



LITTLETON GREEN COMMUNITY SCHOOL

ENGLISH



“My vision for English to engage and enthuse pupils to read and write across a range of genres and styles. By using high-quality texts that celebrate diversity as stimuli, pupils will develop their reading fluency, understanding and vocabulary. All children will use their reading skills to become accomplished writers who are able to write technically accurately and most importantly, show individuality and creativity within their writing. Children will be empowered to be confident and enthusiastic readers and writers for life.”

Miss. C. Arrowsmith
English Subject Lead

English Curriculum Aims

- **read** easily, **fluently** and with **good understanding**
- develop the habit of **reading** widely and often, for both **pleasure** and information
- acquire a wide **vocabulary**, an understanding of **grammar** and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- **write clearly**, accurately and coherently, adapting their language and style in and for a range of contexts, **purposes** and **audiences**
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of **speaking and listening**, making formal presentations, demonstrating to others and participating in debate

English Purpose of Study (taken from the NC KS1 and KS2)

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

High-quality texts are at the heart of our curriculum. Children will explore fiction, non-fiction and poetry. Texts highlighted in **yellow** are books which explore diversity or make links to British Values/PSHE/RSHE.



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1. English and EYFS

Literacy Educational Programme (taken from the EYFS Framework 2020)

"It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)."

Early Learning Goals with a link to English:

EYFS Communication and Language Development

ELG Listening, attention and understanding –

• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG Speaking –

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Physical Development (this links to the mechanics of writing/pencil control)

ELG Fine motor skills –

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

EYFS Literacy

ELG Comprehension –

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG Word Reading –

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing –

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

EYFS Expressive Arts and Design (this links to re-telling and adapting familiar stories – talk for writing)

ELG Being Imaginative –

- Invent, adapt and recount narratives and stories with peers and their teacher

Our EYFS Curriculum:



Birth to 5 Matters is non-statutory guidance that practitioners may use to support their implementation of the Statutory Framework for the Early Years Foundation Stage, which sets out the legal requirements for delivering education for children from birth to 5 in England.

Preschool: range 3-4

Nursery: range 4-5

Reception: range 5-6

Preschool

In preschool, early writing is developed through the use of high-quality texts linked to a cross-curriculum project. Children will develop their understanding of familiar sounds, actions and rhymes as well as develop their listening skills and ability to join in with stories in reading.

In writing, they will develop the knowledge and skills of mark-making including enjoying drawing and writing on a range of different textures, asking questions and making comments on what they have written.

Block 1		Block 2		Block 3	
Exploring Autumn 	Sparkle and Shine 	Winter Wonderland 	Puddles and Rainbows 	Shadows and Reflections 	Splash! 
That's not my Hedgehog -The Very Beautiful Hedgehog -Bear Snores On -Leaf Man -Gruffalo -How Many Seeds in a Pumpkin	-Diwali-Bright Bay Touch and Feel -It's Ramadan- Curious George -Diwali Celebrations -Pip and Posy- The Christmas Tree Little Glow -Eight Candles for Counting	-The Big Freeze -Pip and Posy: The Snowy Day -Kipper's Snowy Day -Snow is my favourite and my best (Charlie and Lola) -Gruffalo's Child -One Snowy Night	-Brown Bear, Brown Bear, what do you see? -Shark in the Park on a Windy Day -Blown Away (Up, up away) -The Colour Monster -Elmer -The Rainbow Bear	-Night Monkey, Day Monkey -Kipper's Monster -How are shadows and reflections made? -Is this my nose? -Through the Magic Mirror	-The Duck Who Didn't Like Water -Five Minutes Peace -Ocean Adventure -Peppa Pig Goes Swimming -Deep, Deep Sea -The Quiet Crocodile Goes to the Beach

Nursery and Reception



Nursery and Reception planning for writing uses 'The Drawing Club'. Literacy in our EYFS ensures children develop individual confidence, have the ability to develop writing skills through open-ended and child-led learning, and have the freedom to explore and be exposed to expert teacher modelling.

High-quality texts are at the heart of our curriculum and during each block, children are exposed to traditional tales, engaging visual literacy stimuli, adventurous and diverse story books and free-choice units based on the children's interests.

Each week, the same structure is followed. The children learn **new vocabulary** linked to the story or animation and are invited to the Drawing Club, where they may **draw a character, setting or event**. They can innovate their drawings and add secret passwords, magic powers or spells, hidden symbols, letters or numerals.

At the start of reception, the sessions may be purely drawing-based but this will progress throughout the year to labelling their drawings with initial sounds, CVC words and eventually writing sentences about their drawings.

Each lesson is structured using 'mini moments':

- 1) vocabulary
- 2) book/video talk
- 3) modelling
- 4) drawing

GET-UP-STAND-UP VOCABULARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily (5 words)	Adult Input				
	Character	Setting	Adventure Time – I wonder....?		

Nursery –

	Block 1		Block 2		Block 1	
<i>The Adventure of Books</i>	The Night Pirates	What's in the witch's kitchen?	Where the Wild Things Are	Stomp, Chomp, Big Roars!	Rosie's Walk	Penguin
<i>The Adventure of Tales</i>	Captain Pugwash – Pirate Picnic	Hansel and Gretel	Goldilocks	Cinderella	The Ugly Duckling	The Three Little Pigs
<i>The Adventure of Books</i>	We're Going on a Bear Hunt	My Shadow is Pink	How to Catch a Star	Not Now, Bernard!	The Very Hungry Caterpillar	Dear Zoo
<i>The Adventure of the Past</i>	Jack and the Beanstalk	The Pink Panthers Season 1, Episode 1	The Magic Roundabout – Bubbles	The Pink Panther Show – Pink-A-Boo	Road Runner – Episode 43	Wacky Races – See-Saw to Arkansas
<i>The Adventure of Books</i>	Meg and Mog	Billy and the Beast	Little Rabbit Foo Foo	The Diddle that Dummed	Mixed	The Odd Egg
Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice

Reception –

	Block 1		Block 2		Block 1	
<i>The Adventure of Books</i>	Sunk	Christopher Pumpkin	The Hairy Toe	Farmer Duck	Handa's Surprise	The Sea Saw
<i>The Adventure of Tales</i>	Captain Pugwash – Monster Ahoy	The Magic Porridge Pot	Little Red Riding Hood	Chicken Licken	The Gingerbread Man	Little Red Hen
<i>The Adventure of Books</i>	The Gruffalo	Harry and The Robots	The Christmas Pine	Supertato	The Tiger Who Came to Tea	Tiddler
<i>The Adventure of the Past</i>	Three Billy Goats Gruff	The Trapdoor-Breakfast Time	Willo' the Wisp – The Thoughts of Moog	Bat Fink – The Short Circuit Case	Mr Benn – Zoo Keeper	Bananaman – Meets Dr Gloom
<i>The Adventure of Books</i>	Room on the Broom	A superpower like mine!	Would you rather?	Superworm	Never Play Music Right Next to the Zoo	The Colour Monster
Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice	Children's Choice

2. Phonics and Early Reading

Phonics and Early Reading:



At our school we use FFT "**Success for All**" Phonics (a validated scheme) to teach phonics. This is used daily from the beginning of Reception, enabling children to make a smooth transition from Reception to Year 1. Nursery also begin FFT phonics in Block 2, after exploring sounds and developing their listening skills during Block 1.

Daily lesson plans cover all the main Grapheme–Phoneme Correspondences (GPCs) and Common Exception Words (red words) to provide children with the phonic knowledge and skills required for success in reading and writing.

We want our children to be fluent readers, so Shared Reading sessions are to teach children how to read (using their phonic knowledge to date) and to model fluency in reading. Children in Reception and Year 1 have a **daily reading session**, based on the phonic skills they have been taught. We **use fully decodable texts** to give children opportunity to use their new skills. We also give children the opportunity to discuss **higher tier vocab**, to ensure children understand what they are reading.

Year	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
Reception Term 2	Phase 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oe (book), ar (ear) Blend CVC words (including with -s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there
Reception Term 3	Phase 3/4	or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little

Year 1	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Term 1	Phase 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; l, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through
Term 2	Phase 5	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
Term 3	Phase 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in -tion / -cious	57 to 68	

3. Reading

During reading lessons, children have the opportunity to develop both their **reading fluency skills** and their **comprehension abilities**. We also aim **to develop a love of reading** and text understanding through **high-quality book talk**.

ERIC time (Everyone Reading in Class) is also part of our weekly planning.

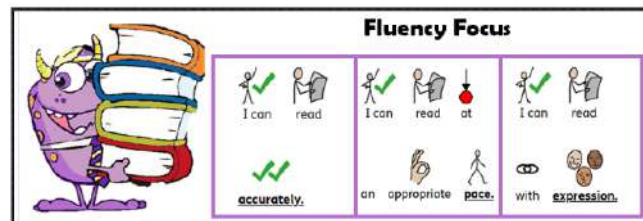
All lessons begin with **tier 2 vocabulary** which is bespoke to the text being studied. Teachers explore this with children and this exploration acts as a scaffold for them to be able to access challenging texts and read and understand complex vocabulary.

According to the EEF (Education Endowment Foundation):

'Fluent readers can read quickly, accurately, and with appropriate stress and intonation'.

Fluency lessons are always before a comprehension lesson where both lessons focus on the same extract from high-quality texts. This therefore **means pupils' cognitive resources are freed** from focusing on word recognition and can be directed towards comprehending the text.

Teachers use guided oral reading instruction followed by children reading fluently with appropriate feedback given. It is important to **understand pupils' current capabilities and teach accordingly**. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.



Accuracy

- The ability to recognise words quickly, accurately and without effort.
- Cognitive resources can attend almost entirely to reading comprehension
- Without the achievement of reading automaticity, the cognitive load required to decode words leaves insufficient space in working memory for reading comprehension

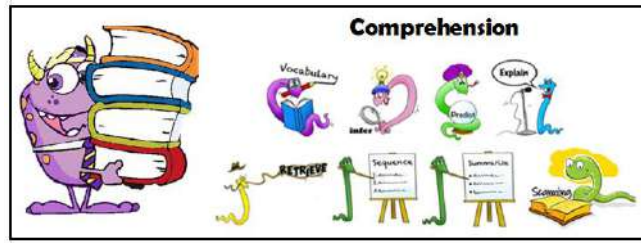
Speed

- FFT suggests target oral reading speeds for Years 1-6 as follows:

End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
57-65 wcpm	66-90 wcpm	91-110 wcpm	111-125 wcpm	126-135 wcpm	136-150 wcpm

Prosody

- Intonation, rhythm, and emphasis given to words and sentences when reading out loud.
- Character voice, intonation, tone, volume, pause, pace and clarity are all part of prosody and children should be taught these terms and explicitly practice and explore them when reading aloud.



In comprehension sessions, teachers develop lessons where children have the opportunity to develop their different VIPERS skills. These sessions activate pupils' prior knowledge and allow them to build connections, predict, infer, question, monitor, visualise and summarise.

VIPERS:

Vocabulary – children are taught to draw upon knowledge of word meanings in order to understand the text.

Infer – children will use their understanding of a wide range of prior experiences to make sense of events in what they see and read.

Predict – children are encouraged to predict what they think might happen based on events so far and details that are implied in the text.

Explain – children are taught to explain their preferences, thoughts and opinions about a text. Children develop the ability to explain themes and patterns across a text as well as why authors have made certain choices, and the impact these choices have.

Retrieve – children develop their ability to find and record information located in the text.

Sequence – children are taught to recap the events and put them in order.

Summarise (KS2) – children are taught to 'sum up' events.

Scanning – children are taught scanning as a useful tool in locating information within the text.

Our Weekly Structure:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Fluency focus – <i>passage</i> taken from whole class text with a focus on a specific are:</p> <ul style="list-style-type: none"> • Accuracy • Speed • Prosody 	<p>VIPERS on passage from Lesson 1.</p> <p>Skill Development</p>	<p>Fluency focus – <i>passage</i> taken from whole class text with a focus on a specific are:</p> <ul style="list-style-type: none"> • Accuracy • Speed • Prosody 	<p>VIPERS on passage from Lesson 3.</p> <p>Skill Development</p>	<p>Comprehension</p> <p>Skill Application</p>

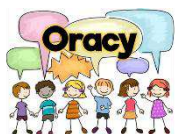
4.Spoken Language

At Littleton Green, we have designed our English Curriculum to enable learners to **embed knowledge and skills in spoken language and prioritise the fluency of this** so that learners can focus on more complex application across the whole Curriculum.

Learners are provided with scaffolds to support them in **making their thinking clear** and are taught to use the conventions of explanation, discussion and debate. Drama is also used across the curriculum and learners are given opportunities to adopt, create and sustain roles and respond to others. In all learning, pupils work in different group sizes – pairs, small groups, large groups and as a whole class.

Pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication



Oracy is being able to express yourself well, having the vocabulary to say what you want to say and the ability to structure your thoughts so that they make sense to others.

At Littleton Green, we want to develop our learners' oracy skills so they can consider what they say, how they say it, and how they think and work collaboratively with others.

The 6 oracy skills children develop at Littleton Green are:

- 1) **Instigate:** the ability to present an idea or open up a new line of enquiry
- 2) **Probe:** the ability to dig deeper, ask for evidence or justification of ideas
- 3) **Challenge:** the ability to disagree or present an alternative argument
- 4) **Clarify:** Asking questions to make things clearer and check your understanding
- 5) **Summarise:** the ability to identify and recap the main ideas
- 6) **Build:** the ability to develop, add to or elaborate on an idea

5. Writing (transcription)

Spelling at Littleton Green:



In Reception and Year 1, the spelling links to the children's phonics learning.

Children will also explore:

Year 1	division of words into syllables, words ending -y, adding -s and -es to words, compound words, adding the suffix -ing/-ed/-er/-est and adding the prefix -un. Statutory word lists
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In Year 2, children to build upon their phonetic understanding and knowledge of common exception words by using FFT's 'Spelling with the Jungle Club'. This cycle of review-teach-practice-apply spelling allows children to build seamlessly on from their completed phonics programme. The programme is rooted in evidence-based theory and allows pupils to develop their understanding of spelling patterns and morphology.

Year 2	Adding endings to split digraphs including to words ending in 'e', words beginning 'wr', apostrophes for possession, suffixes (-ful, -less, -ly, -ment, -ness), apostrophes for possession and contraction, words ending in -le/-el, words ending in -al/il, words ending in -y, adding endings to single syllable words ending in a single consonant, irregular plural nouns, comparison of spellings such as /j/, /g/, /ge/ and /dge/, /or/ phoneme spelt 'a' before 'l' or 'll', /u/ phoneme spelt 'o', /o/ phoneme spelt 'a', /er/ phoneme spelt 'or', /or/ phoneme spelt 'ar' after 'w', /n/ phoneme spelt 'kn' or 'gn', -tion ending of words, 's' pronounced as /z/, compare /ch/ phoneme. Statutory word lists
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In Key Stage 2, we use 'Spelling with Grammarsaurus'.

Our spelling teaching allows pupils to investigate spelling rules and focuses on learning patterns and rules rather than the spelling of lists of words.

We recognise the importance of exposing children to words in context rather than short-term memorisation of spellings for a test. Our aim is to develop ways for children to memorise spelling rules and give them strategies for life.

The structure for teaching spelling is as follows:

- 1) Introduce the rule. Explore the root words, prefixes/suffixes, word classes and word meanings (morphology)
- 2) Provide children with the opportunity to practice and apply
- 3) A dictation activity where children can apply their newly taught spellings within context

Year 3/4	Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. gardening/gardener) and knowing when to double the consonant, suffix -ation, suffix -ous, words ending with the /g/ sound spelt -gue, possessive apostrophes of plural words, /i/ sound spelt y, suffix -ly, endings which sound like /shun/ spelt -tion/-sion/-ssion, words ending with /k/ sound spelt -que, homophones and near homophones, /u/ spelt ou, endings -sure and -ture, /k/ sound spelt ch, /s/ sound spelt sc, a range of prefixes (in-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-), /sh/ spelt ch, ei/eigh/ey spelling rules.
	Statutory word lists
Year 5/6	Word endings -cious and -tious, adding suffixes beginning with vowel letters to words ending in -fer, words with silent letters, word endings -cial and -tial, homophones and other words that are often confused, words ending in -ant/-ance/ancy/-ent/-ence/-ency, 'ei' and 'ie' spellings, words ending in -able/-ibly/-ably/-ible, words containing the letter string 'ough'.
	Statutory word lists

Handwriting at Littleton Green:

At the start of every lesson across the curriculum, children are introduced to key vocabulary.

This vocabulary is carefully chosen by class teachers to aid children's vocabulary acquisition and understanding. Teachers then use this vocabulary to model handwriting.

We do not follow a scheme as we recognise the importance of **providing bespoke support and responding to the children's needs**. Teachers make use of guidance documents to support them in teaching correct letter formation, including **diagonal joins, horizontal joins, ascenders** and **descenders**.

Year Group	National Curriculum
Reception	<ul style="list-style-type: none"> • frequent mark-making and direct teaching • linked to FFT phonics
Year 1	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
Year 2	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • use spacing between words that reflects the size of the letters.
Year 3/4	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Year 5/6	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

6. Writing (composition)

Writing at Littleton Green is taught over a 3-week unit and the high-quality texts we use in reading are used as the stimulus for writing.

For the first two weeks, teachers support pupils in **developing their skills, knowledge and understanding of the features needed to be a successful writer for the focus genre.**



The **SPaG skills are carefully matched** to each genre of writing in each year group in a **sequential** and **cohesive** manner.

The last week of the writing unit is the children's '**Chance to Shine**' where they will produce an independent piece of writing which is assessed using the Teacher Assessment Frameworks.

This writing may be linked to the text, or it may allow for cross-curricular writing opportunities or child-led writing.

We focus on children '**writing for a purpose**' and throughout the year, they are gradually exposed to the 4 writing purposes: entertain, inform, persuade and discuss.

Our Unit Structure:

Lesson 1	Lessons 2-8	Lesson 9	Lesson 10
Introduce new genre	Skill development	Application	Editing
<ul style="list-style-type: none"> -Big question -WAGOLL exploration -Build success criteria -Knowledge organisers introduced -Learning Journey shared 	<ul style="list-style-type: none"> -Key Vocabulary starters (vocabulary chosen from tier 2 guidance and year group word lists) -Activation of prior knowledge across and within year groups -SPaG and genre-specific skills taught through contextual activities (identify within writing, closed response tasks followed by open response tasks) -Modelled writing, guided writing, scaffolding for independent writing 	<ul style="list-style-type: none"> -Refer back to WAGOLL lesson -Success criteria created by class -Teacher to mark using whole class feedback sheet 	<ul style="list-style-type: none"> -Showcase good/workable examples -Edit together focusing on a skill which may need to be retaught
Lesson 11	Lessons 12 and 13	Lesson 14	Lesson 15
Introduce 'A Chance to Shine'	A Chance to Shine	Editing	Grammar Hammer
<ul style="list-style-type: none"> -remind children of prior skills taught and used -provide planning proformas to scaffold 	<p>Independent write completed by pupils</p> 	<ul style="list-style-type: none"> - Showcase good/workable examples -Edit together focusing on a skill which may need to be retaught <p>TAF completed</p>	<p>Whole School assessment system of year group grammar knowledge and skills.</p> 



What does English look like at Littleton Green Community School?

- * Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

BIG QUESTION



ENDPOINT EXPLORATION

- * At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint. A shared success criteria is generated.

ENDPOINT ASSESSMENT



- * This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to explore success criteria based on the concepts and an editing lesson after whole class feedback.



ACTIVATING PRIOR KNOWLEDGE

- * Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.

THE LEARNING JOURNEY



- * This is a series of learning opportunities with modelled and scaffolded writing. Here the meaning is made and connections are formed. Further criteria for success will also be added to the initial success criteria.



KEY VOCABULARY

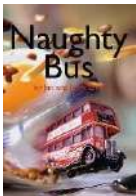

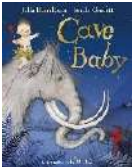




- * At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge .










KNOWLEDGE ORGANISERS










- * A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.



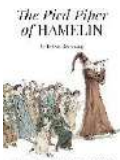



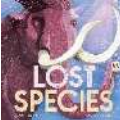

YEAR 1











Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Naughty Bus What is a description?</p>	 <p>A character or setting description is a text which says what a person or place is like.</p>	<ul style="list-style-type: none"> Phrases or sentences linked to the images provided. 	<ul style="list-style-type: none"> Nouns Adjectives Verbs 	<ul style="list-style-type: none"> Simple Sentence – subject and verb
	<p>Cultural Capital <i>Exploration of small world modes of transport.</i></p>	<p>Product <i>Skill Development: description of images from the story</i> <i>Independent Write: description of their own mode of transport</i></p>	<p>Key Vocabulary <i>driver, buildings, traffic, bus stop, passengers, important, shoo, handsome, silliest, rescue truck, winch</i></p>	<p>Spoken Language</p>
 <p>Cave Baby What makes a sentence?</p>	 <p>A character or setting description is a text which says what a person or place is like.</p>	<ul style="list-style-type: none"> Phrases or sentences linked to images from the text/cave painting created. 	<ul style="list-style-type: none"> Nouns Adjectives Verbs 	<ul style="list-style-type: none"> Simple Sentence – subject and verb
	<p>Cultural Capital <i>Cave painting in the classroom.</i></p>	<p>Product <i>Skill Development: description of cave paintings from the book</i> <i>Independent Write: description of a class cave painting/artwork (child-led)</i></p>	<p>Key Vocabulary <i>Sabre-toothed tiger, hyena, hare, mammoth, suddenly, furious, restless, leaping, hillside, moonlight, moustache</i></p>	<p>Spoken Language</p>
 <p>Leo and the Octopus What makes a fact file?</p>	 <p>A fact file is a short report of all the most important information on one subject.</p>	<ul style="list-style-type: none"> Sentences demarcated with capital letters and full stops Labels of a diagram. 	<ul style="list-style-type: none"> Nouns Adjectives Verbs 	<ul style="list-style-type: none"> Simple Sentence – subject, verb, object Full stops Capital letters to start a sentence
	<p>Cultural Capital <i>A letter from Leo asking for their help to learn all about octopuses.</i></p>	<p>Product <i>Skill Development: fact file about octopuses</i> <i>Independent Write: fact file (child-led/topic-linked)</i></p>	<p>Key Vocabulary <i>planet, octopus, beak, keeper, relative, camouflage, texture, predators, aquarium, impressed, tank, stressed, hosed</i></p>	<p>Spoken Language</p>
 <p>Iggy Peck Architect Why does a fact file contain facts?</p>	 <p>A fact file is a short report of all the most important information on one subject.</p>	<ul style="list-style-type: none"> Sentences demarcated with capital letters and full stops. Labels of a diagram. 	<ul style="list-style-type: none"> Nouns Adjectives Verbs 	<ul style="list-style-type: none"> Simple Sentence – subject, verb, object Full stops Capital letters to start a sentence Plurals
	<p>Cultural Capital <i>A letter from Iggy Peck asking children to enter the 'Iggy Peck Dream Home Competition'.</i></p>	<p>Product <i>Skill Development: fact file about a building from the text</i> <i>Independent Write: fact file of their own shelter (DT link)</i></p>	<p>Key Vocabulary <i>architect, clods, unusual, lecture, severe, elevator, troupe, trestle, ridge, building</i></p>	<p>Spoken Language</p>



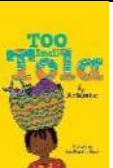



Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Pig the Pug Why do I use capital letters?</p>	 <p>A character or setting description is a text which says what a person or place is like.</p>	<ul style="list-style-type: none"> • Sentences demarcated with capital letters and full stops. • Information about how the character looks and behaves. 	<ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Conjunction 	<ul style="list-style-type: none"> • Simple Sentence – subject, verb, object • Full stops • Capital letters (including proper nouns) • Joining words with and (e.g. He is __ and __).
	<p>Cultural Capital</p> <p><i>Meet a dog!</i></p>	<p>Product</p> <p><i>Skill Development: description of Pig</i> <i>Independent Write: description of Trevor</i></p>	<p>Key Vocabulary</p> <p><i>selfish, grumble, flipped, proceeded, satisfied, scoot, wobbling, howled, different, moral</i></p>	<p>Spoken Language</p>
 <p>Astrogirl What is narrative writing?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Sentences demarcated with capital letters and full stops. • Chronological order. • First person. 	<ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Conjunction 	<ul style="list-style-type: none"> • Simple Sentence – subject, verb, object • Full stops • Capital letters (including proper nouns) • Joining clauses with and (compound sentences) • Prefixes and suffixes
	<p>Cultural Capital</p> <p><i>A backpack of an astronaut appears in class (infer the owner).</i> <i>PURPLE PASSPORT – retell a story.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retelling of the story</i> <i>Independent Write: narrative retelling of an innovative version of the story</i></p>	<p>Key Vocabulary</p> <p><i>astronaut, asteroid, gazed, spaceship, gravity, space cadet, space suit, airbase, reunited</i></p>	<p>Spoken Language</p>
 <p>Beegu What makes an effective wanted poster?</p>	 <p>A wanted poster is written to inform the reader about someone or something missing.</p>	<ul style="list-style-type: none"> • Sentences demarcated with capital letters and full stops. • Interesting adjectives to describe the alien. • An image with captions. • Title 	<ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Conjunction 	<ul style="list-style-type: none"> • Compound sentences • Full stops • Capital letters (including proper nouns) • Joining clauses with and (compound sentences) • Prefixes and suffixes • Question marks
	<p>Cultural Capital</p> <p><i>A video from a local police officer/news reporter/citizen explaining that there is an alien on the loose.</i></p>	<p>Product</p> <p><i>Skill Development: information writing (wanted poster of an alien)</i> <i>Independent Write: information writing (wanted poster of their own alien)</i></p>	<p>Key Vocabulary</p> <p><i>Loneliness, misunderstood, journey, persevere, acceptance, alike, unlike, friendly, unfriendly</i></p>	<p>Spoken Language</p>
 <p>The Disgusting Sandwich What is the purpose of instructions?</p>	 <p>Instructions are written for someone who needs to know how to do something.</p>	<ul style="list-style-type: none"> • Title • Bullet point list • Numbered steps 	<ul style="list-style-type: none"> • Time adverbials (first, then, next) • Imperative verbs (get, put, slice) 	<ul style="list-style-type: none"> • Compound sentences • Full Stops • Capital Letters • Joining clauses with conjunctions (compound sentences)
	<p>Cultural Capital</p> <p><i>Making their own disgusting sandwich.</i></p>	<p>Product</p> <p><i>Skill Development: instructions of how to make a disgusting sandwich</i> <i>Independent Write: instructions of how to make a... (child-led)</i></p>	<p>Key Vocabulary</p> <p><i>rumbling, disgusting, gritty, sharing, squish, proudly, grimy, flowerbed</i></p>	<p>Spoken Language</p>
 <p>A character or setting description is a text which says what a person or place is like.</p>	<p>Purpose</p>	<p>Structure</p> <ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices. 	<p>Genre-specific features</p> <ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Conjunction 	<p>Grammatical features</p> <ul style="list-style-type: none"> • Pronouns and personal pronouns (he, she, i, my) • Compound sentences • Full stops • Capital letters

 Julian is a Mermaid What makes an effective description?			<ul style="list-style-type: none"> • Time adverbials (first, then, next) • Singular and plural 	<ul style="list-style-type: none"> • Joining clauses with conjunctions
	Cultural Capital	Product	Key Vocabulary	Spoken Language
	<i>Making their own mermaid headdress.</i>	<i>Skill Development: description of Julian as a mermaid</i> <i>Independent write: description of themselves as their own creature</i>	<i>mermaid, flamboyant, experiment, community, inclusion, Abuela, supportive, loving</i>	
Book	Purpose	Structure	Genre-specific features	Grammatical features
 The Odd Egg Why is a recount in chronological order?	 <p>A recount is a type of writing which retells something that has already happened.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. 	<ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Conjunction • Time adverbials (first, then, next) • Singular and plural 	<ul style="list-style-type: none"> • Prefixes and suffixes • Pronouns and personal pronouns (he, she, i, my) • Compound sentences • Full stops • Capital letters • Joining clauses with conjunctions
	Cultural Capital	Product	Key Vocabulary	Spoken Language
	<i>Finding an egg in the classroom.</i>	<i>Skill Development: recount of the story</i> <i>Independent Write: recount of finding an egg in the classroom</i>	<i>laid, beautiful, odd, hatched, peculiar, surprise, unfamiliar, unique</i>	
Book	Purpose	Structure	Genre-specific features	Grammatical features
 Send for a Superhero What is a recipient?	 <p>A letter is written to a recipient to inform them of something.</p>	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order 	<ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Conjunction • Time adverbials (first, then, next) • Singular and plural 	<ul style="list-style-type: none"> • Prefixes and suffixes • Pronouns and personal pronouns (he, she, I, my) • Compound sentences • Full Stops • Capital Letters • Joining clauses with conjunctions • Question marks
	Cultural Capital	Product	Key Vocabulary	Spoken Language
	<i>Interview 'Brad 40'. PURPLE PASSPORT – Make a superhero.</i>	<i>Skill Development: letter to Brad 40</i> <i>Independent Write: letter to another chosen character from the story (child-led)</i>	<i>danger, destroy, terrible, plotting, submarine, cackling, mysterious, hero, villain</i>	
Book	Purpose	Structure	Genre-specific features	Grammatical features
 Lost and Found Why do people read instructions?	 <p>Instructions are written for someone who needs to know how to do something.</p>	<ul style="list-style-type: none"> • Title • Bullet point list • Numbered steps 	<ul style="list-style-type: none"> • Time adverbials (first, then, next) • Imperative verbs (get, put, slice) 	<ul style="list-style-type: none"> • Compound sentences • Full stops • Capital letters • Joining clauses with conjunctions (compound sentences) • Question marks
	Cultural Capital	Product	Key Vocabulary	Spoken Language
	<i>A lost penguin in the classroom.</i>	<i>Skill Development: instructions of how to find someone lost</i> <i>Independent Write: instructions (child-led/topic-linked)</i>	<i>unknown, disappointment, discovered, harbour, South Pole, rowboat,</i>	







YEAR 2

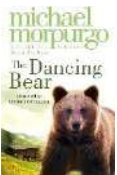





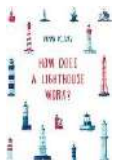

Book	Purpose	Structure	Genre-specific features	Grammatical features
 Hello Why are adjectives important when describing?	 A setting description tells us what a location is like.	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices 	<ul style="list-style-type: none"> • Adjectives (suffix er, est) • Nouns • Verbs 	<ul style="list-style-type: none"> • Compound sentences (ensure secure from Y1-and) • Full Stops • Capital Letters • Determiners
	Cultural Capital A letter from Nuwa asking what their world is like.	Product <i>Skill Development: setting description</i> <i>Independent Write: setting description of their own world created</i>	Key Vocabulary connects, different, vibrant, chatter, twittering, distraught, appeared, accompany, moral, happiness	Spoken Language
 The Pied Piper What makes an effective narrative?	 A narrative is a piece of writing that focuses on telling a story.	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. 	<ul style="list-style-type: none"> • Adjectives (suffix er, est) • Time adverbials 	<ul style="list-style-type: none"> • Main clause • Simple past tense • Compound sentences (and) • (continue objectives from y1 e.g. Capital letters, full stops etc.) • Irregular verbs
	Cultural Capital Drama recreation of the story.	Product <i>Skill Development: narrative of observing what happened</i> <i>Independent Write: narrative of Pied Piper</i>	Key Vocabulary pleasanter, townsfolk, vermin, cradles, ladle, spoiled, flocking, corporation, ermine, consternation, glutinous, swarthy, swarm, retreat	Spoken Language
 Eric How can I make my description interesting?	 A character description tells us what a person is like.	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices 	<ul style="list-style-type: none"> • Adjectives (suffix er, est) • Expanded noun phrases (with...like...) 	<ul style="list-style-type: none"> • Compound sentences (but/and/or) • Statement • Apostrophe (singular possession eric's)
	Cultural Capital Finding 'Eric' hidden in the classroom.	Product <i>Skill Development: character description</i> <i>Independent Write: character description</i>	Key Vocabulary Foreign exchange, pronounce, pantry, cultural, intensity, excursion, exasperating, bewildered, speculation, thriving	Spoken Language
 The Lost Species What does non-chronological mean?	 A non-chronological report is a non-fiction text that is not written in time order to give information about a particular subject or event.	<ul style="list-style-type: none"> • Title • Subheadings and sections • Images/diagrams 	<ul style="list-style-type: none"> • Commas in a list (the creature has ____, ____ and ____.) 	<ul style="list-style-type: none"> • Compound sentences (but/and) • Statement • Question
	Cultural Capital Explore the Natural History Museum website (Woolly Mammoth).	Product <i>Skill Development: non-chronological report</i> <i>Independent Write: non-chronological report (child-led/topic-linked)</i>	Key Vocabulary extinct, endangered, foraged, predator, colonise, fearsome, fossil, remarkable, mammal, vast, ferocious, majestic, destruction	Spoken Language









Book	Purpose	Structure	Genre-specific features	Grammatical features
 There's a Rang-tan in my Bedroom How can a narrative link to real-life?	 A narrative is a piece of writing that focuses on telling a story.	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Sections organised by events 	<ul style="list-style-type: none"> • Commas in a list • Expanded noun phrases (with...like...) 	<ul style="list-style-type: none"> • Sentence types (statement, question, exclamation) • Compound words
Cultural Capital	Product	Key Vocabulary	Spoken Language	
<i>Greenpeace International Advert.</i>	<i>Skill Development: narrative retell</i> <i>Independent Write: innovated narrative – another animal in the bedroom (child-led)</i>	<i>houseplants, bedroom, palm oil, precious, habitat, orangutan, protest, deforestation, omnivore, inhabit, endangered</i>		
Book	Purpose	Structure	Genre-specific features	Grammatical features
 Fanatical about Frogs Why can reports be in non-chronological order?	 A non-chronological report is a non-fiction text that is not written in time order to give information about a particular subject or event.	<ul style="list-style-type: none"> • Title • Subheadings and sections • Images/diagrams 	<ul style="list-style-type: none"> • Coordinating conjunctions (FANBOYS) • Commas in lists (The creature has __, __ and __.) 	<ul style="list-style-type: none"> • Sentence types (statement, question, exclamation) • Common nouns • Present tense
Cultural Capital	Product	Key Vocabulary	Spoken Language	
<i>Look at frogs/frog spawn in the classroom.</i> <i>PURPLE PASSPORT – Become a nature detective.</i>	<i>Skill Development: non-chronological report</i> <i>Independent Write: non-chronological report (child-led/topic-related)</i>	<i>spawn, tadpole, conservation, toad, frog, amphibian, webbing, abundant, wade, external, tympanum, nodule, hind, prey</i>		
Book	Purpose	Structure	Genre-specific features	Grammatical features
 Rabbit and Bear Can narratives be written in 1 st or 3 rd person?	 A narrative is a piece of writing that focuses on telling a story.	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in sections. 	<ul style="list-style-type: none"> • Coordinating conjunctions (FANBOYS) • Commas in lists (The creature has __, __ and __.) • 1st/3rd person 	<ul style="list-style-type: none"> • Compound words • Adverbs
Cultural Capital/Memorable Experience	Product	Key Vocabulary	Spoken Language	
<i>Drama retell.</i>	<i>Skill Development: narrative retell</i> <i>Independent Write: innovated narrative</i>	<i>snowstorm, cautiously, thoughtfully, mysteriously, triumphantly, gravity, severely, avalanche, burrow, hibernation</i>		
Book	Purpose	Structure	Genre-specific features	Grammatical features
 The Magic and Mystery of Trees How are letters sent?	 A letter is written to a recipient to inform them of something.	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order 	<ul style="list-style-type: none"> • Coordinating conjunctions (fanboys) • Commas in lists (the creature has __, __ and __.) 	<ul style="list-style-type: none"> • Subordinating conjunctions (when, if, because) • Sentence types (command) • Imperative verbs
Cultural Capital/Memorable Experience	Product	Key Vocabulary	Spoken Language	
<i>Posting a letter to Cadbury World</i>	<i>Skill Development: letter about saving the rainforest (chocolate company)</i> <i>Independent Write: letter (child-led/topic-linked)</i>	<i>habitat, deepest, densest, clustered, species, carbon dioxide, oxygen, pollution, season, fertile, digest, system, nutrients, devoured</i>		
Book	Purpose	Structure	Genre-specific features	Grammatical features
 The Magic Finger Why is it important to describe the characters in narrative writing?	 A character description tells us what a person is like. We use it in narrative to show the reader what the characters are like.	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices. 	<ul style="list-style-type: none"> • Adverbs • Expanded noun phrases • Commas in a list 	<ul style="list-style-type: none"> • Subordinating conjunctions (when, if, because) • Abstract nouns
Cultural Capital/Memorable Experience	Product	Key Vocabulary	Spoken Language	
<i>Interview the girl with The Magic Finger.</i>	<i>Skill Development: character description within narrative</i> <i>Independent Write: character description within narrative</i>	<i>hunting, blackboard, unfortunate, forefinger, impatient, firewood, enormous, revenge, mound, surrounded</i>		

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Ada Twist and the Perilous Pantaloons What makes an effective letter?</p>	 <p>A letter is written to a recipient to inform them of something.</p>	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order 	<ul style="list-style-type: none"> • Coordinating conjunctions (fanboys) • Commas in lists (the creature has __, __ and __.) 	<ul style="list-style-type: none"> • Apostrophes for contractions • Subordinating conjunctions • Sentence types
	<p>Cultural Capital/Memorable Experience <i>A classroom full of questions from 'The Questioners.'</i></p>	<p>Product <i>Skill Development: A letter to Ada</i> <i>Independent Write: A letter to a scientist (child-led/topic-linked)</i></p>	<p>Key Vocabulary <i>Mingled, bitter, scent, hypothesis, pungent, compliment, molecules, helium, hazardous, perilous, compass, weather vane, precision</i></p>	<p>Spoken Language</p>
Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Too Small Tola Can a narrative have a message?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in sections. 	<ul style="list-style-type: none"> • Coordinating conjunctions (FANBOYS) • Commas in lists (The creature has __, __ and __.) • 1st/3rd person 	<ul style="list-style-type: none"> • Possessive noun (his, her) • Apostrophes for contractions • Subordinating conjunctions • Sentence types
	<p>Cultural Capital/Memorable Experience <i>Watch and listen to the author read part of the story.</i></p>	<p>Product <i>Skill Development: narrative</i> <i>Independent Write: narrative – write another part of the story. What does Tola help with?</i></p>	<p>Key Vocabulary <i>Nigeria, Lagos, mammy-wagon, okada taxi, mosquito, malaria, rainy season, yam, flyover, expressway, generator, groundsnuts, jeering, scholarship</i></p>	<p>Spoken Language</p>
Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>A Book of Bears Are instructions always useful?</p>	 <p>Instructions are written for someone who needs to know how to do something.</p>	<ul style="list-style-type: none"> • Title • Bullet points • Numbered steps 	<ul style="list-style-type: none"> • Imperative verbs • Time adverbials • Compound sentences • Subordination 	<ul style="list-style-type: none"> • Tense types – past and present progressive • Consolidating y2 learning
	<p>Cultural Capital/Memorable Experience <i>Explore bears around the world and plot on the class map.</i></p>	<p>Product <i>Skill Development: bear survival instructions</i> <i>Independent Write: instructions (child-led/topic-linked)</i></p>	<p>Key Vocabulary <i>Species, habitat, climate, subspecies, appetite, endangered, sow, environment, adapt, herbivore, carnivore, omnivore, hibernation, undergrowth</i></p>	<p>Spoken Language</p>

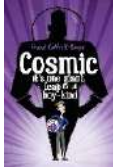






YEAR 3



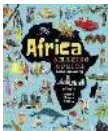



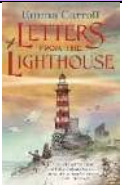

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>The Lost Spells Why are expanded noun phrases used in descriptive writing?</p>	 <p>A character description tells us what a person is like. We use it in narrative to show the reader what the characters are like.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices. 	<ul style="list-style-type: none"> • Commas in a list • Expanded noun phrases (with...like...) • Synonym • Antonym 	<ul style="list-style-type: none"> • Recap y2 objectives of conjunctions • Sentence • Clause
	<p>Cultural Capital/Memorable Experience</p> <p>Explore The Lost Spells theatre production.</p>	<p>Product</p> <p><i>Skill Development: description of a teacher-chosen creature</i></p> <p><i>Independent Write: description of a child-chosen creature</i></p>	<p>Key Vocabulary</p> <p>Incantation, conjuring, hacksaw, folklore, outlaw, heather, skerries, reef, fathoms, mantra, lullaby, psalm</p>	<p>Spoken Language</p>
 <p>The Tiger Rising Why are narratives an important way to share stories and ideas with others?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Paragraphs (for changing time or place) • Expanded noun phrases 	<ul style="list-style-type: none"> • Recap y2 objectives of conjunctions • Sentence • Clause • Present perfect tense
	<p>Cultural Capital/Memorable Experience</p> <p>Watch The Tiger Rising movie clips.</p>	<p>Product</p> <p><i>Skill Development: narrative retell</i></p> <p><i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p>Motel, homeroom, whittle, principal, gravelly voice, frescoes, ointment, maple, leprosy, sculptor, palmettos, trespassing, constellation</p>	<p>Spoken Language</p>
 <p>The Undeclared What is a biography?</p>	 <p>A biography is a non-fiction text about someone's life.</p>	<ul style="list-style-type: none"> • Third person. • Chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Paragraphs (for changing topic) 	<ul style="list-style-type: none"> • Fronted adverbials (where, when)
	<p>Cultural Capital/Memorable Experience</p> <p>Listen to the author (Kwame Alexander) read the book aloud.</p>	<p>Product</p> <p><i>Skill Development: biography</i></p> <p><i>Independent Write: biography (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p>Segregation, civil war, racism, discrimination, slavery, superiority, prohibited, migration, colonist, union, distinction</p>	<p>Spoken Language</p>
 <p>A Necklace of Raindrops How can I paint an image in the reader's mind?</p>	 <p>Descriptive writing is writing in which the author's intent is to create a vivid image of what he/she is describing in the mind of the reader.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Expanded noun phrases for effect • Similes 	<ul style="list-style-type: none"> • Fronted adverbials (where, when) • Prepositions • Contractions • Apostrophes for plural possession
	<p>Cultural Capital/Memorable Experience</p> <p>Finding a necklace in the classroom.</p>	<p>Product</p> <p><i>Skill Development: setting description</i></p> <p><i>Independent Write: description of their own necklace</i></p>	<p>Key Vocabulary</p> <p>Godfather, closet, meekness, contentment, justice, North Wind, moralistic, interwoven, coal-bin, signalman, precipice</p>	<p>Spoken Language</p>
Book	Purpose	Structure	Genre-specific features	Grammatical features









 The Dancing Bear How can we use what we read to help us write?	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Expanded noun phrases for effect • Similes 	<ul style="list-style-type: none"> • Fronted adverbials (where, when, how) • Prepositions • Paragraphs • Commas after a fronted adverbial
	Cultural Capital/Memorable Experience <i>Innovated story – a news report of another animal arriving in Huntington.</i>	Product <i>Skill Development: narrative retell</i> <i>Independent Write: innovated narrative</i>	Key Vocabulary <i>Shepherd, flock, nuisance, adoringly, accommodation, self-esteem, empathy, orphaned, loyalty</i>	Spoken Language
Book	Purpose	Structure	Genre-specific features	Grammatical features
 Cinderella: An Art Deco Fairy tale What is a diary entry?	 <p>The purpose of a diary entry is to recount important personal experiences and to express feelings.</p>	<ul style="list-style-type: none"> • Dear diary. • First person. • Chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • The ability to 'show not tell' 	<ul style="list-style-type: none"> • Fronted adverbials (where, when, how) • Prepositions • Paragraphs • Commas after a fronted adverbial
	Cultural Capital/Memorable Experience <i>Interview a character.</i>	Product <i>Skill Development: diary entry</i> <i>Independent Write: diary entry</i>	Key Vocabulary <i>Dim, frock, smugly, cinders, endearment, announcement, ball, eligible, finery, chauffeur, hopeless, haste, dainty, vowed</i>	Spoken Language
Book	Purpose	Structure	Genre-specific features	Grammatical features
 New and Collected Poems How do we show characters' speech in narrative writing?	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Direct speech to convey character • Expanded noun phrases for effect 	<ul style="list-style-type: none"> • Correct use of inverted commas • Fronted adverbials with commas • Paragraphs
	Cultural Capital/Memorable Experience <i>An author focus on Carol Ann Duffy who is from the local area (Stafford).</i>	Product <i>Skill Development: narrative retell of 'the moon'</i> <i>Independent Write: innovated narrative</i>	Key Vocabulary <i>Boastful, humble, amber, tide, characterisation, dazzling, bubbled, enchanting, overcast, mute, miniscule, glinting</i>	Spoken Language
Book	Purpose	Structure	Genre-specific features	Grammatical features
 How does a Lighthouse work? What is the purpose of an explanation text?	 <p>An explanation text is a piece of factual writing that explains a process or event.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Diagram (labelled) 	<ul style="list-style-type: none"> • Title • Paragraphs • Causal conjunctions 	<ul style="list-style-type: none"> • Root words • Collective noun • Word family • Complex sentences • Subordinate clauses
	Cultural Capital/Memorable Experience <i>Virtual tour of a lighthouse.</i>	Product <i>Skill Development: explanation</i> <i>Independent Write: explanation (linked to History)</i>	Key Vocabulary <i>Coast, ventilator, mechanism, pedestal, optic, nautical, navigational tool, visibility, audible, landmark, merchant, vessel</i>	Spoken Language
Book	Purpose	Structure	Genre-specific features	Grammatical features

 <p>Fortunately the Milk Do all stories follow the same structure?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Direct speech to convey character • Expanded noun phrases for effect 	<ul style="list-style-type: none"> • Correct use of inverted commas • Fronted adverbials with commas • Paragraphs
	<p>Cultural Capital/Memorable Experience</p> <p><i>Interview Dad from the story about his trip to get milk.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell</i></p> <p><i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p><i>Conference, suspicious, orchestra, piranhas, discharged, temperamental, sacrifice, prostrated, prophecy, despondency, strobe</i></p>	<p>Spoken Language</p>
<p>Book</p>	<p>Purpose</p>	<p>Structure</p>	<p>Genre-specific features</p>	<p>Grammatical features</p>
 <p>Grimwood Why is a story ending important?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Descriptive sentences with interesting vocabulary choices in chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • Direct speech to convey character • Expanded noun phrases for effect 	<ul style="list-style-type: none"> • Correct use of inverted commas • Fronted adverbials with commas • Paragraphs
	<p>Cultural Capital/Memorable Experience</p> <p><i>Exploration of people who have to leave their homes in relevant news stories.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell</i></p> <p><i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p><i>Dynamite, mind-bending, trot, alert, perched, kazoo, satin, snaffling, morsels, hackles, commence, scampered, rodent, outsmart</i></p>	<p>Spoken Language</p>
<p>Book</p>	<p>Purpose</p>	<p>Structure</p>	<p>Genre-specific features</p>	<p>Grammatical features</p>
 <p>The Story of Titanic for Children How are letters used to capture important information?</p>	 <p>A letter is written to a recipient informing them of something.</p>	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order paragraphs 	<ul style="list-style-type: none"> • Rhetorical question • Power of 3 description list 	<ul style="list-style-type: none"> • Fronted adverbials with correct punctuation • Complex sentences • Subordinate clauses
	<p>Cultural Capital/Memorable Experience</p> <p><i>Drama activity of the Titanic.</i></p>	<p>Product</p> <p><i>Skill Development: a letter inviting passengers onboard</i></p> <p><i>Independent Write: a letter as a passenger</i></p>	<p>Key Vocabulary</p> <p><i>Luxurious, catastrophe, blunders, withstand, immigration, voyage, slipway, lifeboats, freight, compensate, controversy, premonition, penultimate</i></p>	<p>Spoken Language</p>
<p>Book</p>	<p>Purpose</p>	<p>Structure</p>	<p>Genre-specific features</p>	<p>Grammatical features</p>
 <p>Earth Shattering Events What is a non-chronological report?</p>	 <p>A non-chronological report is a piece of non-fiction writing which doesn't follow events in order of time.</p>	<ul style="list-style-type: none"> • Title • Subheadings and paragraphs • Fact box 	<ul style="list-style-type: none"> • Causal conjunctions • Rhetorical questions • Topic sentences to start paragraphs 	<ul style="list-style-type: none"> • Fronted adverbials with correct punctuation • Complex sentences • Subordinate clauses
	<p>Cultural Capital/Memorable Experience</p> <p><i>Arriving in the classroom to it being destroyed by an 'earth shattering event'.</i></p>	<p>Product</p> <p><i>Skill Development: non-chronological report</i></p> <p><i>Independent Write: non-chronological report (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Natural disasters, infrastructure, permanent, tectonic plates, seismic, epicentre, magnitude, sparsely, displacement, landslide, friction</i></p>	<p>Spoken Language</p>

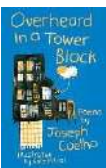







YEAR 4


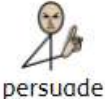


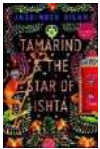

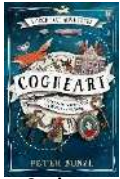

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Cosmic How is a diary entry different to narrative writing?</p>	 <p>The purpose of a diary entry is to recount important personal experiences and to express feelings.</p>	<ul style="list-style-type: none"> • Dear diary. • First person. • Chronological order. • Organised in paragraphs. 	<ul style="list-style-type: none"> • The ability to 'show not tell' • Paragraphs 	<ul style="list-style-type: none"> • Recap of previous year group skills • Fronted adverbials
	<p>Cultural Capital/Memorable Experience</p> <p><i>Listen to presenter and comedian Ed Petrie on BBC reading an extract.</i></p>	<p>Product</p> <p><i>Skill Development: diary entry</i> <i>Independent Write: diary entry</i></p>	<p>Key Vocabulary</p> <p><i>Electromagnet, gravitational force, premature, dispensation, mutation, avatar, distinction, forecourt, ergonomic, velocity, orbiting</i></p>	<p>Spoken Language</p>
 <p>Hotel Flamingo What does persuasion mean?</p>	 <p>A persuasive advert is written to convince the reader to do or think something.</p>	<ul style="list-style-type: none"> • Title • Introduction • Paragraphs • Conclusion/offer 	<ul style="list-style-type: none"> • Alliteration • Power of 3 list • Imperative verbs/command sentence • Rhetorical question • Comparative/superlative adjectives 	<ul style="list-style-type: none"> • Expanded noun phrases with modifying adjectives • Prepositional phrases
	<p>Cultural Capital/Memorable Experience</p> <p><i>A letter from Anna asking for their help to advertise the hotel.</i></p>	<p>Product</p> <p><i>Skill Development: persuasive advert</i> <i>Independent Write: persuasive advert (design their own hotel)</i></p>	<p>Key Vocabulary</p> <p><i>Revolving door, hotel lobby, terrace, marble-clad, penthouse, concierge, billboard, maintenance, candidates, aardvark</i></p>	<p>Spoken Language</p>
 <p>Fly Me Home Why is it important to develop character within narrative writing?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • A variety of sentence structures 	<ul style="list-style-type: none"> • Direct speech to convey character • Expanded noun phrases for effect 	<ul style="list-style-type: none"> • Expanded noun phrases with modifying adjectives • Prepositional phrases • Fronted adverbials with correct use of a comma (where, when, how)
	<p>Cultural Capital/Memorable Experience</p> <p><i>Finding a diary of Leelu in the classroom.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell</i> <i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p><i>Fluorescent, mottled, porcelain, dilapidated, provoke, petty, dank, inhabited, careened, indistinguishable, precarious, revolving, indifference, nondescript</i></p>	<p>Spoken Language</p>
 <p>The Humans Are non-chronological reports written in past or present tense?</p>	 <p>A non-chronological report is a piece of non-fiction writing which doesn't follow events in order of time.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Fact box/diagram 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. 	<ul style="list-style-type: none"> • Standard english • Fronted adverbials • Prepositional phrases • Proper nouns
	<p>Cultural Capital/Memorable Experience</p> <p><i>Interview a predecessor.</i></p>	<p>Product</p> <p><i>Skill Development: non-chronological report</i> <i>Independent Write: non-chronological report (history-link)</i></p>	<p>Key Vocabulary</p> <p><i>Predecessors, pioneered, plethora, civilisations, centuries, Millenia, traversed, region, trade routes, territory, archaeologists, credited</i></p>	<p>Spoken Language</p>

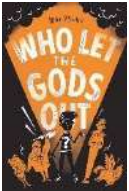

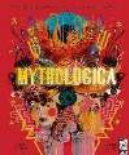



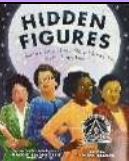

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>The BFG How can I use description to paint a picture in the reader's mind?</p>	 <p>entertain</p> <p>A character or setting description is a text which says what a person or place is like. We use it in narrative to help the reader paint a picture.</p>	<ul style="list-style-type: none"> • A variety of sentence structures • interesting vocabulary choices • a range of sentence starters 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Figurative language (simile/personification) 	<ul style="list-style-type: none"> • Expanded noun phrases with modifying adjectives • Prepositional phrases • Fronted adverbials with correct use of a comma (where, when, how)
	<p>Cultural Capital/Memorable Experience</p> <p>Create a dream jar.</p>	<p>Product</p> <p><i>Skill Development: description (character)</i> <i>Independent Write: description (setting)</i></p>	<p>Key Vocabulary</p> <p>Ghastly, repulsive, prospect, utter, dignified, tender, vigorously, reverberate, menace, anguish</p>	<p>Spoken Language</p>
 <p>Africa, Amazing Africa How can I persuade a recipient of a letter?</p>	 <p>persuade</p> <p>A persuasive letter is written to a recipient convincing them to think or do something.</p>	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order paragraphs 	<ul style="list-style-type: none"> • Alliteration • Imperative verbs/command sentence • Rhetorical question • Comparative/superlative adjectives 	<ul style="list-style-type: none"> • Cohesion • Use of pronouns for clarity and cohesion • Use of pronouns to avoid repetition • Personal pronouns
	<p>Cultural Capital/Memorable Experience</p> <p>A virtual tour of an area of Africa.</p>	<p>Product</p> <p><i>Skill Development: persuasive letter (persuade someone to travel to a place from the book)</i> <i>Independent Write: persuasive letter (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p>Continent, tradition, glimpse, populate, ancient, cultures, deltas, extinct, innovations, thrived, scholars, ancestors, heritage, ethanold</p>	<p>Spoken Language</p>
 <p>The Spider and the Fly How can direct speech move the story on?</p>	 <p>entertain</p> <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • A variety of sentence structures 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> • Cohesion • Use of pronouns for clarity and cohesion • Use of pronouns to avoid repetition • Personal pronouns
	<p>Cultural Capital/Memorable Experience</p> <p>A close up look at a spider's web with a fly attached.</p>	<p>Product</p> <p><i>Skill Development: narrative retell</i> <i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p>Parlour, curious, vain, weary, drawn (as in curtains), soar, cunning, pantry, gauzy, behold, sly, hither, crest</p>	<p>Spoken Language</p>
 <p>Letters from the Lighthouse How does letter writing capture feelings?</p>	 <p>inform</p> <p>A letter is written to a recipient informing them of something.</p>	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order paragraphs 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Fronted adverbials • Conjunctions • Questions 	<ul style="list-style-type: none"> • Cohesion • Use of pronouns for clarity and cohesion • Use of pronouns to avoid repetition • Personal pronouns
	<p>Cultural Capital/Memorable Experience</p> <p>Find a message in a bottle from Olive's mum.</p>	<p>Product</p> <p><i>Skill Development: A letter to Olive's Mum</i> <i>Independent Write: A letter (from another character's perspective)</i></p>	<p>Key Vocabulary</p> <p>Air-raid/shelter/warden, mackintosh, disinfectant, concussed, evacuating, kindertransport, pinafore, jitterbug, idlers</p>	<p>Spoken Language</p>

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Two Weeks with The Queen What happens during the story 'middle'?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • A variety of sentence structures 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> • Cohesion • Use of pronouns for clarity and cohesion • Use of pronouns to avoid repetition • Personal pronouns
	<p>Cultural Capital/Memorable Experience</p> <p><i>A virtual tour of Buckingham Palace.</i></p>	<p>Product</p> <p><i>Skill Development: narrative</i> <i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p><i>Gastric, stethoscope, hanky, band-aid, matron, dials/gauges, indigestion, wireless, underground station, fret, whimper, lasso</i></p>	<p>Spoken Language</p>
 <p>The Street Beneath my Feet Why are explanation texts produced?</p>	 <p>An explanation text is a piece of factual writing that explains a process or event.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Diagram (labelled) 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Fronted adverbials • Conjunctions 	<ul style="list-style-type: none"> • Standard english • Embedded clauses
	<p>Cultural Capital/Memorable Experience</p> <p><i>Look at images of pipe work in the local area.</i></p>	<p>Product</p> <p><i>Skill Development: explanation</i> <i>Independent Write: explanation (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Pavement, gutters, recyclers, burrow, storm drains, microorganism, archaeologist, stalactites, minerals, plates</i></p>	<p>Spoken Language</p>
 <p>The Wild Robot How can I grip the reader in my story opening?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • First person • A variety of sentence structures • Description of setting and character 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> • Embedded clauses • Fronted adverbials and prepositional phrases
	<p>Cultural Capital/Memorable Experience</p> <p><i>Design their own robot.</i></p>	<p>Product</p> <p><i>Skill Development: narrative</i> <i>Independent Write: innovated narrative (robot wakes up somewhere else)</i></p>	<p>Key Vocabulary</p> <p><i>Torsos, limbs, skittered, romping, restrained, hatchling, skittish, motionless, surveyed, truce, goslings, shimmied, pulverised, carnage</i></p>	<p>Spoken Language</p>
 <p>The Story of Flight What information is included in a biography?</p>	 <p>A biography is a non-fiction text about someone's life.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Chronological order 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Fronted adverbials • Conjunctions 	<ul style="list-style-type: none"> • Standard english • Embedded clauses
	<p>Cultural Capital/Memorable Experience</p> <p><i>Interview The Wright Brothers.</i></p>	<p>Product</p> <p><i>Skill Development: biography (The Wright Brothers)</i> <i>Independent Write: biography (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Intrepid, cargo, passenger, inventor, accelerate, headwind, enthusiast, aviation, aerodynamics, civilians, radar, navigate</i></p>	<p>Spoken Language</p>



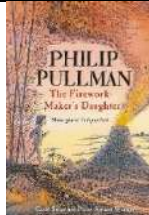



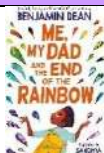

YEAR 5







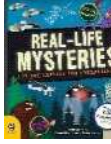

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Overheard in a Tower Block What role do diaries play in capturing an individual's feelings?</p>	 <p>The purpose of a diary entry is to recount important personal experiences and to express feelings.</p>	<ul style="list-style-type: none"> • Dear diary. • First person. • Chronological order. • Organised in paragraphs. • 	<ul style="list-style-type: none"> • The ability to 'show not tell' • Paragraphs 	<ul style="list-style-type: none"> • Recap of previous year group skills
	<p>Cultural Capital/Memorable Experience</p> <p><i>Watch and listen to the author perform their poetry.</i></p>	<p>Product</p> <p><i>Skill Development: diary entry</i></p> <p><i>Independent Write: diary entry</i></p>	<p>Key Vocabulary</p> <p><i>Tiptoeing tricksters, stench, winterberries, birdsong, marshes, conquered, arcing, clusters, Roehampton, bin shoot, stone cold,</i></p>	<p>Spoken Language</p>
 <p>Beetle Boy Why is developing character and setting important within narrative writing?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • Character and setting development 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> • Relative clauses • Relative pronouns
	<p>Cultural Capital/Memorable Experience</p> <p><i>A bag of clues for the missing Dr Bartholomew Cuttle.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell</i></p> <p><i>Independent Write: narrative of what happens to Darkus as he meets Humphrey and Pickering face to face</i></p>	<p>Key Vocabulary</p> <p><i>Widower, entomology, vault, hammock, gargoyles, prototypes, evicted, clone, solitary, kindred spirit, specimen, perforation, iridescent, mulch, intruder, arthropod, scarab</i></p>	<p>Spoken Language</p>
 <p>The Invention of Hugo Cabaret Who is the audience of a biography?</p>	 <p>A biography is a non-fiction text about someone's life.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Chronological order 	<ul style="list-style-type: none"> • Cohesion/cohesive devices • Third person • Past tense 	<ul style="list-style-type: none"> • Modal verbs • Passive voice • Auxiliary verbs
	<p>Cultural Capital/Memorable Experience</p> <p><i>Watch the Hugo Cabret film trailer/extracts. Discover a heart-shaped key in the classroom.</i></p>	<p>Product</p> <p><i>Skill Development: biography</i></p> <p><i>Independent Write: biography (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Apprentice timekeeper, automaton, calibrate, clockwork, decrepit, disassemble, horologist, illusions, Prometheus, scavenge, wooden armoire, jeopardy, anonymity</i></p>	<p>Spoken Language</p>
 <p>The Good Thieves What is the power of figurative language?</p>	 <p>A character or setting description is a text which says what a person or place is like. We use it in narrative to help the reader paint a picture.</p>	<ul style="list-style-type: none"> • A variety of sentence structures • Interesting vocabulary choices • A range of sentence starters 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Figurative language (simile/personification) 	<ul style="list-style-type: none"> • Semi-colons for clauses
	<p>Cultural Capital/Memorable Experience</p> <p><i>Find a historical diary from Vita Marlowe in the classroom.</i></p>	<p>Product</p> <p><i>Skill Development: character description</i></p> <p><i>Independent Write: setting description</i></p>	<p>Key Vocabulary</p> <p><i>conman, mafia, recruits, pickpocket, horse-whisperer, tycoon, crook, heist, opponent, shrieking, refuge, scandalised, turret, essence, glinte, rapscallion</i></p>	<p>Spoken Language</p>

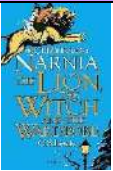







Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Cakes in Space How can I convince a reader?</p>	 <p>Persuasive writing is a type of writing that aims to convince a reader to adopt a particular point of view or take a specific action</p>	<ul style="list-style-type: none"> • A catchy title • Paragraphs • A concluding statement with an offer • Details of how to find out more 	<ul style="list-style-type: none"> • Alliteration • Imperative verbs/command sentence • Rhetorical question • Comparative/superlative adjectives 	<ul style="list-style-type: none"> • Semi-colons for lists • Use of bullet points
	<p>Cultural Capital/Memorable Experience</p> <p><i>Design their own spacecraft.</i> <i>PURPLE PASSPORT – Learn to moonwalk.</i></p>	<p>Product</p> <p><i>Skill Development: persuasive text to persuade people to come to space</i></p> <p><i>Independent Write: persuasive text (design their own spacecraft)</i></p>	<p>Key Vocabulary</p> <p><i>Brochure, shuttle, orbit, gravity, porthole, harnesses, weightless, adventurer, klaxons, frantic, revolved, advanced, docking hatch, bulkhead, evolving</i></p>	<p>Spoken Language</p>
 <p>Zombierella How are stories adapted, innovated and retold?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<p>Paragraphs</p> <p>Third person</p> <p>Character and setting development</p>	<p>Direct speech to convey character and to move events forward within a story.</p> <p>Expanded noun phrases and descriptive devices</p> <p>Cohesion/cohesive devices</p>	<p>Fronted adverbials/adverbial phrases</p> <p>Relative clauses and relative pronouns</p> <p>Use of a semi-colon</p> <p>Inverted commas</p>
	<p>Cultural Capital/Memorable Experience</p> <p><i>Arrival of the book in class with 'warning' tape and a voice-over of the prologue/the librarian from the tale warning the children of the putrid tale they are about to read.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell</i></p> <p><i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p><i>Decrepit, putrid, parables, festering, wizened, whinnied, protruded, savour, yokels, demise, cinders, inheritance, calluses, gaunt, perished, melodic, frivolity</i></p>	<p>Spoken Language</p>
 <p>Tamarind and the star of Ishta Why do readers read non-chronological reports?</p>	 <p>A non-chronological report is a piece of non-fiction writing which doesn't follow events in order of time.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Fact box/diagram 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Technical language • Formal tone • Third person 	<ul style="list-style-type: none"> • Use of a semi-colon • Passive voice • Auxilliary verbs
	<p>Cultural Capital/Memorable Experience</p> <p><i>Google Earth and map exploration of locations from the story.</i></p>	<p>Product</p> <p><i>Skill Development: non-chronological report of the Himalayas</i></p> <p><i>Independent Write: non-chronological report (child-led/topic-related)</i></p>	<p>Key Vocabulary</p> <p><i>Ancestor, luxuriant, ominous, intriguing, verandah, sari, monsoon, Himalayan, salwar kameez, orchard, gulub jaman, lassi, tectonic plates</i></p>	<p>Spoken Language</p>
 <p>Cogheart What is the outcome of an explanation text?</p>	 <p>An explanation text is a piece of factual writing that explains a process or event.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Diagram (labelled) • Chronological order • 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Fronted adverbials • Causal conjunctions • Technical vocabulary 	<ul style="list-style-type: none"> • Main and subordinate clauses • Using a colon to introduce a list • Passive voice • Auxilliary verbs
	<p>Cultural Capital/Memorable Experience</p> <p><i>Exploration of real life automatons.</i></p>	<p>Product</p> <p><i>Skill Development: explanation of how John's ship (Dragonfly) works</i></p> <p><i>Independent Write: explanation (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Automaton, behemoth, dirigible, harpoon, hybrid, mechanical, perpetual motion machine, zeppelin,</i></p>	<p>Spoken Language</p>

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Who let the Gods out? What is the purpose of a newspaper report?</p>	 <p>A newspaper report is written to inform people about current events.</p>	<ul style="list-style-type: none"> • Headline • Leading paragraph with 5Ws • Date • Name of reporter • Conclusion • Pictures with captions 	<ul style="list-style-type: none"> • Rhetorical questions • Formal language • Information about the main events in chronological order 	<ul style="list-style-type: none"> • Direct/indirect speech • Parenthesis using brackets • Perfect tense • Reflexive pronoun
	<p>Cultural Capital/Memorable Experience</p> <p><i>Interview characters from the text.</i></p>	<p>Product</p> <p><i>Skill Development: newspaper report about the escape of a prisoner from Stonehenge</i> <i>Independent Write: newspaper report (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Stonehenge, zodiac, quill, immortal, mortal, realm, reverently, toga, dwelling, elixir, spectral, emaciate, crevices, manacles, clamour, slew, vengeful</i></p>	<p>Spoken Language</p>
 <p>Mythologica What is the purpose of a balanced argument?</p>	 <p>A balanced argument is a discussion that considers both sides of an issue, presenting arguments for and against.</p>	<ul style="list-style-type: none"> • Title • Opening paragraph with summary • Arguments for • Arguments against • Conclusion 	<ul style="list-style-type: none"> • Use of the correct tense • Conjunctions • Adverbs and adverbials • Formal tone 	<ul style="list-style-type: none"> • Cohesion across paragraphs • Cohesive devices • Use of a semi colon to separate clauses • Parenthesis using brackets
	<p>Cultural Capital/Memorable Experience</p> <p><i>Use the British Museum website to explore Gods and Goddesses.</i></p>	<p>Product</p> <p><i>Skill Development: balanced argument of a God being good or bad</i> <i>Independent Write: balanced argument child-led/topic-linked</i></p>	<p>Key Vocabulary</p> <p><i>Justice, sceptre, offspring, anvil, wisdom, loyalty, savage, labours, divert, fatherly, vengeful, fierce, devious, theatrical, resourceful, unpredictable, foresight, concealed</i></p>	<p>Spoken Language</p>
 <p>Poetry for Kids: William Shakespeare Why is William Shakespeare so significant?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • Character and setting development 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices • Cohesion/cohesive devices 	<ul style="list-style-type: none"> • Inverted commas • Use of commas to separate clauses and in lists • Application of Y5 grammar teaching
	<p>Cultural Capital/Memorable Experience</p> <p><i>A Macbeth Crime Scene Investigation.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell (Macbeth)</i> <i>Independent Write: innovated narrative</i></p>	<p>Key Vocabulary</p> <p><i>Prophecy, supernatural, soliciting, grotesque, façade, remorse, cauldron, tyrant, ambition, prophesise, thane, behest</i></p>	<p>Spoken Language</p>
 <p>Hidden Figures How can persuasive writing be used powerfully?</p>	 <p>A persuasive letter is written to a recipient convincing them to think or do something.</p>	<ul style="list-style-type: none"> • A 'dear' address • A 'from' sign off • Introduction • Chronological order paragraphs 	<ul style="list-style-type: none"> • Imperative verbs/command sentence • Rhetorical question • Comparative/superlative adjectives 	<ul style="list-style-type: none"> • Application of y5 grammar teaching embedding parenthesis (including brackets, dashes and commas)
	<p>Cultural Capital/Memorable Experience</p> <p><i>Children to join the NASA/NACA induction programme.</i> <i>A visit to the National Space Centre.</i></p>	<p>Product</p> <p><i>Skill Development: persuasive letter to the city manager</i> <i>Independent Write: persuasive text of why we should remember the hidden figures</i></p>	<p>Key Vocabulary</p> <p><i>Campaign, discrimination, equality, feminism, prejudice, pioneer, racism, segregation, sexism, suffragette, vote, election, freedom, hidden figure</i></p>	<p>Spoken Language</p>

YEAR 6

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>Viking Voyagers How does the structure of an explanation help us to understand?</p>	 <p>An explanation text is a piece of factual writing that explains a process or event.</p>	<ul style="list-style-type: none"> Title Introduction Subheadings and paragraphs Diagram (labelled) Chronological order 	<ul style="list-style-type: none"> Technical vocabulary Rhetorical questions 	<ul style="list-style-type: none"> Recap of previous year group skills Conjunctions (causal) Third person Past tense Fronted adverbials
	<p>Cultural Capital/Memorable Experience</p> <p><i>Interview a Viking.</i></p>	<p>Product</p> <p><i>Skill Development: explanation of how Vikings raided Anglo-Saxon settlements</i> <i>Independent Write: explanation of Viking longships (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Tiptoeing tricksters, stench, winterberries, birdsong, marshes, conquered, arcing, clusters, Roehampton, bin shoot, stone cold,</i></p>	<p>Spoken Language</p>
 <p>The Firework Maker's Daughter</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> Paragraphs Third person Character and setting development 	<ul style="list-style-type: none"> Direct speech to convey character and to move events forward within a story. Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> Recap of previous year group skills Inverted commas
	<p>Cultural Capital/Memorable Experience</p> <p><i>Watch a video of the Birmingham Stage Company's theatre production of the book.</i></p>	<p>Product</p> <p><i>Skill Development: narrative of the story</i> <i>Independent Write: narrative of a flashback</i></p>	<p>Key Vocabulary</p> <p><i>Amulet, billboard, boulevard, grating, idleness, jeer, lotus, roosting, rupee, toiled, trundled, albatross, anguish, bewildered, cascaded, gourd, wretch</i></p>	<p>Spoken Language</p>
 <p>Politics for Beginners What does an author have to know to write a non-chronological report?</p>	 <p>A non-chronological report is a piece of non-fiction writing which doesn't follow events in order of time.</p>	<ul style="list-style-type: none"> Title Introduction Subheadings and paragraphs Fact box/diagram 	<ul style="list-style-type: none"> Effective paragraphing with topic sentences that develop around a main point. Technical language Formal tone Third person 	<ul style="list-style-type: none"> Cohesion/cohesive devices Formal language Passive voice Review of all tense types (perfect, progressive, simple)
	<p>Cultural Capital/Memorable Experience</p> <p><i>National Parliament Week resources.</i> <i>Hold a parliament in the classroom.</i></p>	<p>Product</p> <p><i>Skill Development: non-chronological report</i> <i>Independent Write: non-chronological report (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Politics, democracy, executive, government, authority, legislative, society, politician, judicial, policies, citizens, parliament, members of parliament, prime minister, Houses of Parliament</i></p>	<p>Spoken Language</p>
 <p>Me, My Dad and the End of the Rainbow How does a diary entry capture an individual's thoughts and feelings?</p>	 <p>The purpose of a diary entry is to recount important personal experiences and to express feelings.</p>	<ul style="list-style-type: none"> Dear diary. First person. Chronological order. Organised in paragraphs. 	<ul style="list-style-type: none"> The ability to 'show not tell' Paragraphs Informal language First person 	<ul style="list-style-type: none"> Cohesion/cohesive devices Commas to clarify meaning Ellipsis Hyphen
	<p>Cultural Capital/Memorable Experience</p> <p><i>An exploration of a local Pride event.</i></p>	<p>Product</p> <p><i>Skill Development: diary entry as Archie</i> <i>Independent Write: diary entry from the perspective of another character</i></p>	<p>Key Vocabulary</p> <p><i>Quivering, threatening, differences, metaphor, uncoordinated, LGBTQ+, pinstriped, enlarged, pride, flamboyant, undoubtedly, human rights</i></p>	<p>Spoken Language</p>

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>The Wonderling Why is it essential to develop character and setting descriptions?</p>	 <p>A character or setting description is a text which says what a person or place is like. We use it in narrative to help the reader paint a picture.</p>	<ul style="list-style-type: none"> • A variety of sentence structures • Interesting vocabulary choices • A range of sentence starters • Paragraphs 	<ul style="list-style-type: none"> • Effective paragraphing with topic sentences that develop around a main point. • Figurative language (simile/personification) • Cohesion • Adverbials 	<ul style="list-style-type: none"> • Dashes for emphasis • Semi-colons for clauses
	<p>Cultural Capital/Memorable Experience <i>Interview Miss Carbunkle.</i></p>	<p>Product <i>Skill Development: description of Miss Carbunkle</i> <i>Independent Write: description of The Home for Wayward and Misbegotten Creatures</i></p>	<p>Key Vocabulary <i>Wayward, inexplicable, fetid, appendages, misbegotten, asylum, adornment, monstrosity, inauspicious, arduous, clandestine, excruciating</i></p>	<p>Spoken Language</p>
 <p>Grimm Tales for Old and Young How can well-known narratives be adapted and developed?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • Character and setting development 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> • Semi-colons • Parenthesis (dashes, commas and brackets)
	<p>Cultural Capital/Memorable Experience <i>Record and read aloud their own twisted tale in forest school.</i></p>	<p>Product <i>Skill Development: narrative (fairy tale with a twist)</i> <i>Independent Write: narrative following the structure of a fairy tale (child-led)</i></p>	<p>Key Vocabulary <i>Enchantment, sorcery, benevolence, perilous, bewitched, prowess, treachery, forsaken, redemption</i></p>	<p>Spoken Language</p>
 <p>Mr Penguin and the Lost Treasure How can a persuasive advert use language to convince a reader?</p>	 <p>A persuasive advert is written to convince the reader to do or think something.</p>	<ul style="list-style-type: none"> • Title • Introduction • Paragraphs • Conclusion/offer 	<ul style="list-style-type: none"> • Alliteration • Power of 3 list • Imperative verbs/command sentence • Rhetorical question • Comparative/superlative adjectives 	<ul style="list-style-type: none"> • Subjunctive verb form • Active/passive voice • Use of a colon • Auxiliary verbs
	<p>Cultural Capital/Memorable Experience <i>Creation of their own persuasive advert using IT.</i></p>	<p>Product <i>Skill Development: a persuasive advert to promote Mr Penguin's services</i> <i>Independent Write: a persuasive advert (child-led/topic-linked)</i></p>	<p>Key Vocabulary <i>Quest, adventurer, lost jungle, newspaper advert, financial, secret code, ferocious beasts, sidekick,</i></p>	<p>Spoken Language</p>
 <p>Real-Life Mysteries Why are balanced arguments an important text type?</p>	 <p>A balanced argument is a discussion that considers both sides of an issue, presenting arguments for and against.</p>	<ul style="list-style-type: none"> • Title • Opening paragraph with summary • Arguments for • Arguments against • Conclusion 	<ul style="list-style-type: none"> • Use of the correct tense • Conjunctions • Adverbs and adverbials • Formal tone 	<ul style="list-style-type: none"> • Review of all tense types (perfect, progressive, simple) • Use of higher-level punctuation • Formal language
	<p>Cultural Capital/Memorable Experience <i>Hold a debate in the classroom.</i></p>	<p>Product <i>Skill Development: balanced argument – does Big Foot really exist?</i> <i>Independent Write: balanced argument (child-led/topic-linked)</i></p>	<p>Key Vocabulary <i>Apparition, objective, psychic, coincidence, paranormal, controversy, conspiracy, phenomenon, elusive, illusion, premonition, unresolved, mythical creature, inhabit</i></p>	<p>Spoken Language</p>

Book	Purpose	Structure	Genre-specific features	Grammatical features
 <p>The Lion, The Witch and The Wardrobe What makes a successful author of narrative writing?</p>	 <p>A narrative is a piece of writing that focuses on telling a story.</p>	<ul style="list-style-type: none"> • Paragraphs • Third person • Character and setting development 	<ul style="list-style-type: none"> • Direct speech to convey character and to move events forward within a story. • Expanded noun phrases and descriptive devices 	<ul style="list-style-type: none"> • Review and application of grammar skills taught with the emphasis on manipulation for effect on the reader
	<p>Cultural Capital/Memorable Experience</p> <p><i>Watch the film.</i></p>	<p>Product</p> <p><i>Skill Development: narrative retell</i> <i>Independent Write: innovated narrative (through the wardrobe to their own world)</i></p>	<p>Key Vocabulary</p> <p><i>Centaur, dominions, faun, gilded, mothball, renounce, treason, protagonist, Novel, golden age prophecy, hoax, ogres</i></p>	<p>Spoken Language</p>
 <p>Poems from the Second World War Why are newspapers an important text type?</p>	 <p>A newspaper report is written to inform people about current events.</p>	<ul style="list-style-type: none"> • Headline • Leading paragraph with 5Ws • Date • Name of reporter • Conclusion • Pictures with captions 	<ul style="list-style-type: none"> • Rhetorical questions • Formal language • Information about the main events in chronological order 	<ul style="list-style-type: none"> • Review and application of grammar skills taught with the emphasis on manipulation for effect on the reader
	<p>Cultural Capital/Memorable Experience</p> <p><i>Create a class newspaper based on WW2 events.</i></p>	<p>Product</p> <p><i>Skill Development: newspaper article (linked to History)</i> <i>Independent Write: newspaper article (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Vista, sorrow, gladness, asters, azure, guardians, throbs, bayonet, transitory, adolescence, zany, dunce, unguesscd, esplanade, semaphores, hinges</i></p>	<p>Spoken Language</p>
 <p>Darwin's Voyage of Discovery How does a biography capture the detail of someone's life?</p>	 <p>A biography is a non-fiction text about someone's life.</p>	<ul style="list-style-type: none"> • Title • Introduction • Subheadings and paragraphs • Chronological order 	<ul style="list-style-type: none"> • Cohesion/cohesive devices • Third person • Past tense 	<ul style="list-style-type: none"> • Review and application of grammar skills taught with the emphasis on manipulation for effect on the reader
	<p>Cultural Capital/Memorable Experience</p> <p><i>Natural History Museum – Evolution and inheritance resources.</i></p>	<p>Product</p> <p><i>Skill Development: biography of Charles Darwin</i> <i>Independent Write: biography (child-led/topic-linked)</i></p>	<p>Key Vocabulary</p> <p><i>Philosopher, botany, geology, embark, voyage, circumference, commissioned, naturalist, unchartered, hostile, gauge, specimen</i></p>	<p>Spoken Language</p>
 <p>Black and British How can the way I perform a persuasive speech influence a listener's viewpoint?</p>	 <p>A persuasive speech is a type of speech where the goal is to convince the audience to accept the speaker's point of view or perform a desired action.</p>	<ul style="list-style-type: none"> • Introduction • Paragraphs • Conclusion 	<ul style="list-style-type: none"> • Alliteration • Power of 3 list • Imperative verbs/command sentence • Rhetorical question • Comparative/superlative adjectives 	<ul style="list-style-type: none"> • Review and application of grammar skills taught with the emphasis on manipulation for effect on the reader
	<p>Cultural Capital/Memorable Experience</p> <p><i>Performance of their persuasive speech to a notable person.</i></p>	<p>Product</p> <p><i>Skill Development: a persuasive speech (linked to an element of Black History)</i> <i>Independent Write: a persuasive speech (linked to a current news topic)</i></p>	<p>Key Vocabulary</p> <p><i>Vocabulary chosen by class teachers dependent on sections from the text used.</i></p>	<p>Spoken Language</p>

WHOLE SCHOOL OVERVIEW OF CONCEPTS

EYFS

Birth to 3

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Three and Four-Year-Olds

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Year 1

Reading

Writing

Word Reading

Comprehension

Transcription

Composition

Grammar

Punctuation

- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

- Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week.
- Name the letters of the alphabet in order and using letter names.
- Add prefixes and suffixes (s or es; un; ing, ed, er, est).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters
- Form digits 0-9.

- Sequencing sentences to form short narratives.
- Separation of words with spaces.
- Write sentences by re-reading what they have written to check that it makes sense.

- How words can combine to make sentences.
- Joining words and joining clauses using 'and'.
- Use the grammatical terminology in English Appendix 2 in discussing their writing:
- letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark"

- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Year 2					
Reading		Writing			
Word Reading	Comprehension	Transcription	Composition	Grammar	Punctuation
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Key Stage 2

Year 3 and 4

Reading		Writing			
Word Reading	Comprehension	Transcription	Composition	Grammar	Punctuation
<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 	<ul style="list-style-type: none"> Using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6

Reading		Writing			
Word Reading	Comprehension	Transcription	Composition	Grammar	Punctuation
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Evaluate and edit by: • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 	<ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

