

Nursery A		
<p><b>TERM 1</b> All about me Dinosaurs The Jolly Postman</p>	<p><b>TERM 2</b> People Who Help Us Animals</p>	<p><b>TERM 3</b> Castles Water - Pirates and Mermaids Superheroes</p>
<p>Brown Bear, brown bear what do you see? Polar Bear, Polar Bear what do you hear?</p> <p>Ten Little Dinosaurs Tyrannosaurus Drip Dinosaur Roar Harry and his Bucketful of Dinosaurs Dinosaurs love Underpants</p> <p>Cinderella Jack and the Beanstalk Little Red Riding Hood The Three Bears The Three Little Pigs The Jolly Postman The Jolly Christmas Postman Each Peach Pear Plum</p>	<p>Rumble in the Jungle Dear Zoo Monkey Puzzle Night Monkey, Day Monkey Farmer Duck Pig in the Pond</p>	<p>Cinderella The Cook and the King St. George and the Dragon Little Princess Series Zog</p> <p>Ten Little Pirates Pirates Love Underpants The Little Mermaid The Singing Mermaid</p> <p>Ten Little Superheroes</p>
Nursery B		
<p><b>TERM 1</b> All about me Dinosaurs The Jolly Postman</p>	<p><b>TERM 2</b> Frozen (winter) Bear stories</p>	<p><b>TERM 3</b> Growing (mini-beasts) Under the Sea Superheroes</p>
<p>Brown Bear, brown bear what do you see? Polar Bear, Polar Bear what do you hear?</p> <p>Ten Little Dinosaurs Tyrannosaurus Drip Dinosaur Roar Harry and his Bucketful of Dinosaurs</p>	<p>Frozen The Snowman The Snowy Day</p> <p>We're Going on a Bear Hunt Goldilocks and the Three Bears Peace at Last</p>	<p>The Very Hungry Caterpillar The Bad Tempered Ladybird Aaargh Spider! What the Ladybird Heard The Very Quiet Cricket</p> <p>Tiddler</p>

<p>Dinosaurs love Underpants</p> <p>Cinderella Jack and the Beanstalk Jim and the Beanstalk Little Red Riding Hood The Three Bears The Three Little Pigs The Jolly Postman The Jolly Christmas Postman Each Peach Pear Plum</p>	<p>Can't you Sleep Little Bear Old Bear</p>	<p>Commotion in the Ocean Sharing a shell Fidgety fish Rainbow Fish</p> <p>Ten Little Superheroes</p>
<p><b>Key 'must have' reads for Nursery (RWI and Pie Corbett's Reading Spine):</b></p> <p>A Dark, Dark Tale - Ruth Brown Avocado Baby - John Burningham Dear Zoo- Rod Campbell Each Peach Pear Plum - Janet and Allan Ahlberg Five Minute's Peace - Jill Murphy Funnybones- Janet and Allan Ahlberg Goodnight Moon - Margaret Wise Brown Gorilla - Anthony Browne Guess How Much I Love You-Sam McBratney Hairy Maclary- Lynley Dodd Hug- Jez Alborough Jasper's Beanstalk- Nick Butterworth Little Rabbit Foo Foo - Michael Rosen Lost and Found - Oliver Jeffers Meg and Mog - Helen Nicoll Mr Gumpy's Outing - John Burningham Not Now, Bernard - David McKee</p>	<p>Odd Dog Out - Rob Biddulph Oi Frog! - Kes Gray Owl Babies- martin Waddell Peace at Last - Jill Murphy Rosie's Walk - Pat Hutchins Spinderella - Julia Donaldson Stick Man - Julia Donaldson The Snail and the Whale - Julia Donaldson The Tiger Who came to Tea - Judith Kerr The Very Hungry Caterpillar- Eric Carle There's a Monster in Your Book - Tom Fletcher There Was an Old Lady Who Swallowed a Fly - Pam Adams They all Saw a Cat - Brendan Wenzel You Choose- Nick Sharatt We're Going on a Bear Hunt- Michael Rosen Where the Wild Things Are - Maurice Sendak Where's Spot? - Eric Hill</p> <p>Diverse and Inclusive: Baby Young Gifted Black- Jamia Wilson Baby Goes to Market- Atinuke My First Heroes Eco Warriors- Greta Thunberg and Isatou Caesay Whose Toes are Those? - Jabari Asim</p>	

	Whose Knees are These?- Jabari Asim
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Reception						
	Ourselves	What's in the Wood?	Animals	Transport and Space	Minibeasts and Growing	Holidays and the World
		We're Going on a Bear Hunt- Michael Rosen Perfectly Norman- Tom Percival	I Wanna Iguana- Karen Kaufman Orloff (NF- persuasion) Rainbow Fish- Marcus Pfister Penguins (NF- fact file)	On Sudden Hill- Benji Davies Pig's Might Fly- Jonathan Emmett	Sam and Dave Dig a Hole- Mac Barnett Jack and the Jellybean Stalk- Rachael Mortimer How to Make a Chocolate Mug Cake (instructions)	If Sharks Disappeared (NF) Handa's Surprise- Eileen Brown Ruby's Worry- Tom Percival
	<b>Key 'must have' reads for Reception (Pie Corbett's Reading Spine):</b> Owl Babies- Martin Waddell The Gruffalo- Julia Donaldson Handa's Surprise- Eileen Brown Mr Gumpy's Outing- Jon Burningham Six Dinner Sid- Inga Moore Mrs Armitage on Wheels- Quentin Blake Whatever Next!- Jill Murphey Farmer Duck- Martin Waddell Sshh- Sally Grindley			<b>Diverse and inclusive books for Reception:</b> So Much- Trish Cooke Astro Girl- Ken Wilson-Max Shu Lin's Grandpa- Matt Goodfellow Pablo's Feelings- Pablo What Happened to You? – James Catchpole It's a No Money Day- Kate Milner The Girl Who Thought in Pictures- Julie Finley Baby Young Gifted and Black- Jamia Wilson Hair Love- Matthew A. Cherry It's Your World Now- Barry Falls To Market! To Market! Anushka Ravishanker Odd Dog Out- Rob Biddulph The Great Big Book of Families- Mary Hoffman		
Writing: composition	Write simple sentences which can be read by themselves and others.  Use <b>and</b> orally to join two ideas. Begin to use <b>but</b> , <b>so</b> , and <b>or</b> in spoken sentences.					

## Spelling

Use phonic knowledge to write words in ways which match spoken sounds.  
Some words are spelt correctly and others are phonetically plausible.  
Write some common irregular words.

Year 1

Topic	Text type	Text unit 2021-2022	Other key texts	'Must Have' reads (based on Pie Corbett's Reading Spine)
Autumn 1 What is Your Favourite Story?	Narrative	EYFS unit- Bear Hunt		Peace at Last – Jill Murphy Can't You sleep Little Bear- Martin Waddell Where the Wild Things Are- Maurice Sendak The Elephant and the Bad Baby- Raymond Briggs Avocado Baby- John Birmingham The Tiger Who Came to Tea- Judith Kerr Lost and Found- Oliver Jeffers Beegu- Alexis Deacon Dogger- Shirley Hughes Cops and Robbers- Alan and Janet Ahlberg Elmer- David McKee
	Narrative	EYFS unit- Handa's Surprise		
	Narrative	EYFS unit- Ruby's Worry		
Autumn 2 Where do we live?	Recount	Recount-Our Trip to the Woods Outcome: recount of trip to the library	Bear Shaped- Dawn Coulter (neurodiversity) The House that Once Was- Julie Fogliano	<b>Longer and chapter books:</b>
	Poetry (list poem)	Firework night Outcome: own firework poem		
	Adventure	The Queen's Hat- Steve Antony		
Spring 1 What is it? (dinosaurs and other animals)	Narrative (science fiction)	The Way Back Home- Oliver Jeffers	Little People, Big Dreams (Mary Anning) Look Up- Nathan Byron (BAME main character) An Alien in the Jam Factory- Chrissie Sains (medical conditions) Captain Flinn and the Pirate Dinosaurs- Giles Andreas Life on Earth: Dinosaurs- Heather Alexander (NF)	The Owl who was Afraid of the Dark-Jill Tomlinson Harry the Poisonous Centipede- Lynne Reid Banks Daisy and the Trouble With Chocolate-Kos Gray Mr Majeika-Humphrey Carpenter Sophie's Adventures- Dick King Smith
	Persuasive leaflet	Ice Planet Adventure Park Outcome: Leaflet for a dinosaur theme park		
	Traditional tale	Pinocchio-Carlo Collodi		

			The Dinosaur who lost her voice- Julie Ballard Mad About Dinosaurs- Giles Andreae (poetry)	
Spring 2 How do we get there?	Narrative	The Train Ride- June Crebbin	Nimesh the Adventurer- Ranjit Singh (BAME main character) Polonius the Pit Pony- Richard O'Neil (Cultural diversity) Milo Imagines the World- Matt de la Pena (different types of families) Naughty Bus – Jan and Jerry Oke All Aboard for the BoBo Road- Stephen Davis (Cultural diversity) Emma Jane's Aeroplane -Katie Haworth	
	Narrative	Grandad's Island- Benji Davis		
Summer 1 How do we Communicate?	Poetry (rhyming)	When I am by myself	Lailah's lunchbox: A Ramadan Story – Faruqi (cultural diversity) I am Helen Keller- Brad Melzer (real life heroes)	
	Narrative	Last Stop on Market Street-Matt de la Pena		
	Traditional tale	Little Red riding Hood- Lari Don		
Summer 2 What are the seasons?	Narrative (adventure)	Wombat Goes Walkabout-Michael Morpurgo	Gregory Cool- Caroline Binch (Cultural diversity) Lila and the Secret of the Rain- David Conway (Cultural diversity) Secrets of Winter- Carron Brown (NF) Why do Leaves Fall from the Tree- Ruth Owen (NF) The Growing Story- Ruth Krauss Hibernation Hotel- John Kelly (Lit Shed +)	
	Travel journal	On Safari Outcome: imaginative journal		
	Narrative (myth)	Song of the Sea		

Writing: composition	<b>Plan writing:</b> Say out loud what they are going to write about
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	<p><b>Drafting and writing:</b>  Compose a sentence orally before writing.  Sequence sentences to form short narratives.  <b>Re-read</b> what they have written to check that it makes sense.  <b>Discuss</b> what they have written with the teacher or other pupils.  <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.</p>	
Writing: Sentence structure	<p><b>Continue to embed:</b>  Write simple sentences which can be read by themselves and others. Begin to use <b>but, so, and or</b> in spoken sentences.</p>	<p><b>Teach:</b>  How words can combine to make sentences.  Joining words and joining sentences using <b>and</b>.</p>
Writing: Text structure	<p><b>Continue to embed:</b></p>	<p><b>Teach:</b>  Sequence sentences to form short narratives.</p>
Writing: Punctuation	<p><b>Continue to embed:</b></p>	<p><b>Teach:</b>  Separation of words with finger spaces.  Introduction to <b>capital letters, full stops, question marks and explanation marks</b> to demarcate sentences.  Capital letters for names and the <b>personal pronoun I</b>.</p>
Writing: Terminology	<p><b>Continue to embed:</b></p>	<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• <b>Letter, capital letter</b></li> <li>• <b>Word, singular, plural</b></li> <li>• <b>Sentence</b></li> <li>• <b>Punctuation, full stop, question mark, exclamation mark</b></li> </ul>
Writing: Spelling	<p><b>Continue to embed:</b>  Use <b>phonic knowledge</b> to write words in ways which match spoken sounds.  Some words are spelt correctly and others are <b>phonetically plausible</b>.  Write some common <b>irregular</b> words.</p>	<p><b>Teach:</b>  Spell words containing each of the 40+ <b>phonemes</b> taught already.  Spell <b>common exception</b> words.  Spell <b>days</b> of the week.  Name the letters of the <b>alphabet</b>:</p> <ul style="list-style-type: none"> <li>• Name in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Add <b>prefixes</b> and <b>suffixes</b>:</p> <ul style="list-style-type: none"> <li>• -s or -es</li> <li>• -un</li> <li>• -ing, -ed, -er and -est</li> </ul> <p>Write from memory simple sentences dictated by the teacher that include words using the phonemes and common exception words taught so far.</p>

Writing: Writerly techniques:		Use <b>onomatopoeia</b> to grab the reader's attention. Use <b>alliteration</b> to make writing interesting.
Vocabulary:		Use simple speech- like words. Use simple descriptive words (shape, colour, size, emotion)
Handwriting	<b>Continue to embed:</b>	<b>Teach:</b> <b>Sit</b> correctly at table, holding pencil comfortably and correctly. Begin to form <b>lower-case</b> letters in the correct direction, starting and finishing in the right place. Form <b>capital letters</b> . Form <b>digits</b> 0-9. Understand which letters belong to which handwriting <b>families</b> and practise these.

Year 2

Poetry for Y2 (Pie Corbett's Poetry Spine)	
The works KS1	Chosen by Pie Corbett
A First Poetry Book	Pie Corbett and Gaby Morgan
Crazy Mayonnaisy Mum	Julia Donaldson
Heard it in the Playground	Allan Ahlberg

Topic	Text type	Text unit 2021-2022	Whole Class Reading	Other key texts	Class texts
Autumn 1 Where does our food come from?	Lyrical explanation	In my Heart: A Book of Feelings- Jo Witek Outcome: explore how to be a good friend	The Secret Sky Garden- Linda Sarah and Fiona Lumbers (Lit Shed +)	The Last Wolf- Mini Grey Wangari's Trees of peace: A True Story from Africa (cultural diversity)	The Boy who Grew Dragons- Andy Shepherd
	Traditional tale	Little Red Riding Hood- Lucy Rowland	Town Mouse, Country Mouse- Libby Walden and Richard Jones (Lit Shed +)		
	Instructions	How to Make a Bird Feeder Outcome: instructions- how to make a hedgehog house			
Autumn 2 What makes a house a home?	Non-chronological report	Hibernation Outcome: non-chronological report based on Winter Sleep: A Hibernation Story	Toby and the Great Fire of London- Margaret Nash and Jane Cope (Lit Shed +)	Winter Sleep: A hibernation story Vlad and the Great Fire of London- Kate and Sam Cunningham The great Fire of London- Liz Gogerly (NF) In Every House on Every Street – Jess Hitchman and Lila La Beleine (different types of families)	Claude in the City- Alex Smith
	Diary	The Great Fire of London			
	Narrative	My Christmas Star- BBC			
Spring 1	Narrative	Stardust- Jeanne Wills			

What is it like to live in Uganda/Kenya?	Non-chronological report	Singapore Outcome: report on Uganda/Kenya Or Big Cats Outcome: report on African animal	Sleep Well, Siba and Saba- Nansubuga Nagayda (Lit Shed +)	Africa is Not a Country- Margy Burns Knight (cultural diversity) To Market, to Market (cultural diversity) Catch That goat! A Market Day in Nigeria- Polly Alakija	
	Adventure	The Owl Who was Afraid of the Dark-Jill Tomlinson			
Spring 2 What was it like long ago?	Legend	George and the Dragon- Christopher Wormwell	The Clockwork Dragon- Jonathan Emmett (Lit Shed +) Sir Scallywag and the Golden Underpants- Giles Andreae (Lit Shed +)	Bold Women in Black History -Biography of Mary Seacole	
	Recount	Neil Armstrong Outcome: recount on significant figure in history			
	Adventure	The Building Boy- Ros Montgomery and David Litchfield			
	Fable	The Crow's tale- Naomi Howarth			
Summer 1 What can you see around you?	Poetry (free verse)	If I Were in Charge of the World Outcome: If I were in charge of...	Jim and the Beanstalk- Raymond Briggs (Lit Shed +)		The Owl who was Afraid of the Dark-Jill Tomlinson
	Narrative	The Marvellous Fluffy Squishy Itty Bitty- Beatrice Alemanga	Poetry- Lonely Street- Francisco Lopez Merino (Opening Doors)		
	Persuasive letter	The Day the Crayons Quit-Drew Darwell Outcome: persuasive letter to get the chairs/tables back			
Summer 2 Do you find at the seaside?	Non-chronological report	Pirates Outcome: own report on pirate ship foods and jobs	The Pirates Next Door- Jonny Duddle (Lit Shed +)	Flotsam- David Wiesner	Oliver and the Seawigs

	Biography	Grace Darling-rescue at sea	Poetry- Slowly the Tide Creeps up the Sand- James Reeves (Opening Doors)	A Planet Full of Plastic and How you Can Help- Neal Layton (NF) One Plastic Bag- Miranda Paul (Cultural diversity) The Secret of Black Rock	
	Poetry (humorous)	Desk Diddler Outcome: own fiddling poem			

Writing: composition	<p><b>Continue to embed:</b> <b>Plan writing:</b> Say out loud what they are going to write about <b>Drafting and writing:</b> Compose a sentence orally before writing. Sequence sentences to form short narratives. <b>Re-read</b> what they have written to check that it makes sense. <b>Discuss</b> what they have written with the teacher or other pupils. <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b>Teach:</b> <b>Plan writing:</b> Write ideas and/or key words including new vocabulary. <b>Drafting and writing:</b> Encapsulate what they want to say sentence by sentence. Make <b>additions, revisions and corrections</b> to their own writing by:</p> <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher or other pupils.</li> <li>Re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul> <p><b>Proof-read</b> what they have written to check for errors in spelling, grammar and punctuation. <b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.</p>
Writing: Sentence structure	<p><b>Continue to embed:</b> How words can combine to make sentences. Joining words and joining sentences using <b>and</b>.</p>	<p><b>Teach:</b> <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but). <b>Expanded noun phrases</b> for description and specification. The function of a sentence as a <b>statement, question, exclamation or command</b>. Begin sentences with an <b>adverb/adverbial phrase</b> and reposition in different places within the sentence e.g. 'ly' word, quickly</p>
Writing: Text structure	<p><b>Continue to embed:</b> Sequence sentences to form short narratives.</p>	<p><b>Teach:</b> Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing. Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p>
Writing: Punctuation	<p><b>Continue to embed:</b> Separation of words with finger spaces.</p>	<p><b>Teach:</b></p>

	Introduction to <b>capital letters, full stops, question marks</b> and <b>explanation marks</b> to demarcate sentences. Capital letters for names and the <b>personal pronoun I</b> .	Use of <b>capital letters, full stops, question marks</b> and <b>explanation marks</b> to demarcate sentences. <b>Commas</b> to separate items in a list. <b>Apostrophes</b> to mark where letters are missing in to mark singular possession in nouns.
Writing: Terminology	<b>Continue to embed:</b> <ul style="list-style-type: none"> <li>• <b>Letter, capital letter</b></li> <li>• <b>Word, singular, plural</b></li> <li>• <b>Sentence</b></li> <li>• <b>Punctuation, full stop, question mark, exclamation mark</b></li> </ul>	<b>Teach:</b> <ul style="list-style-type: none"> <li>• <b>Noun, noun phrase</b></li> <li>• <b>Statement, command, exclamation, question</b></li> <li>• <b>Compound, suffix</b></li> <li>• <b>Tense (past, present)</b></li> <li>• <b>Apostrophe, comma</b></li> </ul>
Writing: Writerly techniques	<b>Continue to embed:</b> Use <b>onomatopoeia</b> to grab the reader's attention. Use <b>alliteration</b> to make writing interesting.	<b>Teach:</b> Use <b>rhyme</b> for effect e.g. He was snoring and roaring. Use <b>repetition</b> in a basic way that follows story models e.g. run, run, as fast as you can.
Vocabulary	Use simple speech- like words. Use simple descriptive words (shape, colour, size, emotion)	Choose words appropriate to the writing. Construct sentences that include adjectives, adverbs and precise verbs.
Writing: Spelling	<b>Continue to embed:</b> Spell words containing each of the 40+ <b>phonemes</b> taught already. Spell <b>common exception</b> words. Spell <b>days</b> of the week. Name the letters of the <b>alphabet:</b> <ul style="list-style-type: none"> <li>• Name in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> </ul> Add <b>prefixes</b> and <b>suffixes:</b> <ul style="list-style-type: none"> <li>• -s or -es</li> <li>• -un</li> <li>• -ing, -ed, -er and -est</li> </ul> Write from memory simple sentences dictated by the teacher that include words using the phonemes and common exception words taught so far.	<b>Teach:</b> Spell by segmenting words into <b>phonemes</b> and representing these by <b>graphemes</b> , spelling many correctly. Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known and learn some words with each spelling, including a few common homophones. Spell <b>common exception</b> words. Spell more words with <b>contracted</b> forms. Distinguish between <b>homophones</b> and near homophones. Add <b>suffixes</b> to spell longer words: -ment, -ness, -ful, -less and -ly. Write from memory simple sentences dictated by the teacher that include words using the phonemes and common exception words and punctuation taught so far. Spell words using the possessive apostrophe (singular).
Handwriting	<b>Continue to embed:</b> <b>Sit</b> correctly at table, holding pencil comfortably and correctly.	<b>Teach:</b> Form <b>lower case</b> letters of the correct size relative to one another.

	<p>Begin to form <b>lower-case</b> letters in the correct direction, starting and finishing in the right place.</p> <p>Form <b>capital letters</b>.</p> <p>Form <b>digits</b> 0-9.</p> <p>Understand which letters belong to which handwriting <b>families</b> and practise these.</p>	<p>Start using some of the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Write <b>capital letters</b> in the correct size, orientation and relationship to one and other and to lower case letters.</p> <p>Use <b>spacing</b> between words that reflects the size of the letters.</p> <p>Write <b>digits</b> of the correct size and orientation.</p>
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Year 3

Poetry for Y3 (Pie Corbett's Poetry Spine)	
Paint Me a Poem	Grace Nichols
Quick, Let's Get out of Here	Michael Rosen
The World's Greatest Space Cadet	James Carter
The Puffin Book of Utterly Brilliant Poetry	

Topic	Text type	Text unit 2021-2022	Whole Class Reading	Other key texts- wider curriculum	Class novels
Autumn 1 What changed from the Stone Age to the Iron age?	Story	Stone Age Boy-Satoshi Kitamura	Stone Age Boy-Satoshi Kitamura (Lit Shed +)  Stig of the Dump (Lit Shed +)	The Secrets of Stonehenge- Mick Manning The Stone age: Hunters, Gatherers and Woolly Mammoths-Marcia Williams (NF) How to Wash a Woolly Mammoth-Michelle Robinson The History Detective Investigates: Stone age to Iron Age- Clare Hibbert	The Boy with the Bronze Axe: Skara Brae – Kathleen Fidler
	Persuasive brochure	Skara Brae Outcome: persuasive visitor brochure for Stonehenge			
	Story	Star in the Jar- Sam Hay			
Autumn 2 Are you What you Eat?	Comedy	The Incredible Book Eating Boy-Oliver Jeffers	A Bear Called Paddington- Michael Bond (Lit Shed +)	Life on Earth: Human Body-Heather Alexander	The Astounding Broccoli Boy- Frank Cottrell Boyce
	Non-chronological report	Skeletons and muscles Outcome: plan and write a non-chronological report on teeth			
	Poetry	Autumn is here Outcome: own autumn poem	Poetry- Chocolate Cake- Michael Rosen		

Spring 1 How were the pyramids built?	Traditional tale	The true Story of the Three Little Pigs- Jon Scieszka	Arthur and the Golden Rope- Joe Todd Stanton (Lit Shed +)	The Egyptian Cinderella- Shirley Climo So You Think You've Got it Bad: A Kid's Life in Ancient Egypt- Chae Strathie Ancient Egypt: Tales of Gods and Pharoes- Marcia Williams	
	Diary	Secrets of a Sun King- Egyptians (Y4 unit)			
	Suspense	The Wolves in the Walls- Neil Gaiman			
	Story	Star in the Jar- Sam Hay			
Spring 2 Where are the world's most famous landmarks located?	Explanation	Street Beneath my Feet- Charlotte Guillain and Yuval Zommer Outcome: explanation about layers of soil and rock	The Train to Impossible Places- P.G. Bell (Lit Shed +)	The Pebble in my Pocket: A History of our Earth- Meredith Hooper The Rock Factory: A Story about Rocks and Stones- Jacqui Bailey	
	Non-chronological report	Earthquakes			
	Traditional tale	The Happy Prince- Jane Ray			
	Story	The Blue Umbrella-Pixar			
Summer 1 What do we know about ancient civilisations?	Instructions	My Strong Mind-Niels Van Hove Outcome: instructions on creating a strong mind based on commitment and confidence	Harley Hitch and the Iron Forest- Vashti Hardy (Lit Shed +)	Shang Dynasty China (Great Civilisations)- Tracey Kelly The Willow Pattern Story- Allan Drummond Daily Life in Ancient Sumer- Nick Hunter Stories From the Silk Road-Cherry Gilchrist	
	Traditional tale	The Magic Paintbrush- Julia Donaldson			
	Poetry	I asked the little boy who couldn't see			
Summer 2 How can we make a difference?	Tragedy	Flood- Alvaro F. Villa		Wangari's Tree of Peace: A True Story from Africa-	Bloom- Nicola Skinner
	Persuasive advert	An alternative to plastic straws			

	Adventure	The Secret of Black Rock- Joe Todd-Stanton	Poetry- Life Doesn't Frighten Me at All- Maya Angelou	Jeanette Winter (cultural diversity) The Great Kapok Tree- Lynne Cherry	
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Writing: composition	<p><b>Continue to embed:</b> <b>Plan writing:</b> Write ideas and/or key words including new vocabulary. <b>Drafting and writing:</b> Encapsulate what they want to say sentence by sentence. Make <b>additions, revisions and corrections</b> to their own writing by:</p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher or other pupils.</li> <li>• Re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul> <p><b>Proof-read</b> what they have written to check for errors in spelling, grammar and punctuation. <b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.</p>	<p><b>Teach:</b> <b>Plan writing:</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. <b>Drafting and writing:</b> Compose and rehears sentences orally, including dialogue, progressively building a rich and varied vocabulary and increasing range of sentence structures. Organise <b>paragraphs</b> around a theme. In <b>narratives</b> create settings, characters and plot. In <b>non-narratives</b> use simple organisational devices such as <b>headings</b> and <b>sub-headings</b>. Evaluate and edit: Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <b>Proof read</b> for spelling and punctuation errors. <b>Read aloud</b> their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Writing: Sentence structure	<p><b>Continue to embed:</b> Joining words and joining sentences using <b>and</b>. <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but). <b>Expanded noun phrases</b> for description and specification.</p>	<p><b>Teach:</b> Use <b>adverbs/adverbial phrases</b> that position in time e.g. then next, soon, later that day, as dawn broke. Use <b>adverbs/adverbial phrases</b> that build a relationship or 'cause' e.g. therefore, as a result. Expressing time, place and cause using <b>conjunctions, adverbs</b> or <b>prepositions</b>.</p>

	<p>The function of a sentence as a <b>statement, question, exclamation</b> or <b>command</b>.</p> <p>Begin sentences with an <b>adverb/adverbial phrase</b> and reposition in different places within the sentence e.g. 'ly' word, quickly</p>	
Writing: Text structure	<p><b>Continue to embed:</b></p> <p>Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p>	<p><b>Teach:</b></p> <p>Introduce and use <b>paragraphs</b> as a way to group related material and ideas around a theme.</p> <p><b>Headings</b> and <b>sub-headings</b> to aid presentation.</p> <p>Use of the <b>present perfect</b> form of verbs instead of the simple past.</p>
Writing: Punctuation	<p><b>Continue to embed:</b></p> <p>Capital letters for names and the <b>personal pronoun I</b>.</p> <p>Use of <b>capital letters, full stops, question marks</b> and <b>explanation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in to mark singular possession in nouns.</p>	<p><b>Teach:</b></p> <p>Introduction and use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p>
Writing: Writerly techniques	<p><b>Continue to embed:</b></p> <p>Use <b>onomatopoeia</b> to grab the reader's attention.</p> <p>Use <b>alliteration</b> to make writing interesting.</p> <p>Use <b>rhyme</b> for effect e.g. He was snoring and roaring.</p> <p>Use <b>repetition</b> in a basic way that follows story models e.g. run, run, as fast as you can.</p>	<p><b>Teach:</b></p> <p>Write sentences that use <b>repetition</b> of key words for impact e.g. He ran and ran. He ran until his bones ached.</p> <p>Use the word 'like' to build a <b>simile</b> e.g. Her eyes were like deep pools.</p>
Vocabulary	<p><b>Continue to embed:</b></p> <p>Use simple speech- like words.</p> <p>Use simple descriptive words (shape, colour, size, emotion)</p> <p>Choose words appropriate to the writing.</p> <p>Construct sentences that include adjectives, adverbs and precise verbs.</p>	<p><b>Teach:</b></p> <p>Choose words because of the effect they will have on the reader.</p>
Writing: Terminology	<p><b>Continue to embed:</b></p> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• noun, noun phrase</li> <li>• Statement, command, exclamation, question</li> <li>• Compound, suffix</li> <li>• Tense (past, present)</li> </ul>	<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Preposition, conjunction</li> <li>• Word family, prefix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Consonant, vowel</li> <li>• Inverted commas</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Apostrophe, comma</b></li> </ul>	
<p>Writing: Spelling</p>	<p><b>Continue to embed:</b>          Spell by segmenting words into <b>phonemes</b> and representing these by <b>graphemes</b>, spelling many correctly.          Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.          Spell <b>common exception</b> words.          Spell more words with <b>contracted</b> forms.          Distinguish between <b>homophones</b> and near homophones.          Add <b>prefixes</b> and <b>suffixes</b> to spell longer words: -s or -es, -un, -ing, -ed, -er, -est, -ment, -ness, -ful, -less and -ly.          Spell words using the possessive apostrophe (singular).          Spell <b>days</b> of the week.          Write from memory simple sentences dictated by the teacher that include words using the phonemes and common exception words and punctuation taught so far.</p>	<p><b>Teach:</b>          Spell further <b>homophones</b>.          Spell words that are often misspelt.          Use the first two or three letters in a word to check its meaning in a dictionary.          Use further <b>prefixes</b> and <b>suffixes</b> and understand how to add them.          Write from memory simple sentences dictated by the teacher that include taught words and punctuation.          Place the possessive apostrophe accurately in words with regular and irregular plurals.</p>
<p>Handwriting</p>	<p><b>Continue to embed:</b>          Form <b>lower case</b> letters of the correct size relative to one another.          Start using some of the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left un-joined.          Write <b>capital letters</b> in the correct size, orientation and relationship to one and other and to lower case letters.          Use <b>spacing</b> between words that reflects the size of the letters.          Write <b>digits</b> of the correct size and orientation.</p>	<p><b>Teach:</b>          Use the <b>diagonal</b> and <b>horizontal</b> strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.          Increase the legibility quality and consistency of handwriting.</p>

Year 4

Poetry for Y4 (Pie Corbett's Poetry Spine)	
Deep in the Green Wood	Wes Magee
Hot Like Fire	Valerie Bloom
Hello H2O	John Agard
Sensational	Chosen by Roger McGough

Topic	Text type	Text-unit 2021-2022	Whole Class Reading	Other key texts-wider curriculum	Class novels
Autumn 1 What did the Ancient Greeks do for us?	Myth	Theseus and the Minotaur-retold by Hugh Lupton and Daniel Morgan (Y3 unit)	Leo and the Gorgon's Curse- Joe Todd-Stanton (Lit Shed +)	Greek Myths- Marcia Williams	Beasts of Olympus: Beast Keeper- Lucy Coates and David Roberts  Who Let the Gods Out?-Maz Evans
	Adventure	Charlie and the Chocolate Factory-Roald Dahl	Poetry- The Foresakenb Merman-Matthew Arnold (Opening Doors)		
	Explanation	Digestion explanation-Gut Garden			
Autumn 2 Why do people explore?	Non-chronological report	Emperor Penguins (Y5 unit)	The Butterfly Lion – Michael Morpergo (Lit Shed +)		
	Adventure	Journey- Aaron Becker	Shackleton's Journey- William Grill (Lit Shed +) NF		
	Fantasy	The Lost Thing- Shaun Tann	Poetry- Oh the Places you'll go- Dr Seuss		
Spring 1	Persuasive writing	Sicily Holiday brochure	The Lion's Slave- Terry Deary (Lit Shed +)	Escape from Pompeii- Christina Balit	Empire's End- A Roman Story- Leila

What was the Roman Empire?		Outcome: Write a brochure about modern day Rome	Poetry- Sound Collector-Roger MCGough	Meet the Ancient Romans- James Davies (NF)	Rasheed (BAME in British history)
	Poetry	Still I Rise- Maya Angelou Outcome: poem to show strength in adversity using the same structure			
	Diary	The Journal of Iliona-A Young Slave (Y3 unit)			
	Traditional tale	The Princess and the Pea-Lauren Child			
Spring 2 Could you survive?	Poetry	The River- Valerie Bloom Outcome: own poem about a volcano or earthquake	The Pebble in my Pocket, A history of our earth-Meredith Hooper	Earth Shattering Events- Sophie Williams and Robin Jacobs	
	Persuasive writing	Inviting an author into school Outcome: persuasive letter to an author of choice			
	Mystery	The Whale- Ethan and Vita Murrow			
Summer 1 How did invaders change Britain?	Playscript	The Plague	How to be a Viking- Cressida Cowell (Lit Shed +)  Thorfinn the Nicest Viking- David McPhail (Lit Shed +)	Beowulf (Usborne)-Rob Lloyd Jones King Arthur and the Knights of the Round Table- Marcia Williams The History Detective Investigates: Anglo-Saxons- Neil Tonge (NF)	The 1000-year-old Boy-Ros Welford There's a Viking in my Bed and Other stories- Jeremy Strong
	Mystery	The Great Chocoplot- Chris Callaghan			
	Science fiction	The Iron Man-Ted Hughes			
Summer 2 Why do we need water?	Newspaper report	The Creature Outcome: Newspaper report on plastic pollution (choose a creature damaged by pollution)	Flotsam-David Wiesner (lit Shed +)  Poetry- The Owl and the Pussycat- Edward Lear	Why Water's Worth it- Lori Harrison (NF) A River-Marc Martin	
	Story	Float- Daniel Miyares			

	Factual tour	Once Upon a Raindrop- James Carter Outcome: tour of school water use- link to work of Water Aid- assembly to rest of the school			
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Writing: composition	<p><b>Continue to embed:</b></p> <p><b>Plan writing:</b> Write ideas and/or key words including new vocabulary.</p> <p><b>Drafting and writing:</b> Encapsulate what they want to say sentence by sentence. Make <b>additions, revisions and corrections</b> to their own writing by:</p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher or other pupils.</li> <li>• Re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul> <p><b>Proof-read</b> what they have written to check for errors in spelling, grammar and punctuation. <b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.</p>	<p><b>Teach:</b></p> <p><b>Plan writing:</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.</p> <p><b>Drafting and writing:</b> Compose and rehears sentences orally, including dialogue, progressively building a rich and varied vocabulary and increasing range of sentence structures. Organise <b>paragraphs</b> around a theme. In <b>narratives</b> create settings, characters and plot. In <b>non-narratives</b> use simple organisational devices such as <b>headings</b> and <b>sub-headings</b>. Evaluate and edit: Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <b>Proof read</b> for spelling and punctuation errors. <b>Read aloud</b> their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Writing: Sentence structure	<p><b>Continue to embed:</b> Joining words and joining sentences using <b>and</b>. <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but). <b>Expanded noun phrases</b> for description and specification. The function of a sentence as a <b>statement, question, exclamation</b> or <b>command</b>.</p>	<p><b>Teach:</b></p> <p><b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases. <b>Fronted adverbials.</b> Use 'where' <b>adverbial phrases</b> in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.</p>

	<p>Expressing time, place and cause using <b>conjunctions, adverbs</b> or <b>prepositions</b>.</p> <p>Use <b>adverbs/adverbial phrases</b> that position in time e.g. then next, soon, later that day, as dawn broke.</p> <p>Use <b>adverbs/adverbial phrases</b> that build a relationship or 'cause' e.g. therefore, as a result. Expressing time, place and cause using <b>conjunctions, adverbs</b> or <b>prepositions</b>.</p>	<p>Use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.</p>
Writing: Text structure	<p><b>Continue to embed:</b></p> <p>Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p> <p>Introduce and use <b>paragraphs</b> as a way to group related material and ideas around a theme.</p> <p><b>Headings</b> and <b>sub-headings</b> to aid presentation.</p>	<p><b>Teach:</b></p> <p>Use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Use of the <b>present perfect</b> form of verbs instead of the simple past.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</p>
Writing: Punctuation	<p><b>Continue to embed:</b></p> <p>Capital letters for names and the <b>personal pronoun I</b>.</p> <p>Use of <b>capital letters, full stops, question marks</b> and <b>explanation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in to mark singular possession in nouns.</p> <p>Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p>	<p><b>Teach:</b></p> <p><b>Apostrophes</b> to mark plural possession.</p> <p>Use of commas after <b>fronted adverbials</b>.</p> <p>Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p>
Writing: Writerly techniques	<p><b>Continue to embed:</b></p> <p>Use <b>onomatopoeia</b> to grab the reader's attention.</p> <p>Use <b>alliteration</b> to make writing interesting.</p> <p>Use <b>rhyme</b> for effect e.g. He was snoring and roaring.</p> <p>Use <b>repetition</b> in a basic way that follows story models e.g. run, run, as fast as you can.</p> <p>Write sentences that use <b>repetition</b> of key words for impact e.g. He ran and ran. He ran until his bones ached.</p> <p>Use the word 'like' to build a <b>simile</b> e.g. Her eyes were like deep pools.</p> <p>Use the word 'as' to build a <b>simile</b> e.g. the train was as slow as a hearse.</p> <p>Use <b>metaphor</b> to create vivid images in the reader's mind.</p>	<p><b>Teach:</b></p> <p>Use the word 'as' to build a <b>simile</b> e.g. the train was as slow as a hearse.</p> <p>Use <b>metaphor</b> to create vivid images in the reader's mind.</p>
Vocabulary	<p><b>Continue to embed:</b></p>	<p><b>Teach:</b></p>

	<p>Use simple speech- like words.          Use simple descriptive words (shape, colour, size, emotion)          Choose words appropriate to the writing.          Construct sentences that include adjectives, adverbs and precise verbs. Choose words because of the effect they will have on the reader.          Make language choices that are interesting and varied.</p>	<p>Make language choices that are interesting and varied.</p>
<p>Writing: Terminology</p>	<p><b>Continue to embed:</b></p> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• Noun, noun phrase</li> <li>• Statement, command, exclamation, question</li> <li>• Compound, suffix</li> <li>• Tense (past, present)</li> <li>• Apostrophe, comma</li> <li>• Preposition, conjunction</li> <li>• Word family, prefix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Consonant, vowel</li> <li>• Inverted commas</li> <li>•</li> </ul>	<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Determiner</li> <li>• Pronoun, possessive pronoun</li> <li>• Adverbial</li> <li>• Simile</li> <li>• Metaphor</li> </ul>
<p>Writing: Spelling</p>	<p><b>Continue to embed:</b>          Spell by segmenting words into <b>phonemes</b> and representing these by <b>graphemes</b>, spelling many correctly.          Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.          Spell <b>common exception</b> words.          Spell more words with <b>contracted</b> forms.          Distinguish between <b>homophones</b> and near homophones.          Add <b>prefixes</b> and <b>suffixes</b> to spell longer words: -s or -es, -un, -ing, -ed, -er, -est, -ment, -ness, -ful, -less and -ly.          Spell words using the possessive apostrophe (singular).</p>	<p><b>Teach:</b>          Spell further <b>homophones</b>.          Spell words that are often misspelt.          Use the first two or three letters in a word to check its meaning in a dictionary.          Use further <b>prefixes</b> and <b>suffixes</b> and understand how to add them.          Write from memory simple sentences dictated by the teacher that include taught words and punctuation.          Place the possessive apostrophe accurately in words with regular and irregular plurals.</p>

	<p>Spell <b>days</b> of the week.  Write from memory simple sentences dictated by the teacher that include words using the phonemes and common exception words and punctuation taught so far.</p>	
Handwriting	<p><b>Continue to embed:</b>  Form <b>lower case</b> letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left un-joined.  Write <b>capital letters</b> in the correct size, orientation and relationship to one and other and to lower case letters.  Use <b>spacing</b> between words that reflects the size of the letters.  Write <b>digits</b> of the correct size and orientation.</p>	<p><b>Teach:</b>  Use the <b>diagonal</b> and <b>horizontal</b> strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.  Increase the legibility quality and consistency of handwriting.</p>

Year 5

Poetry for Y5 (Pie Corbett's Poetry Spine)	
Lost Magic	Brian Moses
The Magic Box	Kit Wright
Juggling with Gerbils	Brian Patten
The Works 4	Chosen by Pie Corbett and Gaby Morgan

Topic	Text type	Text unit 2021-2022	Whole Class Reading	Other key texts-wider curriculum	Class novels
Autumn 1 What is Islam and how did it begin?	Adventure	The Explorer- Katherine Rundell	Malala's Magic Pencil- Malala Yousafzai (Lit Shed +)  Poetry- Travel by Robert Louis Stevenson	Daily life in the Islamic Golden Age- Don Nardo The History Detective Investigates: Early Islamic Civilisation- Claudia Martin	
	Picture book	Gorilla- Anthony Browne			
	Mystery	The Nowhere Emporium- Ross McKenzie			
Autumn 2 What is it made from?	Fantasy	The Fantastic Flying Books of Mr Morris Lessmoor- Moonbot Studios	Boy in the Tower- Polly Ho-Yen (Lit Shed +)  Poetry- A Boy's Head by Miroslav Holub		
	Persuasive letter	Kick-Mitch Johnson Outcome: persuasive letter- use of fair-trade footballs			
	Story	The Present- Jacob Frey			
Spring 1 What was the Kingdom of Benin?	Picture book	Zoo- Anthony Browne	Holes- Louis Sashar (Lit Shed +)  Poetry- Ozymandias by Percy Bysshe Shelley	Diary of an Edo Princess-Fidelia Nimmons Kingdom of Benin Short Stories: Ehi and Uki	
	Balanced argument	Screen use Outcome: balanced argument- would you like to have lived in Benin?			
	Story	I believe in Unicorns- Michael Morpergo			

Spring 2 How can we look after our planet?	Poetry	The Malfeasance	Floodland-Marcus Sedgwick (Lit Shed +)  Poetry- environmental poetry		
	Non-chronological report	Emperor Penguins Outcome: report on polar bears and how global warming is impacting them			
	Speech	Plastic pollution Outcome: build on understanding from Y4 of ocean pollution. Speech on the use of single use plastic in school.			
Summer 1 Where do we belong?	Science fiction	Cosmic- Frank Cottrell Boyce	No Ballet Shoes in Syria- Catherine Bruton (Lit Shed +)  Poetry- We Refugees- Benjamin Zepheniah	The Lightless Sky: My Journey to Safety as a Child Refugee- Gulwali Passarlay On the Move- poems about migration- Michael Rosen Azzi in Between- Sarah Garland Illegal- Eoin Colfer Andrew Donkin Dr Maggie's Grand Tour of the Solar System- Dr Maggie Aderin Pocock Hidden Figures: The True Story of Four Black Women and the Space Race	Boy at the Back of the Class-Onjali Q Rauf  Cosmic- Frank Cottrell Boyce
	Story-refugees	The Journey- Francesca Sanna (Y6 unit)			
	Speech	Refugees Outcome: Speech on homelessness/refugees			
Summer 2 Who were the Tudors?	Poetry	The Highwayman- Alfred Noyes	Black Powder-Ally Sherrick (Lit Shed +)  Poetry-How to Paint a Donkey by Naomi Shihab Nye	Diver's Daughter (voices series BAME)- Patrice Lawrence The Tudors: Kings, Queens, Scribes and Ferrets- Marcia Williams	Treason- Berlie Doherty My Friend Walter- Michael Morpergo
	Biography	Powerful women- Hatsghepsut Outcome: biography of Elizabeth 1 (or another powerful Tudor female)			

<p>Writing: composition</p>	<p><b>Continue to embed:</b>  <b>Plan writing:</b>  Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.  <b>Drafting and writing:</b>  Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and increasing range of sentence structures.  Organise paragraphs around a theme.  In <b>narratives</b> create settings, characters and plot.  In non-narratives use simple organisational devices such as <b>headings</b> and <b>sub-headings</b>.  <b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul> <p><b>Proof read</b> for spelling and punctuation errors.  <b>Read aloud</b> their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>Teach:</b>  <b>Plan writing:</b></p> <ul style="list-style-type: none"> <li>• Identify audience and purpose, selecting appropriate form and use of similar writing as a model</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</li> </ul> <p><b>Drafting and writing:</b>  Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning.  Use a wide range of devices to build cohesion within and across <b>paragraphs</b>.  <b>Precis</b> longer paragraphs.  In <b>narratives</b>, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  In non-narratives use further organisational devices such as <b>headings, bullet points</b> and <b>underlining</b>.  <b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Propose changes to grammar and vocabulary to enhance effects and clarify meaning</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul> <p><b>Proof read</b> for spelling and punctuation errors.  <b>Perform</b> their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p>
<p>Writing: Sentence structure</p>	<p><b>Continue to embed:</b>  <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but).  The function of a sentence as a <b>statement, question, exclamation</b> or <b>command</b>.</p>	<p><b>Teach:</b>  <b>Relative clauses</b> beginning with who, which, where, why, whose, that.  Omit a <b>relative pronoun</b> when it is the subject of the clause.  Indicate degrees of possibility using <b>adverbs</b> (perhaps, surely) and <b>modal verbs</b> (might, should, will, must).</p>

	<p>Expressing time, place and cause using <b>conjunctions, adverbs</b> or <b>prepositions</b>.</p> <p><b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns</b> and <b>preposition phrases</b>.</p> <p>Use <b>adverbs/adverbial phrases</b> that position in time e.g. then next, soon, later that day, as dawn broke.</p> <p>Use <b>adverbs/adverbial phrases</b> that build a relationship or 'cause' e.g. therefore, as a result. Expressing time, place and cause using <b>conjunctions, adverbs</b> or <b>prepositions</b>.</p> <p><b>Fronted adverbials.</b></p> <p>Use 'where' <b>adverbial phrases</b> in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.</p> <p>Use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.</p>	<p>Indicate degree of possibility using <b>adverbs</b> e.g. perhaps, surely. Use a range of <b>adverbs</b> to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.</p>
<p>Writing: Text structure</p>	<p><b>Continue to embed:</b></p> <p>Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p> <p>Introduce and use <b>paragraphs</b> as a way to group related material and ideas around a theme.</p> <p><b>Headings</b> and <b>sub-headings</b> to aid presentation.</p> <p>Use of the <b>present perfect</b> form of verbs instead of the simple past.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Teach:</b></p> <p>Devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Lining ideas across paragraphs using <b>adverbials</b> of time, place, number and tense choice.</p>
<p>Writing: Punctuation</p>	<p><b>Continue to embed:</b></p> <p>Use of <b>capital letters, full stops, question marks</b> and <b>explanation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list and after fronted adverbials.</p> <p><b>Apostrophes</b> to mark where letters are missing, singular possession and plural possession.</p> <p>Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p>	<p><b>Teach:</b></p> <p><b>Brackets, dashes</b> or <b>commas</b> to indicate parenthesis.</p> <p>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</p>
<p>Writing:</p>	<p><b>Continue to embed:</b></p> <p>Use <b>onomatopoeia</b> to grab the reader's attention.</p> <p>Use <b>alliteration</b> to make writing interesting.</p>	<p><b>Teach:</b></p> <p>Use <b>pathetic fallacy</b> to mirror and extend character's emotions e.g.(aspect of nature or weather reflects feeling.)</p>

<p>Writerly techniques</p>	<p>Use <b>rhyme</b> for effect e.g. He was snoring and roaring.          Use <b>repetition</b> in a basic way that follows story models e.g. run, run, as fast as you can.          Write sentences that use <b>repetition</b> of key words for impact e.g. He ran and ran. He ran until his bones ached.          Use the word 'like' to build a <b>simile</b> e.g. Her eyes were like deep pools.          Use the word 'as' to build a <b>simile</b> e.g. the train was as slow as a hearse.          Use <b>metaphor</b> to create vivid images in the reader's mind.</p>	<p>Use <b>pun</b> to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle.</p>
<p>Vocabulary</p>	<p><b>Continue to embed:</b>          Use simple speech- like words.          Use simple descriptive words (shape, colour, size, emotion)          Choose words appropriate to the writing.          Construct sentences that include adjectives, adverbs and precise verbs. Choose words because of the effect they will have on the reader.          Make language choices that are interesting and varied.</p>	<p><b>Teach:</b>          Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language.</p>
<p>Writing: Terminology</p>	<p><b>Continue to embed:</b></p> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• noun, noun phrase</li> <li>• Statement, command, exclamation, question</li> <li>• Compound, suffix</li> <li>• Tense (past, present)</li> <li>• Apostrophe, comma</li> <li>• Preposition, conjunction</li> <li>• Word family, prefix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Consonant, vowel</li> <li>• Inverted commas</li> <li>• Determiner</li> <li>• Pronoun, possessive pronoun</li> <li>• Adverbial</li> </ul>	<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Modal verb, relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis, bracket, dash</li> <li>• Cohesion, ambiguity</li> <li>• Pathetic fallacy</li> <li>• Pun</li> </ul>
<p>Writing:</p>	<p><b>Continue to embed:</b>          Spell further <b>homophones</b>.</p>	<p><b>Teach:</b></p>

Spelling	<p>Spell words that are often misspelt.          Use the first two or three letters in a word to check its meaning in a dictionary.          Use further <b>prefixes</b> and <b>suffixes</b> and understand how to add them.          Write from memory simple sentences dictated by the teacher that include taught words and punctuation.          Place the possessive apostrophe accurately in words with regular and irregular plurals.</p>	<p>Continue to distinguish between <b>homophones</b> and other words which are often confused.          Use the first three or four letters in a word to check its meaning in a <b>dictionary</b>.          Use dictionaries to check the spelling and meaning of words.          Use a <b>thesaurus</b>.          Spell words with <b>silent letters</b>.          Use knowledge of <b>morphology</b> and <b>etymology</b> in spelling and understand that the spelling of some words needs to be learned specifically,</p>
Handwriting	<p><b>Continue to embed:</b>          Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.          Increase the legibility quality and consistency of handwriting.</p>	<p><b>Teach:</b>          Write <b>legibly, fluently</b> and with increasing <b>speed</b> by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the best writing implement that is suited to the task.</li> </ul>

Year 6

Poetry for Y6 (Pie Corbett's Poetry Spine)	
Collected Poems for Children	Charles Causley
Collected Poems for Children	Ted Hughes

New and Collected Poems for Children	Carol Ann Duffy
The Works KS2	Chosen by Pie Corbett

Topic	Text type	Text-unit 2020-2021	Whole Class Reading	Other key texts-wider curriculum	Class novels
Autumn 1 What was the Industrial Revolution?	Adventure	The Firework Maker's Daughter- Philip Pullman	Street Child-Berlie Doherty (Lit Shed +)	You Wouldn't Want to Be a Victorian Miner! - John Malam	Son of the Circus (Voices series BAME)- E.L. Norry
	Speech	Greta Outcome: speech on land use impact on climate change	Poetry-Invictus William Ernest Henry		
	Newspaper report	Goldilocks: Outcome: own 'Once Upon a Times' report			
Autumn 2 What is evolution?	Persuasive letter	Letter to Mr Scrooge Outcome: persuade the owners of Harrods to adopt the Spirit of Christmas	Darwin's Dragons- Lindsay Galvin (Lit Shed +)	What Mr Darwin Saw- Mick Manning	
	Non-chronological report	The origin of species			
	Narrative poem	Moth			
	Story	Varmints- Marc Craste			
	Adventure	Kensuke's Kingdom- Michael Morpergo			
Spring 1 and Spring 2 What were the causes and consequences of WW2?	Recount	Letters from the Lighthouse- Emma Carroll	Friend or Foe? - Michael Morpergo (Lit Shed +)	Moth- An Evolution story Amazing Evolution- The Journey of Life When we Became Humans- our incredible evolutionary journey	Carrie's War- Nina Bawden I am David- Anne Holm
	Narrative poem	Hope-to-Docus			
	Story	Rose Blanche- Ian McEwan (Y5 unit)	Goodnight Mr Tom- Michelle Magorian (Lit Shed +)		
	Persuasive speech	Anglo-Saxon battle			

		Outcome: battle speech Battle of Britain	Letters from the Lighthouse- Emma Carroll (Lit Shed +)		
Summer 1 What are civil and human rights?	Ghost story	Thornhill- Pam Smy	Oranges in No- man's Land-Elizabeth Laird (Lit Shed +)	Make More Noise- Votes for Women- various WE March- Shane W. Evans Martin Luther King- Little People, Big Dreams	
	Mystery	The Graveyard Book- Neil Gaiman			
Summer 2 How do you stay healthy?	Narrative	A Monster Calls-Patrick Ness			
	Traditional Tale	Hansel and Gretel- Neil Gaiman			

<b>Writing: composition</b>	<p><b>Continue to embed:</b></p> <p><b>Plan writing:</b></p> <ul style="list-style-type: none"> <li>• Identify audience and purpose, selecting appropriate form and use of similar writing as a model</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</li> </ul> <p><b>Drafting and writing:</b> Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across <b>paragraphs</b>.</p> <p><b>Precis</b> longer paragraphs. In <b>narratives</b>, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. In non-narratives use further organisational devices such as <b>headings</b>, <b>bullet points</b> and <b>underlining</b>.</p> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Propose changes to grammar and vocabulary to enhance effects and clarify meaning</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul>
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	<p><b>Proof read</b> for spelling and punctuation errors.</p> <p><b>Perform</b> their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p>	
<p>Writing: Sentence structure</p>	<p><b>Continue to embed:</b></p> <p><b>Relative clauses</b> beginning with who, which, where, why, whose, that.</p> <p>Omit a <b>relative pronoun</b> when it is the subject of the clause.</p> <p>Indicate degrees of possibility using <b>adverbs</b> (perhaps, surely) and <b>modal verbs</b> (might, should, will, must).</p> <p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but).</p> <p>The function of a sentence as a <b>statement, question, exclamation or command.</b></p> <p>Expressing time, place and cause using <b>conjunctions, adverbs or prepositions.</b></p> <p><b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns and preposition phrases.</b></p> <p><b>Fronted adverbials.</b></p> <p>Use <b>adverbs/adverbial phrases</b> that position in time e.g. then next, soon, later that day, as dawn broke.</p> <p>Use <b>adverbs/adverbial phrases</b> that build a relationship or 'cause' e.g. therefore, as a result. Expressing time, place and cause using <b>conjunctions, adverbs or prepositions.</b></p> <p><b>Fronted adverbials.</b></p> <p>Use 'where' <b>adverbial phrases</b> in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.</p> <p>Use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.</p> <p>Use a range of <b>adverbs</b> to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.</p>	<p><b>Teach:</b></p> <p>Use of the <b>passive voice</b> to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of formal and informal speech.</p> <p>Use of the <b>subjunctive</b> form in some very formal writing and speech.</p> <p>Use more complicated <b>adverbial phrases</b> to link ideas e.g. on the other hand, in contrast, as a consequence.</p> <p>Use <b>adverbs and adverbial phrases</b> to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '... an exceptional result.'</p>
<p>Writing: Text structure</p>	<p><b>Continue to embed:</b></p> <p>Devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</p> <p>Lining ideas across paragraphs using <b>adverbials</b> of time, place, number and tense choice.</p>	<p><b>Teach:</b></p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices:</b> repetition of word or phrase, grammatical connections (e.g. use of <b>adverbials</b>) and <b>ellipses.</b></p> <p><b>Layout devices</b> such as headings, sub headings, columns, bullet points, tables to structure text.</p>

	<p>Correct choice and consistent use of the <b>present tense, past tense, progressive past</b> and <b>progressive present</b> and <b>present perfect</b> form of verbs.</p> <p><b>Headings</b> and <b>sub-headings</b> to aid presentation.</p>	
Writing: Punctuation	<p><b>Continue to embed:</b> Use of <b>capital letters, full stops, question marks</b> and <b>explanation marks</b> to demarcate sentences. <b>Brackets, dashes</b> or <b>commas</b> to indicate parenthesis. <b>Commas</b> to separate items in a list, after fronted adverbials and to clarify meaning or avoid ambiguity. <b>Apostrophes</b> to mark where letters are missing, singular possession and plural possession. Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p>	<p><b>Teach:</b> Use of <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses. Use of the <b>colon</b> to introduce a list and use of the <b>semi-colon</b> within lists. Punctuation of <b>bullet points</b> to list information. How <b>hyphens</b> can be used to avoid ambiguity.</p>
Writing: Writerly techniques	<p><b>Continue to embed:</b> Use onomatopoeia to grab the reader's attention. Use alliteration to make writing interesting. Use rhyme for effect e.g. He was snoring and roaring. Use repetition in a basic way that follows story models e.g. run, run, as fast as you can. Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached. Use the word 'like' to build a simile e.g. Her eyes were like deep pools. Use the word 'as' to build a simile e.g. the train was as slow as a hearse. Use metaphor to create vivid images in the reader's mind. Use pathetic fallacy to mirror and extend character's emotions e.g.(aspect of nature or weather reflects feeling.) Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle.</p>	<p><b>Teach:</b> Use <b>personification</b> to give human attributes to inanimate objects/things. Use <b>symbolism</b> as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water.</p>
Vocabulary	<p><b>Continue to embed:</b> Use simple speech- like words. Use simple descriptive words (shape, colour, size, emotion) Choose words appropriate to the writing.</p>	<p><b>Teach:</b> Use varied and precise vocabulary to create particular stylistic effects.</p>

	<p>Construct sentences that include adjectives, adverbs and precise verbs. Choose words because of the effect they will have on the reader.</p> <p>Make language choices that are interesting and varied.</p> <p>Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language</p>	
<p>Writing: Terminology</p>	<p><b>Continue to embed:</b></p> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• noun, noun phrase</li> <li>• Statement, command, exclamation, question</li> <li>• Compound, suffix</li> <li>• Tense (past, present)</li> <li>• Apostrophe, comma</li> <li>• Preposition, conjunction</li> <li>• Word family, prefix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Consonant, vowel</li> <li>• Inverted commas</li> <li>• Determiner</li> <li>• Pronoun, possessive pronoun</li> <li>• Adverbial</li> <li>• Modal verb, relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis, bracket, dash</li> <li>• Cohesion, ambiguity</li> <li>• Pathetic fallacy</li> <li>• Pun</li> </ul>	<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Subject, object</li> <li>• Active, passive</li> <li>• Synonym, antonym</li> <li>• Ellipses, hyphen, colon, semi-colon, bullet points</li> <li>• personification</li> </ul>
<p>Writing: Spelling</p>	<p><b>Continue to embed:</b></p> <p>Continue to distinguish between <b>homophones</b> and other words which are often confused.</p> <p>Use the first three or four letters in a word to check its meaning in a <b>dictionary</b>.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a <b>thesaurus</b>.</p> <p>Spell words with <b>silent letters</b>.</p>	

	Use knowledge of <b>morphology</b> and <b>etymology</b> in spelling and understand that the spelling of some words needs to be learned specifically,
Handwriting	<p><b>Continue to embed:</b> Write <b>legibly, fluently</b> and with increasing <b>speed</b> by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the best writing implement that is suited to the task.</li> </ul>

Non-fiction genres covered in each year group:

Y1	Y2	Y3	Y4	Y5	Y6
Recount	Lyrical explanation	Persuasive brochure	Persuasive letter	Persuasive letter	Speech
Persuasive leaflet	Instructions	Non-chronological report	Explanation	Speech	Newspaper
Travel journal	Non-chronological report	Explanation	Diary	Non-chronological report	Persuasive letter
	Diary	Diary	Persuasive brochure	Balanced argument	Non-chronological report
	Non-chronological report	Non-chronological report	Diary	Speech	Recount
	Persuasive letter	Instructions	Newspaper	Biography	Persuasive speech

	Non-chronological report	Persuasive advert	Factual tour		
	Biography				
	Recount				