learn to speak, read, and write fluently and confidently can effectively participate in wider society.

Children will be encouraged to read aloud as well as silently for themselves. As children continue to progress through the phonics programme many will begin reading longer texts with more complex words independently and with increasing fluency. This process culminates in a shift from learning to read to reading to learn. Children then move on to reading both for pleasure and for information.

Children use and apply their reading skills regularly through: daily phonics sessions (EYFS, KS1 and identified children in KS2) and daily reading sessions – which could take the ‘guided reading’ carousel format or a whole-class ‘shared reading’ format. These sessions allow children to apply their reading skills in a range of contexts and across genres. These sessions also allow opportunities for formative assessment, where teachers and assistant teachers



identify gaps in knowledge and understanding to be addressed. Children also apply their reading skills across subjects – for example carrying out research in topic lessons. Extra reading practice takes place through smaller group intervention or 1:1 reading for identified children.

Daily story-times mean that children are read to for enjoyment – fostering a love for reading and reading for pleasure. It also means that they are regularly exposed to story conventions and rich vocabulary that they may not otherwise have as much access to.

Reading at home is encouraged and supported by a home reading system that includes: regular book changes from class libraries (book corners) and the school library, the use of reading records, regular monitoring, a reward system – celebrated in whole-school assembly - and reading workshops for identified families. Children take part in the ‘Accelerated Reader’ program where, once on it, they read books at their assessed level and take regular quizzes to test their understanding. This information is then synthesised and used for further assessment and target setting.

Writing

Writing is structured around two areas: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in writing). We use the Tower Hamlets unit overviews and the ‘3-Phase Model’ as a guide for curriculum mapping and unit planning. Through both Cycle A and Cycle B children study carefully selected, high-quality key texts through which the English curriculum is taught. These are reviewed and adapted periodically – for example to suit the needs of the cohort or other identified needs/school priorities. We also use a VGP (Vocabulary, Grammar and Punctuation) overview for each year group to map coverage of age-related skills (and to track backwards or forwards as necessary). Children study and compose a range of fiction, non-fiction and poetry text-types.

Transcription:

- Handwriting is modelled by all teachers and ATs as well as in print and in displays.
- From EYFS – Year 1 spelling is taught daily through phonics. From Years 1-6 spelling is taught as part of the English curriculum. Children learn and practice spellings from their year group ‘statutory word list’ as homework. This is adapted for children working below age-related expectations.

Composition

To aid the teaching of composition, as well as using the ‘3-Phase’ model and suggested activities teachers may draw upon Talk for Writing approach which follows the process of imitation, innovation and independent application. This includes reading and exploring of model texts, oral rehearsal and text feature analysis before being shown how to craft their writing in the same style (innovation). Teachers plan in opportunities to revisit the text-types children have been taught so far in other subjects such as history or science to provide the opportunity to independently apply what they have learnt.

Writing is modelled by teachers to demonstrate a range of skills, processes and procedures. By ‘thinking aloud’ as they write, teachers give children insights into the writing processes writers use to compose text. Depending on the year group and expectation, teachers model planning before writing; developing ideas, making word choices, using spelling strategies, sentence composition and proofreading/editing.



Speaking and Listening

Children's speaking and listening skills are developed and assessed in many ways. For example, through class and group discussions, P4C sessions, drama, presentations, poetry recitals and other performances over the school year. Learning partners/talk partners are used to provide children with ample opportunity to share, explain, test and develop their ideas.

WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS

Examples of questions you could ask around books and other text types under the key concepts.

Change

- How does *character* change over the course of the story/this chapter/this paragraph?
- How does the relationship between _____ and _____ change?
- How does the introduction of _____ change the story/plot?
- How does the inclusion of the word _____/the phrase _____ change the meaning / the effect / the ideas we are given about ...?
- If you could change something about the layout, what would it be and why?

Power

- What power does an author have?
- What effect does this word / phrase / story have on the reader?
- Other questions around impact (the power of words/ reading/ books/ poetry)

Identity and Belonging

- Expression – having a voice
- Can you relate?
- What are your favourite types of books to read?

Equality and Equity

- Who is represented?
- Questions around fairness/justice



Connections

- Is this like any other story / information text / poem you have read before?
- What's the same? What's different?
- Has anything like this ever happened to you?
- What does _____, tell you about _____?
- Connecting to other subject areas

Legacy

- Famous books and well-known authors (and why we know about them)
- Questions around representation – who is remembered? And why? (Historical and societal context)

Please see also the documents entitled: 'Finding the Philosophy in any children's book' and 'Critical thinking questions for any story' for a wide range of question stems that could pertain to the key concepts; saved in 'Curriculum Concepts > Key Concepts Teaching and Learning Guidance > English'



Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
EYFS						
Year 1						
Units Key texts (fiction) Key topics (non-fiction)	Lists, Labels, Captions (Y1 Transition unit – label classroom) (Captions - Traction Man) Stories by a significant author – Mini Grey (Traction Man) *repetitive patterns Poems to recite x2 (Nursery rhymes)	Traditional Tales <i>(Character profile/oral retelling)</i> (Little Red Riding Hood) Non-chronological report (e-book Totally Thames) Re-count- timelines (River Thames Boat Trip - trip recount)	Stories with a pattern Captain Jack and the Pirates The Best Pirate Instructions (How to make a pirate eye-patch)	Re-count- timelines (topic link, Dougal’s Deep-Sea Diary) Sound and rhythm poetry Rhythm of the bridge Michael Rosen The sound collector Fantasy stories (Atlantis) (Dougal’s Deep-Sea Diary)	Traditional Tales (Jack & the Beanstalk) Non-chronological reports (linked to topic – Science –Plants Broad beans)	Stories from other cultures (Too Much Talk) (No Dinner!) *repetitive patterns Instructions (Fruit Salad / Fruit kebabs linked to Computing)
Cross-curricular writing		Re-count- timelines x1 (River Thames Boat Trip - trip recount)		Character/person profile? – Jacques Cousteau	Instructions – how to grow a bean plant	
Wider reading	/Biscuit Bear/The Dish and The Spoon)	Non-fiction about wolves and forests. Totally Thames link: Peppa Goes to London, Katie in London	Ten Little Pirates	Manfish –shared reading (This is the Reef, Commotion in the Ocean shared reading) Non-fiction about ocean: ocean	Other TT: The gingerbread boy, Hansel and Gretel, Rapunzel Non-fiction about growing plants	Handa’s Surprise



Year 2						
<p>Units</p> <p>Key texts (fiction)</p> <p>Key topics (non-fiction)</p>	<p>Significant Author x3 (Julia Donaldson - The Snail and the Whale)</p> <p>Poems based on a topic or theme x2 Theme – ‘The Night Sky’ Poetry week – National Poetry Day)</p> <p>We did not do the above but did an extended unit on the promise</p>	<p>Traditional Tales with a twist x3 (The true story of the three little pigs)</p> <p>Recount letters x1 (link to trad. tales – letter from the wolf)</p> <p>Non-chronological reports x2 – ‘The River Thames’</p>	<p>Extended Stories x2 Captain Flinn and the Pirate Dinosaurs Instructions x2 How to make an eye patch/ a meal for a pirate (link to DT)</p> <p>Classic Poetry x2 (The Owl and the Pussycat/Macavity by Ted Hughes)</p> <p>Completed the talk for writing booklets</p>	<p>Extended Stories x2 Dougal’s Deep-Sea Diary</p> <p>Explanation x2 (How to keep healthy – link to Science and PSHE)</p>	<p>Stories set in familiar settings x3 The Disgusting Sandwich (THEP unit) – incl. non-fiction (adverts/poster – persuasion) Non-chronological reports x2 (animals in science)</p> <p>SATs</p>	<p>Fablesx2 – Aesop’s Fables then Grendel – a cautionary tale about chocolate Instructions x2 How to grow your own food from seed to plate! (link to Science & DT) Poems with a structure x2 – riddles (link to Science – living things in their habitats?)</p>
Cross-curricular writing		Biography – Charles McIntosh - Science	Recount – letters (topic – a letter to Captain Maisie)	Manfish – topic – Jacques Costeau – biography	Explanation – Science – Living things and their habitats	Advert/poster – persuasion: travel agents
Wider reading	<p>*Julia Donaldson stories</p> <p>*More Aesop’s fables</p> <p>*Anansi – fables/BHM</p>	<p>The three little pigs</p> <p>The three little wolves and the big bad pig</p>		<p>‘Under the Sea’</p> <p>‘Can you catch a mermaid?’</p>		



Year 3						
Units Key texts (fiction) Key topics (non-fiction)	Narrative (significant author) x3 Anthony Browne – Into the Forest, The Tunnel Poems based on a theme x2 The Environment (National Poetry Day theme) Riddles	Fairy Tales x3 The Frog Prince, Continued Recount - Diaries x2 Linked to The Frog Prince, Continued Persuasion x2 Letters (linked to Swimming) *Discussion	Poems with a structure (Shape poetry) x1 Discussion (debate: for and against) x2 Should children eat chocolate for breakfast? *Guided Reading Narrative – Adventure x3 Julian Secret Agent	Non- chronological reports x3 Mythical Dragons (Pie Corbett TFW) / Romans Playscripts x2 (through Y3/4 performance in this term & guided reading throughout the year)	Short novels by a significant author x3 Flat Stanley (4 weeks) Explanation x3 ‘How to Survive in the Afterlife’	Recount: Biography x2 Mo Farah Legends x4 (The adventures of Robin Hood - Marcia Williams)
Cross-curricular writing		Revisit biographies as part of Victorian topic	Revisit recount diaries – Escape from Pompeii	Revisit instructions – DT - sandwiches	Revisit persuasion (letters)	Revisit non-chron reports/information text writing in Science or topic
Wider reading	Anthony Browne stories Fairy tales		Firework Makers Daughter			Myths and Legends



Year 4						
Units Key texts (fiction) Key topics (non-fiction)	Fairy Tales x3 (The Stinky Cheese Man) Poems on a theme/poems with different structures x2 (Shape poetry/calligrams)	Issues/ Dilemmas x3 (Bill's New Frock) Discussion (debate/report) x2 <i>(link to Bill's New Frock or topic)</i> Non-chronological report x2 (link to topic – outcome – information book)	Poems with a structure (Kennings, Haikus etc.) x2 (CLPE unit) Persuasion x2 <i>(link to topic)</i> Recount x2 (newspaper) Escape from Pompeii	Fantasy x3 (The Iron Man) Film & Playscript x1 (The Iron Man) Playscripts x1 <i>(linked to LKS2 performance, revisit throughout the year in guided reading, and possibly in topic e.g. Romulus & Remus)</i>	Novel by a significant author x4 (The High Rise Mystery) Explanation x2 (Shirt Machine)	Myths x4 (Marcia Williams) 'Information booklets – collection of non-fiction text-types' x2
Cross-curricular writing		Recounts – linked to a trip/visit	Instructions – link to DT	Revisit – recounts diaries from Y3 -	Revisit explanation texts in topic/Science – living things and their habitats	
Wider reading						



Year 5						
Units Key texts (fiction) Key topics (non-fiction)	Michael Morpurgo When the whale came Reports including formal reports (Animal based) Newspaper article – linked to This Morning I Met a Whale	Poetry: Poems with a structure - Haikus Historical Narrative/Classic Narrative Poetry x3 (The Highway Man) (Debate x1) (Linked to the Highway man)	Myths (Norse) Odd and the Frost giants Explanation x2 (Information booklet with a range of text types?) Interview- Historical figure	(Ghost stories x4) Novel by a significant author? (Room 13) Poetry- Figurative language and Imagery x1	Stories from other cultures. Newspaper reports Magazine article? Reports including formal reports? Older Literature (Shakespeare) BBC animated tales	Fantasy (How to Train your Dragon) Film and Narrative Film and playscript?
Cross-curricular writing	Create a fact file/poster on chosen animal (science)	Write own assembly script	Vikings Invasion- History – newspaper report	Instructions – how to make bread	Pen pal letter – geography (on going)	Research on Dragons and instruction writing
Wider reading	London Eye Mystery	Jo Nesbo – Scandinavian writer	Other Shakespeare plays			
Year 6						
Units Key texts (fiction) Key topics (non-fiction)	Story by a significant author (4 Weeks) This Morning I met a whale Setting description Comparing 2 books- The Arrival?? (Shaun Tan) reading focus Diary entry Newspaper report Classic Poetry Tennyson (2 weeks) The Eagle The Lady of Shallot Reading Focus	Science fiction (7 weeks) Cogheart Recount Character description Balanced argument/ Discussion Watch Eye of the storm Short story using language/writing style gathered from Cogheart	Myth (2 weeks) Odd and the Frost Giants Character description Dialogue Quest story Biographies – Science Research a Scientist who goes against stereotype (2 weeks)	Suspense (2/3 weeks) Alma - (based on a video) Character description – about an invented character Writing a suspense story Shakespeare 3 weeks (Shakespeare week final week) Hamlet	Explanations (3 weeks) About fictional dinosaurs – Look at real inventions first	Persuasive writing (2 weeks) Play scripts- end of year production Macbeth?

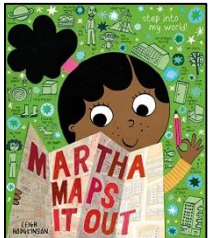
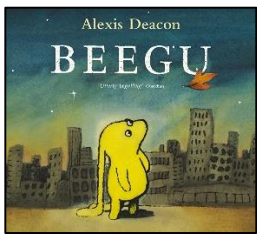
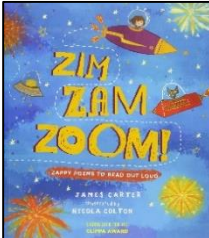
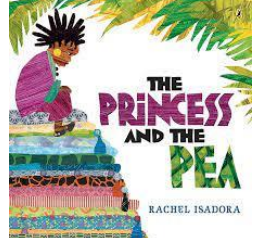
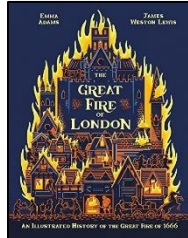
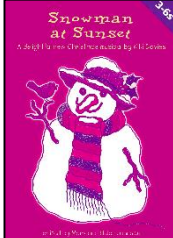


	Write a poem in the style			Incidental writing around legacy comparing Prince of Denmark and modern monarch Final Review of a performance		
Cross-curricular writing	History: Report/ leaflet- linked to topic	Diary entry linked to Science – being a red blood cell		Cross-curricular Writing in D&T: Instructions Linked to pizza in D&T Instructions for making a pizza Video outcome also? Biography of Peter Bunzel- Author of Cog Heart		
Wider reading		Cogheart				

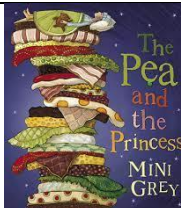


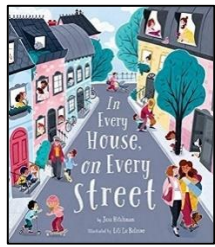
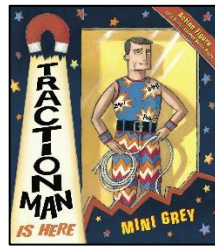

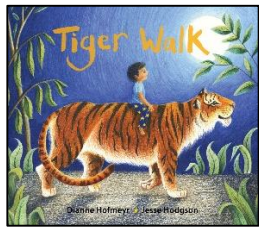
Cycle B

Year 1


Year 1	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text						
Text genre	Familiar setting	Familiar setting	Poetry	Traditional tale	Information (historical)	Playscripts
Writing outcome(s)	NF: Series of descriptions about journeys and places	NF: Letter Writing - write to the teacher persuading them to allow 'Beegu' to stay. NF: Letter Writing – welcoming Beegu	P: Own poem using onomatopoeia Focus poems: 'Firework Poem' / 'Splash! Splash! Splish!'	F: Description of the princess F: Retelling of story NF: How to be a real princess (instructions)	NF: Non-chronological report about The Great Fire of London	Christmas Performance NF: Invitations/posters for the performance (persuasion)
Grammar	Simple sentences Present tense (inc. irregular) Prepositions Finger spaces full stops capital letters	Simple sentences Present tense Prepositions Finger spaces full stops capital letters	Vocabulary development	Simple sentences Past tense (Inc. irregular) Prepositions Sequencing language Finger spaces full stops capital letters	Simple sentences Past tense Prepositions Begin to use 'and' Finger spaces full stops capital letters	Oracy – presentational talk Simple sentences Present tense Begin to use 'and' Finger spaces full stops capital letters
Phonics	Phase 4 - recap	Phase 5 – Set 13 & 14	Phase 5 – Set 14	Phase 5 – Set 15	Phase 5 – Set 16	Revision
Curriculum concept links	Identity and belonging Connections	Identity and belonging Connections	Connections		Change Legacy	
Wider curriculum writing opportunities						

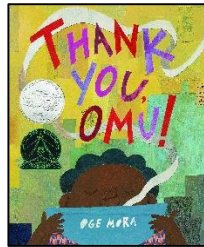

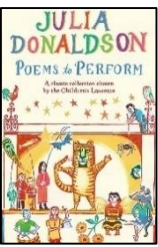
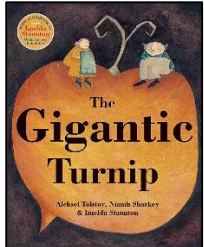
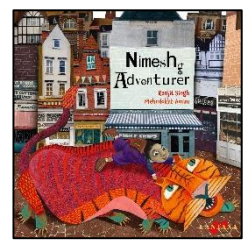



Suggested wider reading	We're Going to Find the Monster! Malorie Blackman and Dapo Adeola The Lost Property Office, Emily Rand A Place to Call Home, Alexis Deacon and Viviane Schwarz Home, Carson Ellis Lost in the City, Alice Courtley		
--------------------------------	--	---	--

Year 1	Spring 1 – Home and Away: Journeys – Travel and Transport			Spring 2 – Home and Away: Journeys – Travel and Transport		
English Text					Non-Chronological Animals	
Text genre	Familiar setting (THEP)	Familiar setting (THEP)	Recount (THEP)	Imaginary world (THEP)	Information	
Writing outcome(s)	NF: Non-Chronological report about different rooms in their home	NF: Postcard/letter recounting a chosen rescue mission F: Next Traction Man (or equivalent) adventure (invention)	Non-fiction: Recount – Our Trip to the London Transport Museum	F: Write own adventure with own chosen animal	NF: Write information about own chosen animal	
Grammar	Series of sentences Present tense Using 'and' to join ideas Prepositions Description Full stops capital letters	Series of sentences Past tense Using 'and' to join ideas Sequencing language Prepositions Full stops capital letters	Series of sentences Past tense Using 'and' to join ideas Sequencing language Prepositions Description Suffix -s or -es Full stops capital letters	Series of sentences Past tense Using 'and' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences Present tense Using 'and' to join ideas Prepositions Description Question marks Full stops capital letters	
Phonics	Phase 5 – Set 17	Phase 5 – Set 18	Phase 5 – Set 19	Phase 5 – Set 20	Phase 5 - 21	
Curriculum concept links						
Wider curriculum						



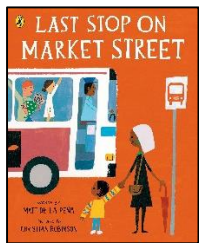
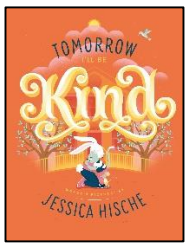
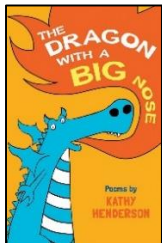
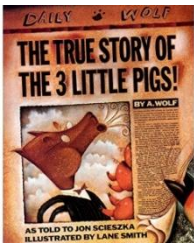
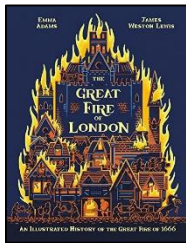
writing opportunities		
Suggested wider reading		

Year 1	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text						
Text genre	Familiar setting (THEP)	Instructions	Poetry (CLPE)	Traditional tale	Imaginary world (THEP)	Information
Writing outcome(s)	Ficton: Retell Non-fiction: Description of favourite dish (food)	NF: Write a recipe	P: Write own Sound Collector poem	F: Own cumulative tale	F: Descriptions F: Own imaginary journey	NF: Non-Chronological report – Brazil / carnivals around the world
Grammar	Series of sentences Correct tense Using 'and' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences including command sentences Present tense Using 'and' to join ideas Prepositions Full stops capital letters	Vocabulary development	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Description Suffix -s or -es Full stops capital letters
Phonics	Phase 5 – Set 22	Phase 5 – Set 23	Phase 5 – Set 24	PSC – Phase 5 – Set 25	Phase 5 - 26	Phase 5 – Set 27
Curriculum concept links	Identity and belonging Connections	Identity and belonging Connections	Connections	Change	Change Legacy	Identity and belonging Connections



					Legacy
Wider curriculum writing opportunities					
Suggested wider reading					

Year 2

Year 2	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text						
Text genre	Familiar Setting (THEP)	Information	Poetry (CLPE)	Traditional Tale with a Twist	Information (historical)	
Writing outcome(s)	F: 1 st person retelling NF: Write about acts of kindness (leads into next unit)	NF: Ways to be kind	P: 'This is the city'	F: Character description NF: Letter from the wolf – his side of the story	NF: Non-chronological report about The Great Fire of London	
Grammar	Likely to be where Y1 ended: Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description	Series of sentences including commands and questions Correct tense Using 'and' to join ideas Using 'but' to join ideas Prepositions Description Affixes: un- -s -es	Vocabulary development	Series of sentences Past tense Prepositions Use coordinating conjunctions Begin to use subordinating conjunctions: when, because, if	Series of sentences Grouped information Past tense Prepositions Use coordinating conjunctions Begin to use subordinating	



	Prefix un- Full stops capital letters	Full stops capital letters		Full stops capital letters	conjunctions: when, because, if Full stops capital letters	
Spelling over the term (No Nonsense)	<p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee, blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' 	<ul style="list-style-type: none"> The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. 		<ul style="list-style-type: none"> Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. 	<p>Learning and practising spellings Teach children how to learn and practice spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						

Year 2	Spring 1 – Home and Away: Journeys – Travel and Transport	Spring 2 – Home and Away: Journeys – Travel and Transport
---------------	--	--




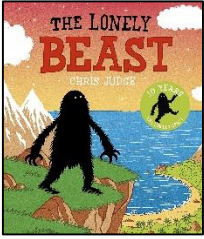

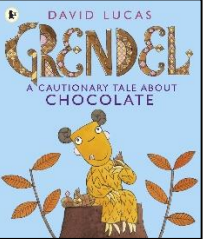

English Text						
Text genre	Poetry	Information	Recount	Familiar setting (THEP)	Persuasion	
Writing outcome(s)		NF: Report on own choice transport including did you know facts	NF: Recount – Our Trip to the London Transport Musuem	NF: Badger’s Diary (short piece) (recount) F: Story about some food that becomes more and more disgusting until it is finally eaten	Advert for disgusting sandwich	
Grammar	Vocabulary development	Series of sentences including questions Grouped information Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Full stops capital letters	Series of sentences Past tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if Sequencing language Expanded noun phrases Full stops capital letters	Series of sentences Past tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if Sequencing language Expanded noun phrases Commas in a list Full stops capital letters	Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if Expanded noun phrases Sentence function: statement, question, command Suffix: -ness, -ful, -less, -ment Full stops capital letters	
Spelling over the term (No Nonsense)	Revisit The /l/ or /əl/ sound spelt ‘-le’ at the end of words Homophones and near homophones quite/quiet,	The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’ Common exception words Examples include: <i>most, only, both, could, would, should, move, prove,</i>	Strategies at the point of writing <ul style="list-style-type: none"> • Have a go • Using the working wall to find correct spellings of high frequency and 	Learning and Practising spellings <ul style="list-style-type: none"> • If not already introduced, introduce the use of spelling journals. 		



	<p><i>night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words</p>	<p><i>improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p>	<p>common exception words</p> <ul style="list-style-type: none"> Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p>			<ul style="list-style-type: none"> Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way
<p>Curriculum concept links</p>		<p>Connections Change, Legacy</p>	<p>Connections Change, Legacy</p>			
<p>Wider curriculum writing opportunities</p>						



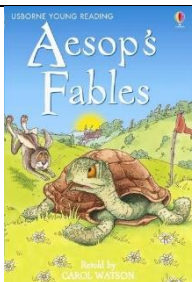
Suggested wider reading		
https://www.booksfortopics.com/booklists/topics/geography/transport-and-travel/		

Year 2	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text		<p style="font-size: small;">A Day at London Zoo</p> <p style="font-size: x-small;">We had a brilliant day at the zoo. We went to find out about the wild animals. Let me tell you all about it.</p> <p style="font-size: x-small;">Getting there</p> <p style="font-size: x-small;">We took an underground train to the zoo. The journey took one hour and the train was busy. I was very excited when we arrived at the zoo.</p> <p style="font-size: x-small;">Penguins</p> <p style="font-size: x-small;">First, we saw the penguins. They were all huddled together. We watched the zoo keeper feed them fish. The penguins must have been hungry because they ate all the fish.</p> 				
Text genre	Contemporary	Recount		Fables	Information	
Writing outcome(s)	NF: Character description NF: First person recount NF: Letter to Mayor F: Own beast story	NF: Recount of school trip		F: Description of chocolate land NF: Letter of advice F: Write own character flaw story	NF: A guide to carnival/the Caribbean	
Grammar	Series of sentences Correct tense	Series of sentences Correct tense		Series of sentences Present tense	Series of sentences Present tense	


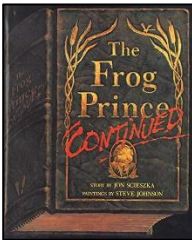


	<p>Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Commas in a list Suffix: -ness, -ful, -less, -ment, -ly Full stops capital letters</p>	<p>Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Suffix: -ness, -ful, -less, -ment, -ly Full stops capital letters commas in a list</p>		<p>Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Suffix: -ness, -ful, -less, -ment Apostrophe for singular possession and omission Full stops capital letters commas in a list</p>	<p>Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Sentence function: statement, question, command Suffix: -ness, -ful, -less, -ment Apostrophe for singular possession and omission Full stops capital letters commas in a list</p>	
<p>Spelling over the term (No Nonsense)</p>	<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</p>	<p>The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> Introduce individual Have a Go sheets if not established 	<ul style="list-style-type: none"> Teach using analogy to spell a word you don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading. 	<p>Learning and practising spellings</p> <ul style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check 		



	already					
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						

Year 3

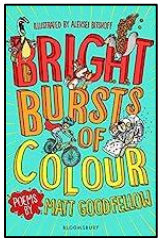
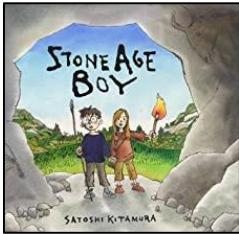
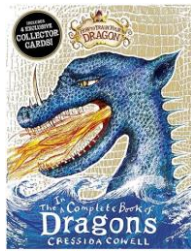

Year 3	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text					Discussion: Range of topics, building to discussion around swimming lessons *Reading phase – lots of information about swimming 	
Text genre	Familiar setting	Poetry (CLPE)		Information	First: Discussion (Oracy) Then: Persuasion	Fairy tale (with twist)
Writing outcome(s)	F: Character description F: Retelling (orally – text map) F: Innovated version			NF: A guide to Whitechapel	Discussion: Should children have swimming lessons every year? Persuasion: A persuasive letter to the head	NF: Diary entry (The Frog Prince's plan) F: Innovated version



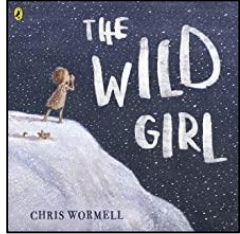
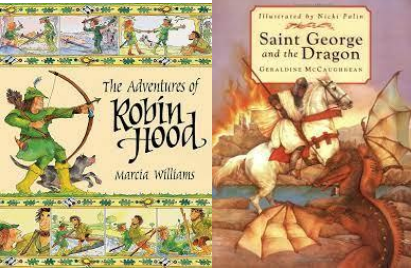
					teacher – to go swimming	
Grammar	Series of sentences Present tense Prepositions Use coordinating conjunctions Use subordinating conjunctions: when, because, if, as Expanded noun phrases Sentence function: statement, question, command Suffix: -ness, -ful, -less, -ment Apostrophe for singular possession and omission Full stops capital letters commas in a list	Vocabulary development Poetic language and devices		Different sentence functions Correct verb tense Range of conjunctions Adverbs for time, place, and how (stage directions and narrator) Prepositions Expanded noun phrase Grouping information (intro to paragraphing) Commas in a list Apostrophe for singular possession Suffix: -ness, -ful, -less, -ment Full stops capital letters	Different sentence functions Correct tense Range of conjunctions Adverbs for time, place, and how Expanded noun phrases Grouping information (intro to paragraphing) Punctuation apostrophe singular possession and omission Full stops capital letters commas in a list Exclamation mark	Different sentence functions Past tense Range of conjunctions Adverbs for time, place, and how Expanded noun phrases Grouping information (intro to paragraphing) Inverted commas (dialogue) Punctuation apostrophe singular possession and omission Full stops capital letters commas in a list Exclamation mark
Spelling over the term (No Nonsense)	Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'	Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (French in origin) Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> Apostrophe Revise contractions from Year 2	Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term.	<ul style="list-style-type: none"> • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		
Curriculum concept links						
Wider curriculum						



writing opportunities		
Suggested wider reading		

Year 3	Spring 1 – Home and Away			Spring 2 – Home and Away		
English Text		WORKSHOP (Ts to look at Viking Day – Y6 Morgan Exemplification)				
Text genre	Poetry (CLPE)	Recount	Historical narrative	Information (Pie Corbett)	Playscript (Oracy)	
Writing outcome(s)		NF: Stone Age Experience	F: Own invention story about going back to the Stone Age	Description of the Manchester Ridgeback NF: Non-chronological report on (innovated) dragon	Focus: Oracy Guided Reading: explore a range of playscripts	
Grammar	Vocabulary development Poetic language and devices	Range of sentences Correct verb tense Progressive verb form Range of conjunctions Paragraphs Inverted commas (dialogue) Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions	Range of sentences Correct verb tense Progressive verb form Range of conjunctions Paragraphs Inverted commas (dialogue) Commas in a list Apostrophe for possession and omission Expanded noun phrase Adverbs for time, place and how Prepositions	Range of sentences Different sentence functions Correct verb tense Progressive verb form Range of conjunctions Paragraphs Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions	Range of sentences Different sentence functions Correct verb tense Progressive verb form Range of conjunctions Playscript conventions Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how Prepositions	

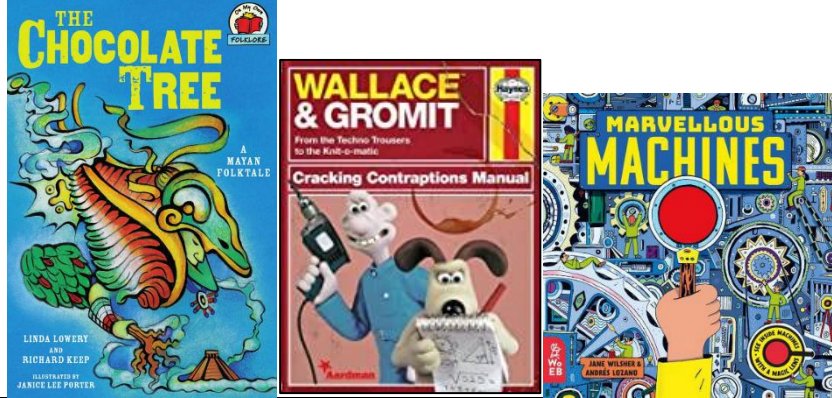
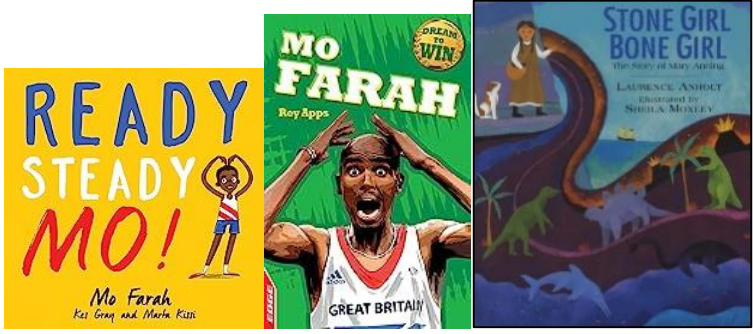


Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'	Rare GPCs The //j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe Revise contractions from Year 2	Proofreading Revise proofreading routines Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Curriculum concept links				
Wider curriculum writing opportunities				
Suggested wider reading				




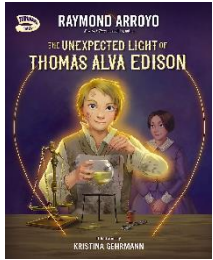
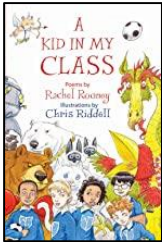
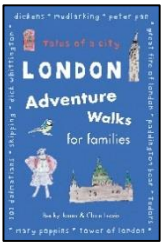
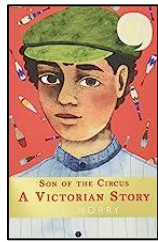
Year 3	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text		 Animations				
Text genre	Myths & Legends (Mayan)	Explanation		Biography	Adventure	
Writing outcome(s)	Unit to be written (Trinity & Nic)	NF: Explanation of own invention		NF: Biography on either Sir Mo Farah or Dame Jessica Ennis-Hill	Unit currently being written (THEP)	
Grammar	Range of sentences Correct verb tense Range of conjunctions Dialogue (inverted commas) Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Progressive verb form Commas in a list Apostrophe for possession and omission	Range of sentences Different sentence functions Correct verb tense Range of conjunctions Dialogue (inverted commas) Present perfect verb form Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Progressive verb form Commas in a list		Range of sentences Correct verb tense Range of conjunctions Paragraphs Commas in a list Apostrophe for possession Expanded noun phrase Dialogue - quotes Progressive verb form Headings and subheadings Vary sentence starters	Will likely be: Range of sentences Correct verb tense Progressive verb form Range of conjunctions Dialogue (inverted commas) Present perfect verb form Paragraphs Expanded noun phrase Adverbs for time, place and how Prepositions Commas in a list Apostrophe for possession and omission	
Spelling over the term (No Nonsense)	Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes	The /ʌ/ sound spelt 'ou' (<i>young, touch</i>) Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i>		Proofreading Proofread own writing for misspellings of personal spelling list words. Learning and Practising spellings	<ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. 	



	Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes Rare GPCs The /I/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>)	Apostrophe Revise contractions from Year 2	Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	
Curriculum concept links					
Wider curriculum writing opportunities				Biography – Science – Mary Anning	
Suggested wider reading					



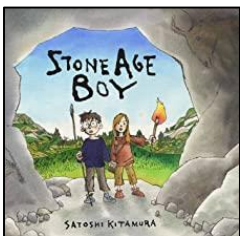
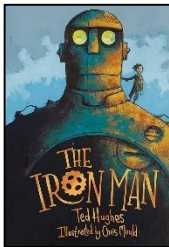
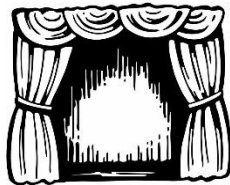
Year 4

Year 4	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text						
Text genre	Issues and dilemmas	Information/biography	Poetry (CLPE)	Information/instructions		
Writing outcome(s)	NF: Letter F: Own story (reuse story plot)	Victorian Inventors		NF: Guided Walk around Whitechapel	Unit to written: Trinity & Nic	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Description Range of punctuation Vary sentence starter Commas and apostrophes	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter Headings and subheadings	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Description Range of punctuation Vary sentence starter Headings and subheadings Commas and apostrophes	To be confirmed but likely to include: Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas - dialogue Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	
Spelling over the term (No Nonsense)	Revisit Strategies at the point of writing: Have a go	Word endings: Words ending /ure/ (<i>treasure, measure</i>)		Apostrophe	<ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words) 	

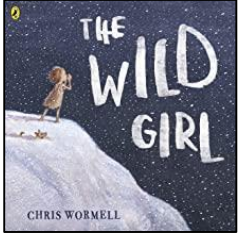
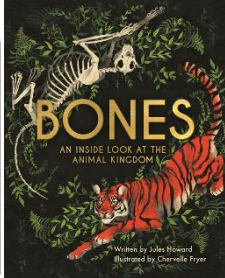
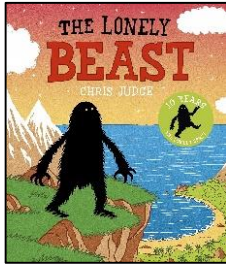
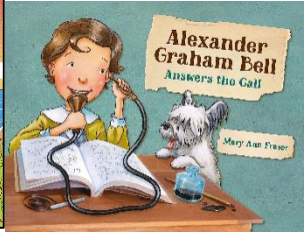


	<p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) 	<p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p>	<p>Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practicing spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. 	<p>each term.)</p> <ul style="list-style-type: none"> • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
<p>Curriculum concept links</p>					
<p>Wider curriculum writing opportunities</p>					
<p>Suggested wider reading</p>					

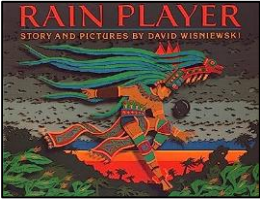
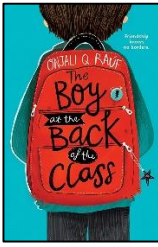



Year 4	Spring 1 – Home and Away			Spring 2 – Home and Away		
English Text	HAIKUS	Morgan: Viking visit model text				
Text genre	Poetry	Recount	Historical	Heritage	Playscripts	
Writing outcome(s)		NF: Stone Age Experience	F: Own invention story about going back to the Stone Age (should be dev from Y3)	NF: Speech to the village F: Prequel	Focus: Oracy Guided Reading: explore a range of playscripts	
Grammar	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starters	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter Persuasive devices	Range of sentences Different sentence functions Correct verb tense Range of verb forms: simple, progressive, perfect Range of conjunctions Playscript conventions Commas in a list Apostrophe for possession Expanded noun phrase Adverbs for time, place and how	
Spelling over the term (No Nonsense)	Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt 'gu'	Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation' Homophones <i>scene/seen, male/mail, bawl/ball</i>	Proofreading Model how to use various strategies in proof-reading, including using a dictionary.	<ul style="list-style-type: none"> • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. 		




	<p>Word endings Words ending /tʃə/ spelt 'ture' <i>(creature, furniture)</i> Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' <i>(invention, comprehension, expression, magician)</i></p>	<p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p>	<p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
Curriculum concept links				
Wider curriculum writing opportunities				
Suggested wider reading	 		 	



Year 4	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text		States of Matter				
Text genre	Myths & Legends (Mayan)	Explanation		Issues and dilemmas	Newspaper (recount)	Poetry
Writing outcome(s)	Unit to be written (Trinity & Nic)	NF: Explanation text linked to states of matter (including fab facts)		NF: Persuasive speech	NF: Interview NF: Newspaper appeal	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Range of punctuation Vary sentence starter Headings and subheadings		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter	Vocabulary development Poetic language and devices
Spelling over the term (No Nonsense)	Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-',	Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending		Apostrophe Apostrophe for possession, including singular and plural	<ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each) 	



	<p>'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p>	<p>changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p>	<p>Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 		<p>term.)</p> <ul style="list-style-type: none"> Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
<p>Curriculum concept links</p>						
<p>Wider curriculum writing opportunities</p>						
<p>Suggested wider reading</p>						



Year 5

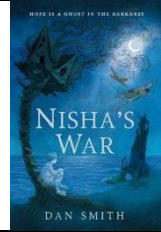
Year 5	Autumn 1 – Life in London		Autumn 2 – Life in London			
English Text						
Text genre	Historical	Historical	War poetry	A story about friendship – told in verse	Historical narrative / Classic poetry	Discussion/debate
Writing outcome(s)	NF: Letter home NF: Interview	F: Write the missing paragraphs	CLPE planning Poetry recital Own poem	CLPE planning: NF: Persuasive writing – speech P: Own poem – free verse Further guidance: https://www.teachwire.net/news/ks2-book-topic-cloud-busting/	NF: Diary entry F: Dialogue	Discussion (oracy) - challenging stereotypes
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation - quote Appropriate choice of pronoun for cohesion Paragraphs	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Fronted adverbials Complete dialogue punctuation Appropriate choice of pronoun for cohesion Paragraphs	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns



	Noun phrases expanded through modification Range of punctuation Vary sentence starter Headings and subheadings	Noun phrases expanded through modification Apostrophes for plural possession Range of punctuation Vary sentence starter		Using a range of affixes for precision in vocabulary	Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary
Spelling over the term (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p>	<p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p>		<p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p>		<p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
Curriculum concept links						
Wider curriculum writing opportunities						



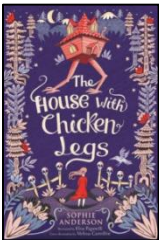
Suggested wider reading




Creating Opportunities

Building Aspirations

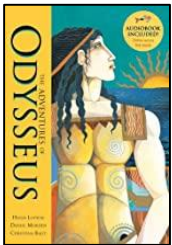


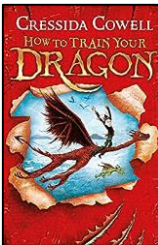
Inspiring Success

Year 5	Spring 1 – Home and Away			Spring 2 – Home and Away		
English Text		Non-fiction to be decided				
Text genre	Traditional tale	Persuasion??				
Writing outcome(s)	Have sourced planning – needs looking at	NF: Information text NF: How to care for...		NF: Diary entry F: Character description	NF: Discussion	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter	



				Using a range of affixes for precision in vocabulary	Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p>	<p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p>		<p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p>	<p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						



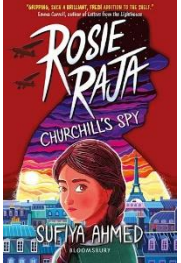
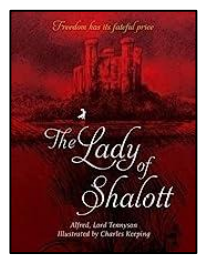

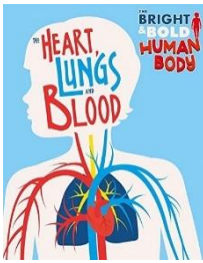
Year 5	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text						
Text genre	Myth (THEP)	Newspaper (Recount)	Playscript		Information	
Writing outcome(s)	NF: Diary entries F: Write next chapter with own mythical beast	NF: Newspaper of chosen event	Guided Reading: Explore a range of playscripts	NF: Diary entries F: Own short story (recycle plot)	NF: Information on own dragon	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesion with pronouns Paragraphs Descriptive devices Cohesive devices within and across paragraphs Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Range of sentences Different sentence functions Correct verb tense Range of verb forms: simple, progressive, perfect Range of conjunctions Playscript conventions Commas in a list Apostrophe for possession Expanded noun phrase Modal verbs and adverbs for degree of possibility	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter	



	Using a range of affixes for precision in vocabulary			Using a range of affixes for precision in vocabulary	Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</p> <p>Suffixes Problem suffixes</p>	<p>Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p>		<p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<ul style="list-style-type: none"> Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						



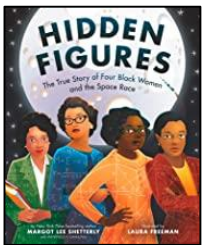
Year 6

Year 6	Autumn 1 – Life in London			Autumn 2 – Life in London		
English Text		Non-fiction to be decided				
Text genre	Historical / adventure		Classic narrative poetry	Historical	Explanation	
Writing outcome(s)	Unit to be written - Simon	Sequence of diary entries	P: A verse in the style poem	LNF: etter NF: Balanced argument/ Discussion F: Short story	NF: The Circulatory System	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices	Vocabulary development Poetic language and devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Paragraphs Descriptive devices Use of commas to clarify Range of punctuation Vary sentence starter	



	Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Use of commas to clarify Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary		Range of punctuation Vary sentence starter Using a range of affixes for precision in vocabulary	Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p>	<p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p>		<p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists 		Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.
Curriculum concept links						
Wider curriculum writing opportunities				Diary entry – writing from the point of view of a red blood cell		
Suggested wider reading						

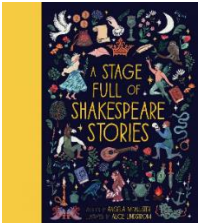
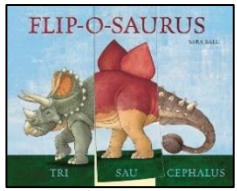



Year 6	Spring 1 – Home and Away: Journeys – Travel and Transport			Spring 2 – Home and Away: Journeys – Travel and Transport		
English Text				 Animation		
Text genre	Biography (recount)	Instructions		Mystery	Fairy tale	
Writing outcome(s)	F: Biography of a Scientist representing diversity <i>Texts: Women in Science: 50 Fearless Pioneers Who Changed the World</i>	NF: Recipe for Vol 2		F: Suspense story (two characters for dialogue)	F: Own escape story (2 characters) NF: Letter of advice	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices Range of punctuation	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices Range of punctuation Vary sentence starter		Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices	

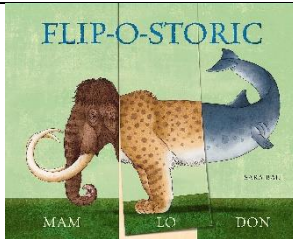
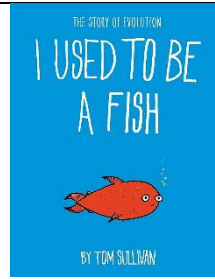


	Vary sentence starter Using a range of affixes for precision in vocabulary	Using a range of affixes for precision in vocabulary		Range of punctuation - semi-colon and colon Vary sentence starter Using a range of affixes for precision in vocabulary	Range of punctuation - semi-colon and colon Vary sentence starter Using a range of affixes for precision in vocabulary	
Spelling over the term (No Nonsense)	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p>	<p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p>		<p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<ul style="list-style-type: none"> Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						



Year 6	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text	 Hamlet – abridged version + extracts	 TRI SAU GERHALUS	<i>Link to Living Things and Their Habitats (children will also have knowledge from Evolution topic work)</i> <i>Reading examples of non-fiction texts describing animals e.g. Highest Mountain, Deepest Ocean</i>	 LET'S CHASE STARS TOGETHER POEMS TO LOSE YOURSELF IN MATT GOODFELLOW		
Text genre	Historical (Tragedy)	Information	<i>Gathering content during Guided Reading sessions</i>	Poetry (CLPE)	Playscript	
Writing outcome(s)	Interview with Hamlet Persuasive advert promoting Hamlet	'How to take care of' fictional/invented hybrid dinosaurs	<i>This will then inform 2 week English unit</i>	Vocabulary development Poetic language and devices	End of year performance	
Grammar	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices	Range of sentences Correct tense Range of verb forms: simple, progressive, perfect Use of the passive Range of conjunctions Relative clause Parenthesis Modal verbs and adverbs for degree of possibility Fronted adverbials Complete dialogue punctuation Cohesive devices within and across paragraphs Descriptive devices				



	Range of punctuation - semi-colon and colon Vary sentence starter Formal/informal language - subjunctive Using a range of affixes for precision in vocabulary	Range of punctuation - semi-colon and colon Vary sentence starter Formal/informal language - subjunctive Using a range of affixes for precision in vocabulary				
Spelling over the term (No Nonsense)	Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’	Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i> Proofreading Embedding proofreading strategies when reviewing own writing independently.	Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings 	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.		
Curriculum concept links						
Wider curriculum writing opportunities						
Suggested wider reading						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1						
Units Key texts (fiction) Key topics (non-fiction)	Lists, Labels, Captions (Y1 Transition unit – label classroom) (Captions - Traction Man) Stories by a significant author – Mini Grey (Traction Man) *repetitive patterns Poems to recite x2 (Nursery rhymes)	Traditional Tales <i>(Character profile/oral retelling)</i> (Little Red Riding Hood) Non-chronological report (e-book Totally Thames) Re-count- timelines (River Thames Boat Trip - trip recount)	Stories with a pattern Captain Jack and the Pirates The Best Pirate Instructions (How to make a pirate eye-patch)	Re-count- timelines (topic link, Dougal's Deep-Sea Diary) Sound and rhythm poetry Rhythm of the bridge Michael Rosen The sound collector Fantasy stories (Atlantis) (Dougal's Deep-Sea Diary)	Traditional Tales (Jack & the Beanstalk) Non-chronological reports (linked to topic – Science –Plants Broad beans)	Stories from other cultures (Too Much Talk) (No Dinner!) *repetitive patterns Instructions (Fruit Salad / Fruit kebabs linked to Computing)
Cross-curricular writing		Re-count- timelines x1 (River Thames Boat Trip - trip recount)		Character/person profile? – Jacques Cousteau	Instructions – how to grow a bean plant	
Wider reading	/Biscuit Bear/The Dish and The Spoon)	Non-fiction about wolves and forests. Totally Thames link: Peppa Goes to London, Katie in London	Ten Little Pirates	Manfish –shared reading (This is the Reef, Commotion in the Ocean shared reading) Non-fiction about ocean: ocean	Other TT: The gingerbread boy, Hansel and Gretel, Rapunzel Non-fiction about growing plants	Handa's Surprise
Year 2						
Units	Significant Author Narrative x3	Non-chronological reports x3	Classic Poetry x2	Stories set in familiar settings x3	Extended Stories x3 The Blue Penguin	Advert/poster – persuasion x2 – Link



Key texts (fiction) Key topics (non-fiction)	The Snail and the Whale (Julia Donaldson) Fablesx2 – Aesop’s Fables then Grendel – a cautionary tale about chocolate Poems based on a topic or theme x2 Theme – ‘The Night Sky’ Poetry week – National Poetry Day	(topic linked) The Great Fire of London / Past & present (Houses, Putting out fires, Transport) Traditional Tales with a twist x3 (The three little pigs – The true story of the Wolf, The three little wolves and the big bad pig) Recount letters x1 (link to trad. tales – letter from the wolf)	(The Owl and the Pussycat/Macavity by Ted Hughes) Non-chronological reports (Linked to topic) Types of transport	The Disgusting Sandwich (THEP unit) – incl. non-fiction (adverts/poster – persuasion) Instructions x2 How to make a sandwich (link to DT)	Instructions x2 How to grow your own food from seed to plate! (Tomatoes? A whole salad?) (link to Science & DT)	to topic - travel agents Poems with a structure x2 – riddles (link to Science – living things in their habitats?)
Cross-curricular writing		Biography – Charles McIntosh - Science	Recount – letters (trip?) Biography – Amelia Earhart	Explanation x2 (How to keep healthy – link to Science and PSHE)	Non-chron reports – Science – Living things and their habitats	
Wider reading	*Lauren Child – We completely must go to London (Shared Reading) *Pesky Rat *Anansi – fables/BHM					
Year 3						
Units Key texts (fiction) Key topics (non-fiction)	Narrative (significant author) x3 Anthony Browne Into the forest	Fairy Tales x3 The Frog Prince, Continued Recount - Diaries x2 Linked to The Frog Prince, Continued	Recount: Biography x2 (Linked to topic/BHM e.g. Mo Farah) Narrative –	Non-chronological reports x3 Mythical Dragons (Pie Corbett TfW) Poems with a structure (Shape poetry) x1	Narrative x3 Flat Stanley Explanation x3 Persuasion x2	Legends x4 (The adventures of Robin Hood - Marcia Williams)



	Poems based on a theme x2	Playscripts x2 (through Y3/4 performance in this term & guided reading throughout the year)	Adventure x4 Julian Secret Agent	Based on the Stone age Discussion (debate: for and against) x2 Linked to Topic	Letters (linked to Swimming)	Classic Poetry for performance x2 The Mad Gardner's song
Cross-curricular writing		Revisit biographies as part of Victorian topic		Revisit instructions – DT - sandwiches	Revisit persuasion (letters)	Revisit non-chron reports/information text writing in Science or topic
Wider reading	Oliver Twist		The Stone age boy The Witches		Firework Makers Daughter	
Year 4						
Units Key texts (fiction) Key topics (non-fiction)	Fairy Tales x3 (The Stinky Cheese Man) Poems on a theme/poems with different structures x2 (Shape poetry/calligrams)	Issues/ Dilemmas x3 (Bill's New Frock) Discussion (debate/report) x2 (link to Bill's New Frock or topic) Non-chronological report x2 (link to topic – outcome – information book)	Poems with a structure (Kennings, Haikus etc.) x2 (CLPE unit) Persuasion x2 (link to topic) Explanation x2 (Shirt Machine)	Fantasy x3 (The Iron Man) Film & Playscript x1 (The Iron Man) Playscripts x1 (linked to LKS2 performance, revisit throughout the year in guided reading)	Novel by a significant author x4 (The High Rise Mystery) Recount x2 (newspaper) (Topic/Sports Day)	Classic poetry x1 Myths x4 (Marcia Williams) 'Information booklets – collection of non-fiction text-types' Topic x2
Cross-curricular writing	Recounts – linked to a trip/visit	Revisit – recounts (diaries) from Y3 linked to topic	Instructions (link to DT/topic – making sandwiches)	Revisit non-chron reports/information writing - topic	Revisit explanation texts in topic/Science – living things and their habitats	
Wider reading	Oliver Twist		The Stone age boy			Myths



Year 5						
Units Key texts (fiction) Key topics (non-fiction)	<u>Friend or Foe</u> <u>War poetry</u>	Narrative/Poetryx4 (The Highway Man) Debate x1 (Linked to the War)	Non-fiction x 2 Related to Anglo Saxons Ghost stories x4 (Room 13)	Non-fiction x 4 Play scripts	Stories from other cultures. The girl who stole an elephant Newspaper reports x3 GR Ancient Greece - Non Fiction	Narrative and Non-fiction x4 How to train your Dragon Poetry- Figurative language and Imagery x1
Cross-curricular writing	Create a fact file/poster on chosen animal (science) History – letter writing Newspaper compare accounts of same subject E book Newspaper report linked to WWII Use real articles from the actual event. (1 week) GR Diary of Anne Frank 2 wks	Debate – Linked to WW2 is war ever justified? – 1 week Debate Space travel – Space travel – is it a waste of money? BHM/GR Newspaper reports – then and now – Windrush3 wks	Anglo Saxons Time traveller Information booklet linked to the Anglo Saxons GR – Anglo Saxon text books, gathering information for booklet 2 wks	Instructions – how to make bread Persuasion radio or TV broadcast Create adverts to go with the play 1 week GR – Looking at adverts Research Scandinavia	geography (on going) Debate – Linked to the Girl who stole an Elephant 1 week – All stealing is a criminal offense Newspaper report linked to The who stole an Elephant – reports on poaching	Research on Dragons and instruction writing Advert Promoting culture and leisure in Greece 2 weeks Biography - Art GR: Reading biographies of different artists GR: Greece-researching countries on same latitude Video outcome – Ancient Greece documentary



Wider reading	Letters from the light house – Emma Carroll Once – Morris Gleitzman When Hitler Stole Pink Rabbit – Judith Kerr	Shield Maiden by Richard Denning Saxon Tales by Terry Deary	How to train your Dragon 2
----------------------	---	--	----------------------------

Year 6

Units Key texts (fiction) Key topics (non-fiction)	Friend or Foe (4 weeks) Setting description Letter Short story (sequel) Dialogue moving along action EAL - dialogue Classic Poetry Tennyson (2 weeks) The Lady of Shallot Reading Focus	Cogheart (6 weeks) Diary entry Recount Character description Newspaper report Balanced argument/ Discussion	Alma (4 weeks) - suspense story (based on a video) Character description – about an invented character Writing our own suspense story	Clockwork (4 weeks) Character description W@GD: Kalmenius from the perspective of Karl and Fritz Drama – balancing dialogue and action Story embracing cultural references - dialogue Poetry (1 week) personification - City Jungle- Pie Corbett – Writing Focus Cross-curricular Writing in D&T: (2 weeks) Instructions Linked to pizza in D&T Instructions for making a pizza Video outcome also?	Explanations (3 weeks) About fictional animals (dinosaurs) Biographies - linked to Science (3 weeks) Write a biography about A lesser known Scientist GR Ancient Greece - Non Fiction	Play scripts (3 weeks)- end of year production
---	---	--	---	---	---	---



Cross-curricular writing	<p>Persuasive essay- Should children be evacuated Explanation linked to Science</p> <p>Discussion text linked to World War 2</p> <p>Should children be evacuated?</p> <p>Discussion in P4C. Arguments generated during topic lessons. Research around the subject in Guided Reading</p> <p>This will inform 1 week English unit</p>	<p>Newspaper report-linked to world war 2</p> <p>Journalistic Writing – Newspaper report linked to World War 2</p> <p>VE Day announcement</p> <p>Children to then record a radio advert on iMovie</p> <p>Content gathered during topic lessons</p> <p>This will inform 2 week English unit</p>	<p>Newspaper report linked to topic – blitz?</p>	<p>Biography of a lesser known Scientist who “breaks the mould” (2 weeks)</p> <p>Research to be done in Science lessons. This will inform 3 week English unit.</p> <p>Texts: Women in Science: 50 Fearless Pioneers Who Changed the World</p>	<p>Explanations – About fictional animals</p> <p>Link to Living Things and Their Habitats (children will also have knowledge from Evolution)</p> <p>Gathering content during Guided Reading sessions</p> <p>Reading examples of non-fiction texts describing animals e.g. Highest Mountain, Deepest Ocean</p> <p>This will then inform 2 week English unit</p>	<p>Advert Promoting culture and leisure in Greece 2 weeks</p> <p>Biography - Art GR: Reading biographies of different artists GR: Greece-researching countries on same latitude</p> <p>Video outcome – Ancient Greece documentary</p>
Wider reading			<p>Finish Cogheart</p> <p>Moonlocket</p>	<p>Moonlocket</p>	<p>Playscript</p>	<p>Playscript</p>
<p>EYFS - CYCLES A AND B (Please see separate EYFS Subject overview for further detail)</p>	<p>What skills do we want children to develop across topics in the EYFS? (Birth to 5 Matters, Ranges 4,5,6): Communication & Language, Literacy</p>					
Communication & Language Listening & attention	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Listen to rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language 					
Communication & Language Understanding	<ul style="list-style-type: none"> • Understands questions such as who; why; when; where and how • Understands a range of complex sentence structures including negatives, plurals and tense markers • Make comments about what they have heard and ask questions to clarify their understanding 					



<p>Communication & Language Speaking</p>	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Links statements and sticks to a main theme or intention • Beginning to use a range of tenses
<p>Literacy Reading</p>	<ul style="list-style-type: none"> • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently
<p>Literacy Writing</p>	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

