

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
Literary Form	Picture book with repetitive refrain	Picture book with poetic language	Contemporary fiction	Traditional tale	Non-fiction	Poetry
	<p>Owl babies <i>Martin Wadell</i></p> <p><i>Farmer Duck</i> <i>Martin Wadell, Helen Oxenbury</i></p> <p>Brown Bear Brown Bear what do you see? <i>Eric Carle</i></p> <p>I am Brown <i>Ashok Banker and Sandya Prabhat</i></p> <p>Along Came a different <i>Tom McLaughlin</i></p>	<p><i>We're Going on a Bear Hunt</i> <i>Michael Rosen</i></p> <p><i>My Hair</i> <i>Hannah Lee</i></p> <p><i>We are Family</i> <i>Patricia Hegarty</i></p>	<p><i>The World Made a Rainbow</i> <i>David Tennant</i></p> <p><i>Amazing</i> <i>Steve Antony</i></p> <p><i>Kind</i> <i>Axel Scheffler</i></p>	<p>Gingerbread Man</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Gruffalo <i>Julia Donaldson</i></p>	<p>Hooray for Fish <i>Lucy Cousins</i></p> <p>Actual Size <i>Steve Jenkins</i></p> <p>There are 101 animals in this book <i>Campbell Books</i></p>	<p>A Great Big Cuddle <i>Michael Rosen and Chris Riddell</i></p> <p>Poems Aloud <i>Joseph Coelho</i></p> <p><i>Tidy</i> <i>Emily Gravett</i></p>
<p>Reception: Communication and Language:</p> <p>Please follow the link to the Development Matters document Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk) </p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and check they understand what has been said to them Articulate their ideas and thoughts in well formed sentences Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in story times Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; Some as exact repetition and some in their own words Describe events in some detail Listen carefully to rhymes and songs, paying attention to how they sound 					

	<ul style="list-style-type: none"> • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with knowledge and vocabulary. 		
Early reading	<p>Books will be re-read so that children learn and become familiar with subject-specific vocabulary and are able to relate this in their own lives. Books are available for children to share at school and at home.</p> <p>Children will build on prior knowledge and learn that:</p> <ul style="list-style-type: none"> • 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 <p>Children will develop their phonological awareness through daily phonics sessions using the Essential Letters and Sounds DFE validated programme, so that they can:</p> <ul style="list-style-type: none"> • 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 represent one sound and save sounds for them. • Read a few common exception words matched to the schools phonics programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words. • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound. 		
Please refer to the separate phonics programme.			
Extended Writing Outcome/s	<ul style="list-style-type: none"> • make meaningful marks to which the child ascribes meaning. • hold a pencil using a tripod grip. • begin to form letters and digits 0-5 correctly starting and finishing in the right place. • write my name. • hear and write initial sounds in words. • Use phonic knowledge to write CVC words correctly, hearing initial, middle and final sounds. 	<ul style="list-style-type: none"> • form letters and digits 0-9 correctly, starting and finishing in the right place. • write the harder to read and spell words – see ELS progression • use phonic knowledge to write CVC, VCC, CVCC and CCVC words. • begin to use capital letters and full stops to punctuate sentences. • begin use finger spaces between words. • write most words in a phonetically plausible way. • write simple lists, labels and captions. 	<ul style="list-style-type: none"> • form letters in the correct direction and sitting on the line. • write the harder read and spell words – see ELS progression • use phonic knowledge to write words containing digraphs • use capital letters and full stops to punctuate sentences. • use finger spaces between words. • write a sentence that will be legible to the child and others.

		<ul style="list-style-type: none">• Write meaningful sentences.	<ul style="list-style-type: none">• know what an adjective is and begin to use adjectives in writing.• begin to compose my own stories.• build up stamina, writing two or more sentences regularly.
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YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
Literary Form	Non-Fiction Great Explorers <i>Gillian Clements</i> Lost and Found <i>Oliver Jeffers</i> Picture Book Bob the Man on the Moon <i>Simon Bartram</i>	Rhyming Story Oi Frog! <i>Kes Grey</i> Traditional tale Three Billy Goats Gruff Non-Fiction Red Alert <i>Catherine Barr</i>	Traditional tale Goldilocks and the three bears. Contemporary Fiction Bog Babies <i>Jeannie Willis</i> Picture Book Shrek	Contemporary Fiction Katie Morag Delivers the mail <i>Mairi Hedderwick</i> Contemporary Fiction Halibut Jackson <i>David Lucas</i> Poetry The High Street <i>Alice Melvin</i>	Non-fiction Taking Flight <i>First News</i> Picture Book The most magnificent thing <i>Ashley Spires</i> Traditional Tale Cinderella <i>Brothers Grimm</i>	Clem and Crab <i>Fiona Lumbers</i> Classic Fiction The Very Hungry Caterpillar <i>Eric Carle</i> Narrative non-Fiction The Last Wolf <i>Mini Grey</i>
Phonics: <i>Please also see phonics programme.</i>	Children will continue to receive daily phonics sessions delivered using Essential Letters and Sounds, they will learn to: <ul style="list-style-type: none"> • Apply phonic knowledge and skills as a route to decode words • Respond speedily, with the correct sound, to graphemes for all the 40+ phonemes including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPC's that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read word containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings • Read other words of more than one syllable that contain GPCs g. • Read words with contractions [for example, I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter(s). 					
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun 'I'. • Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					
Language Competency: through reading, talk and writing	Present tense including progressive form Adjectives and adverbial phrases Dialogue	Narrative voice Past tense consistency Subordinate and co-	Traditional tale voice Oral storytelling language	Poetic language Expressive and figurative language Language for effect –	Explanation voice Present tense including progressive form	Investigating spelling patterns Subordinate and co-ordinate clauses

	Statement and exclamation sentences – patterns, prosody Practising segmenting and investigating spelling patterns Compounding words Book Talk	ordinate clauses (including fronted adverbials) Dialogue Debate Question and command sentences – patterns, prosody Comparatives and superlatives – suffixes Practising segmenting Book Talk	Subordinate and co-ordinate clauses (including fronted adverbials) Past tense including progressive form Expanded noun phrases Compound words – meaning in spelling Investigating spelling patterns Book Talk	prosody and choice creating meaning Language and word play Expanded noun phrases Investigating spelling patterns Book Talk	Prepositional and noun phrases Verb choices Proper nouns Subordinate and co-ordinate clauses (including fronted adverbials) Question and statement sentences – patterns, prosody Investigating spelling patterns Book Talk	(including fronted adverbials) Adjectives and adverbial phrases Auxiliary verbs Past tense including progressive form Noun phrases Language for effect: Investigating spelling patterns Book Talk
Extended Writing Outcome	Lists Recount Headline Speech bubbles	Rhyming words Re-telling in own words Sequencing Fact file	Character description Retelling Sequencing Letter Instructions	Letter Describing settings Rhyming words Alliteration in lists Re-tell story in own words.	Explanation text Information Writing Writing in Role Letter Re-telling	Oral Storytelling Speech and Thought Bubbles Poetry Information Writing Writing in Role Letter prayers

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Out & about	Rule Britannia	Superheroes	Toys	It's a wonderful world	Hot or Cold?
Literary Form	<p>Picturebook/Non-Fiction Big Book of the UK</p> <p>Beegu (4 weeks) <i>Alexis Deacon</i></p> <p>Handa's Surprise <i>Eileen Brown</i></p>	<p>Classic Fiction Paddington <i>Michael Bond</i></p> <p>Historical Fiction Toby and the Great Fire of London <i>Margaret Nash & Jane Cope</i></p>	<p>Non-fiction Grendel a cautionary tale about chocolate <i>David Lucas</i></p> <p>Super hero Sportsday</p> <p>Contemporary Fiction Traction Man <i>Mini Grey</i></p>	<p>Classic Fiction The Velveteen Rabbit Old Bear.</p> <p>Variation of traditional Fairy Tale The True Story of the Three Little Pigs <i>Jon Scieszka</i></p>	<p>Poetry Wild World <i>Angela McAlister</i></p> <p>Non-Fiction Beneath your Feet <i>RHS</i></p> <p>The day the Crayons quit <i>Drew Daywalt</i></p> <p>Poetry What is Pink? <i>Christina Rosetti</i></p>	<p>Illustrated novel Pattan's Pumpkin Zeraffa Giraffa</p> <p>Non-Fiction All about Orangutans</p>
Reading: Experience, Knowledge, Skills and Strategies	Voice sounds and body percussion - performance Teaching complex code Developing fluency through performance reading Building stamina Reading with expression	Instrumental sounds Teaching complex code Developing fluency through repetitive refrain Building stamina Developing inference Making connections with human experiences	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration	Voice sounds Developing fluency using repetitive refrain Reading illustration Developing inference Developing experience by making intertextual connections	Rhythm, rhyme and body percussion Alliteration and assonance Onomatopoeic words: revision of consonant clusters through teaching the Complex Code Performance reading	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Developing inference Reading illustration
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. 					

	<ul style="list-style-type: none"> Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma 					
Language Competency: through <i>reading, talk and writing</i>	Dialogue Storytelling language: expanded noun phrases Conjunctions. Present and past progressive Contractions apostrophes Investigating spelling patterns Book Talk	Storytelling language: Expanded noun phrases Subordinate clauses Dynamic & stative verbs Dialogue Past tense (including present perfect and progressive) Plurals Investigating spelling patterns Book Talk	Explanatory voice Rhyming pairs – onset and rhyme Descriptive and scientific language Present tense, including progressive Determiners Investigating spelling patterns Book Talk	Storytelling language: innovated traditional tale Past tense consistency Subordinated and co-ordinated sentences Adverbials Dynamic verb choices Book Talk	Poetic language Expressive and figurative language Language and word play Expanded noun phrases Investigating spelling patterns Book Talk	Storytelling language Expanded noun phrases Subordinate and co-ordinate clauses Present and past, including progressive Dialogue spelling patterns Book Talk
Extended Writing Outcome	Writing in role Free verse poetry Instructional writing Letter Writing Guide to Earth	Character description Haiku Information text recount	Persuasive text Non-chron report Speech Re-tell in own words	Alternative fairy tale Recount (newspaper)	Letter writing	Illustrated storybook

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Picture book (3 weeks) Mysteries of Harris Burdick <i>Chris Van Allsberg</i> Narrative Storm <i>Kevin-Crossley Holland</i>	Tin Forest <i>Helen Ward</i> Non-Fiction The Everyday Journey of Ordinary Things <i>Libby Deutsch and Valpuri Kerttula</i>	Wordless Narrative Flood <i>Alvaro Villa</i> Non-Fiction Picture The Rhythm of the Rain <i>Graham Baker-Smith</i>	Classic Fiction The Iron Man <i>Ted Hughes</i>	Poetry Collection Collective Performance Poems <i>Roger McGough Christina Rosetti</i> Non-Fiction Nano <i>Dr Jess Ward</i>	Illustrated Novel Ottoline and the Yellow Cat <i>Chris Riddell</i>
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning Predicting Developing inference Making personal connections Developing experience by making intertextual connections	Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Developing experience by making intertextual connections	Visualising Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Broadening reading material to include distinctive style and tone of advertising	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Beating pulse and rhythm Performance Poetry Listening to poets Visualisation Drawing on personal experiences and values Affective response	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) 					
Language Competency: through <i>reading, talk and writing</i>	First person voice Past and present perfect tense Descriptive language and precise vocabulary choice:	Oral storytelling Descriptive language & precise vocabulary choice:	Present tense, including progressive Precise and memorable description: expanded verb, adverbial and	Storytelling language: Past tense, including progressive Vivid verb,	Poetic language Language and word play: homophones Neo-language and nonsense words	Revision of sentence types: statements, questions, exclamations and commands

	<p>expanded verb, adverbial & noun phrases</p> <p>Modal verbs</p> <p>Imagined & improvised dialogue</p> <p>Expression and empathetic language</p> <p>Book Talk</p>	<p>expanded verb, adverbial and noun phrases, personification, alliteration</p> <p>Imperative sentences</p> <p>Dialogue – inverted commas</p> <p>Paragraphs for cohesion</p> <p>Conjunctions and fronted adverbials</p> <p>Word families in context</p> <p>Book Talk</p>	<p>noun phrases</p> <p>Determiners</p> <p>Paragraphs to organise ideas</p> <p>Hypotheses & questions</p> <p>Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives</p> <p>Word families in context</p> <p>Book Talk</p>	<p>adverbial and noun phrases</p> <p>Exclamations</p> <p>Subordinate clauses – fronted adverbials</p> <p>Parenthesis for clarity</p> <p>Paragraphs for cohesion</p> <p>Hypotheses and questions</p> <p>Emotional expression</p> <p>Spelling plurals, onomatopoeia and compound words</p> <p>Book Talk</p>	<p>Visual patterns in rhyming words – onset and rime</p> <p>Onomatopoeia – consonant clusters</p> <p>Syllabification for spelling</p> <p>Word families in context</p> <p>Narrative poetry</p> <p>Figurative language</p> <p>Invitations</p> <p>Book Talk</p>	<p>Direct Speech</p> <p>Fronted adverbials</p> <p>Vivid noun phrases</p> <p>concept of main clause and subordinate clause</p> <p>First person voice</p> <p>Book Talk</p>
<p>Possible extended Writing Outcome/s</p>	<p>Dialogue setting description (atmospheric description)</p> <p>captions and titles</p> <p>Own version mystery narrative</p>	<p>Character viewpoint narrative</p> <p>Letter Writing</p> <p>Diary entries</p>	<p>Advertising campaign piece</p> <p>Persuasive writing</p> <p>Instructional writing</p> <p>recount</p>	<p>News piece</p> <p>Poetry</p> <p>Diary entry</p> <p>Narrative in role</p> <p>Letters</p> <p>Autobiography (Hogarth/Iron Man)</p>	<p>Poetry in a range of forms</p>	<p>Post cards</p> <p>Write the opening chapter of a mystery story</p> <p>Write the build-up of a mystery story</p> <p>Write the resolution of a mystery story</p> <p>Write a summary.</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
Literary Form	<p>Narrative Non-fiction Ancient Egypt, Gods, Pharaohs and Cats <i>Marcia Williams</i></p> <p>Traditional Tale/Story from another culture Cinderella & The Egyptian Cinderella <i>Shirley Climo</i></p>	<p>Non-Fiction Picture book Flotsam(2 weeks) <i>David Weisner</i></p> <p>Historical Fiction Escape from Pompeii <i>Christina Ballit (2 weeks)</i></p> <p>Non-Fiction One of a Kind <i>Nail Packer</i></p>	<p>Fantasy Fiction Spiderwick Chronicles (4 weeks) <i>Holly Black & Tony DiTerlizzi</i></p> <p>Classic Poetry (2 weeks) Jabberwocky <i>Lewis Carroll</i></p>	<p>Archaic Narrative The Lion, The Witch and the Wardrobe (3 weeks) <i>C.S.Lewis</i></p> <p>Modern Fiction The Great Kapok Tree (2 weeks) <i>Lynn Cherry</i></p>	<p>Contemporary Fiction The Lost Thing (4 weeks) <i>Shaun Tan</i></p> <p>Myths/Legends <i>Robin Hood</i></p> <p>How to train your Dragon <i>Cressida Cowell</i></p>	<p>Stories from another culture Matchbox Diaries (3 weeks) <i>Paul Fleischman</i></p> <p>Non-Fiction How do Bridges work? <i>Roman Belyaev (1 week)</i></p>
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections	Beating pulse and rhythm Performance poetry Listening to poets Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections Character Development	Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing	Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate,	Non-fiction explanatory voice Formal tone and register	Narrative voice Consistent past tense, including progressive Descriptive language	Narrative voice Consistent past tense; progressive and perfect Descriptive language	Present perfect tense Similes and metaphors Comparative conjunctions	Narrative voice Consistent past and present tense;

	<p>argument and persuasive language – modal verbs and subjunctives Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Command sentences Paragraphs for cohesion Book Talk.</p>	<p>Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning</p>	<p>and precise vocabulary choice Debate, discussion and dilemma – subjunctive, modal verbs Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk.</p>	<p>and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive.</p>	<p>Features of a playscript Persuasive phrases Causal conjunctions Simple past and past progressive tenses Instructions Imperative verbs</p>	<p>progressive, present perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive.</p>
Possible Extended Writing Outcome	<p>Alternate ending in similar style.</p> <p>Creation stories Timeline Comic book adaptation Non-chronological report</p>	<p>Information booklet Persuasive writing Report Back story Report</p>	<p>Diary entries Formal letter Dialogue Fact -file Re-write using standard English Setting description Letter home in character Reported speech Haiku</p>	<p>Travel Guide Persuasive letter Character description Setting description Narrative writing playscript</p>	<p>Note taking Persuasive e-mail Recount Lost posters Dialogue Directions Descriptive writing Recount – news Wanted poster</p>	<p>Biography Dialogue Diary entry Explanation text Instructions speech</p>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Archaic Text(Poem) Beowulf <i>Michael Morpurgo</i> Poetry War Poetry <i>various</i>	Historical Fiction Friend or Foe <i>Michael Morpurgo</i>	Narrative Non-Fiction Shackleton's Journey	Biography Race to the Frozen North <i>Catherine Henson</i>	Battle Cry (3weeks)	Stories from other Cultures Greek Myths <i>(Various)</i>
Reading: Experience, Knowledge, Skills and Strategies	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional/oral tales Making intertextual connections	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Author comparison	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Reading illustration and film	Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Developing inference and deduction Reading illustration and film	Performance Poetry Listening to poets Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections/drawing on prior experience.	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference Character comparison Intertextual comparison Critical reading: identifying real and fake news
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 					
Language Competency: through reading, talk and writing	Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue Informal and formal speech	Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Debate, discussion and dilemma:	Non-fiction explanatory voice Manipulating language and meaning - homophones and expressions Paragraphs to organise ideas	Narrative voice Past and present tense, including progressive Imagery and descriptive phrases Synonyms and antonyms	Lyrical language Rhythm and rhyme Figurative language - imagery, personification and metaphor Descriptive language and precise vocabulary choice Manipulating	Narrative voice Passive and active choices Rhetorical questions Adapting and editing Debate, argument and persuasive voice Metaphor and

	<p>Figurative language Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk</p>	<p>subjunctive, modal verbs, passive and active Imagined and improvised dialogue – informal and formal speech Book Talk</p>	<p>Debate, dilemma and persuasion: modal verbs, Imperative verbs Conjunctions, bias Ambiguity - passive and active Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning</p>	<p>Vivid verb choices Hypotheses and questions Debate, dilemma and persuasive language: modal verbs, conjunctions, passive and active voice Book Talk</p>	<p>language for intent and effect on the reader Language for the printed page and that to be heard Visual patterns in rhyming words – onset and rime Syllabification Book Talk</p>	<p>imagery Powerful verbs Imagined and improvised dialogue – informal and formal speech Fronted adverbials and conjunctions in co-ordinate and relative clauses Book Talk</p>
Possible Extended Writing Outcomes	<p>Character description Kenning Beowulf's CV Writing a Saga Biography Grendel/Beowulf comparisons Remembrance poetry in a variety of forms.</p>	<p>Recount News report Persuasive writing Speech – direct and reported Creative writing</p>	<p>Poetry Explanation text Telegram Instructions Non-chronological report</p>	<p>BAME alternative viewpoint Recount - News report</p>	<p>Persuasive writing Performing work in a range of forms Fact file playscript</p>	<p>Narrative – new chapter Persuasive writing Travel brochure (information)</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Contemporary novel The Nowhere Emporium <i>Ross Mackenzie</i> Diversity High Rise Mystery <i>Sharna Jackson</i>	Poetry In Flanders Fields <i>John McRae</i> Archaic Text The Hobbit <i>JRR Tolkien</i>	Non-Linear Time Sequence Holes <i>Louis Sachar</i> Graphic Novel/resistant text The Arrival <i>Shaun Tan</i>	Various Harry Potter Books/Extracts <i>J K Rowling</i> Narrative Non-Fiction Darwin's Voyage of Discovery <i>Jake Williams</i>	Non-Fiction Maps Contemporary novel(BAME) The boy at the back of the class <i>Onjali Q. Raúf</i>	Historical Narrative Cogheart <i>Peter bunzl</i> Story from another culture Kensuke's Kingdom. <i>Michael Morpugo</i>
Reading: Experience, Knowledge, Skills and Strategies	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Making meaning from illustration and text Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison Identifying bias	Increase familiarity with a range of books Identify themes and conventions and compare these across books they have read Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text.	Affective response Alliteration and assonance Scanning and close reading Predicting Evaluating and summarising Visualising Character comparison Looking at language Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical 					

	<p>connections, the use of adverbials, and ellipses; using layout devices.</p> <ul style="list-style-type: none"> Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 					
Language Competency: through <i>reading, talk and writing</i>	<p>Storytelling language</p> <p>Conjunctions and fronted adverbials</p> <p>Descriptive language and precise vocabulary choice</p> <p>Metaphor and imagery</p> <p>Paragraphs for cohesion</p> <p>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p> <p>Imagined and improvised dialogue – informal and formal speech</p>	<p>Narrative voice</p> <p>Past and present tense, including progressive</p> <p>Dialogue</p> <p>Paragraphs for cohesion</p> <p>Conjunctions and fronted adverbials</p> <p>Metaphor and imagery</p> <p>Emotional expression and empathetic language</p> <p>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p> <p>Semi-colons, colons and dash for clause boundary</p>	<p>Narrative voice</p> <p>Descriptive language and precise vocabulary choice</p> <p>Non-fiction explanatory voice</p> <p>Paragraphs to organise ideas</p> <p>informal and formal speech</p> <p>Emotional expression</p> <p>Exploring language and meaning</p> <p>Expression and empathetic language</p> <p>Metaphor and imagery</p> <p>Pragmatic use of repeated pronouns for effect on reader</p>	<p>Narrative voice</p> <p>Conjunctions and fronted adverbials</p> <p>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p> <p>Informal and formal speech</p> <p>Emotional expression and empathetic language</p> <p>Paragraphs for cohesion</p> <p>Commas and parenthesis to clarify meaning</p> <p>Descriptive and scientific language</p>	<p>Poetic language</p> <p>Descriptive language</p> <p>Precise vocabulary choice</p> <p>Emotional expression</p> <p>Exploring language and meaning</p> <p>play Expression and empathetic language</p> <p>Imagery and descriptive phrases</p> <p>Punctuation for effect</p> <p>Metaphor and imagery</p>	<p>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p> <p>Paragraphs to organise ideas</p> <p>Hypotheses and questions – adverbs indicating possibility</p> <p>verb prefixes</p> <p>Nouns, pronouns and determiners for cohesion</p> <p>Commas and parenthesis</p> <p>Punctuation and layout</p> <p>Variety of poetry</p> <p>Figurative language</p>
Possible extended Writing Outcomes	<p>Notes (for use in discussion and debate)</p> <p>Character analysis</p> <p>Biography</p> <p>Suspense narrative</p>	<p>Poetry Writing</p> <p>Haiku, Tanka, motif</p> <p>Use of adverbs to describe characters actions. Write in the role of Bilbo either diary entry or a letter expressing his outrage.</p> <p>Rewrite sections of the dialogue</p> <p>punctuating correctly</p>	<p>Character viewpoint</p> <p>narrative – setting</p> <p>Non-chron report</p> <p>Informal letter</p> <p>Edit & improve</p>	<p>Information text</p> <p>Formal letter</p>	<p>Narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance action.</p> <p>Plan, draft and write selecting the appropriate form</p>	<p>Diary Entry</p> <p>Newspaper report</p> <p>Journalistic writing</p> <p>Note taking</p>