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| **Rec- Y1** | **Read, Write Inc phonics scheme** | | | | | |
|  | Set 1 A -teach single letter sounds, blending, spelling and reading  Set 1 B -teach gaps in single letter sounds, blending, spelling and reading  Set 1 C- teach gaps in single letter sounds, blending, spelling and reading  Ditty -teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete a sentence and hold a sentence.  Red- teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete and hold a sentence.  Green- teach Set 2 sounds, review Set 1. Blending, spelling and reading. Writing simple sentences, thought bubbles, posters, lists, descriptive sentences, commands.  Purple- teach Set 2 sounds, continue to review Set 1 sounds. Blending, spelling and reading. Writing letters, commands, descriptive sentences, balanced text with pros and cons, labels, balanced texts.  Pink- teach remaining Set 2 Sounds. Once confident, teach Set 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, letters, postcards, questions and descriptive responses, commands, speech bubbles, instructions, writing facts.  Orange- continue to teach Set 3 sounds, review Set 1 and 2 sounds. Blending, spelling and reading. Writing speech bubbles, descriptive sentences, sequenced narrative, persuasive invitation, shopping list, comparative description  Yellow- review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, sequenced narratives, posters, recounts, letters, emails, short play, adverts, leaflets  Grammar- past tense verbs, apostrophe of omission, capital letters, suffixes, plurals, compound words, adjectives, nouns, statements, questions, commands  Blue- Review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing- newspaper reports, letters, stories, invitations, poems, instructions,  Grammar- adverbs ending -ly, commands, verbs, compound words, noun phrases, adjectives, past and present tense, commas in lists, apostrophe of omission  Grey- Teach multi-syllabic words. Blending, spelling and reading. Writing posters, retelling a story, instructions, lists, describing sentences, fact files, recounts, questions.  Grammar- co-ordination (or, but, and), progressive past/present tense, commands, nouns, apostrophe (possessive), adverbs, commands, suffixes, adjectives, verbs, commands, statements  **Literacy and Language scheme** | | | | | |
|  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| **YEAR 2** | **FICTION**  Picture book  *Cottonwool Collin by Jeanne Willis and Tony Ross*  Story with familiar setting  *Sister for Sale by Adrian Bradbury*  hear and enjoy a picture book story    learn the meaning of specific vocabulary  increase their knowledge of synonyms    use language to explore feelings shown in illustrations    keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing    develop their skills of argument and discussion    become familiar with some words and phrases that help to move a story on    make connections between books    make links with their own experiences and a story  make predictions    read with expression  understand how writers use language for effect    consider the reasons behind a character’s actions  develop empathetic responses to characters and situations    develop their awareness of dialogue and narrative    develop their understanding of how stories are created by writers    write a description of a character    consider the effect that character and plot have on one another  develop the first stage of a plan for their story  see how a plan (Story mountain) helps an author and use this as a model for their own planning and writing  use their plan (Story mountain) and notes to write their own story with a familiar setting  share their story with a new audience    evaluate their partner’s work against specific criteria and then discuss how they could improve their work, in response to their partner’s feedback    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Explanation  *Parents and their Young*  understand why we read explanatory texts    become familiar with some of the key language features associated with explanations    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    understand why non-fiction texts have glossaries and how they are organised    understand how a diagram is used to organise information    sequence the text in an explanation with support    use a diagram to sequence the text in an explanation independently    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    participate in improving an explanation    improve their explanations independently    learn how to use notes to create sentences containing additional information    turn notes into sentences to create additional information independently    write their own explanation    evaluate their partner’s work against specific criteria and then discuss how they could improve their work, in response to their partner’s feedback    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    present their explanations clearly and effectively | **FICTION**  Picture book  *The fish who could wish by John Bush & Korky Paul*  Poetry  *Tiger by Usha Kishore*  *River by June Crebbin*  *Don’t call alligator Long Mouth by John Agard*  hear and enjoy a picture book poem    make connections between stories    use accurate descriptions    keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing    develop their skills of argument and discussion  become familiar with some technical language particular to poetry  listen to and make connections between a new poem and a story    make links between the settings of the two poems  understand what kennings are and how they are created    learn the meaning of specific vocabulary and increase their knowledge of synonyms    read with intonation and expression    identify repetition  develop their performance of a poem to include movement and actions    evaluate their own and others’ performances    develop their understanding that poems are made by poets and that we can all become poets    work together to create strong visual imagery to use as inspiration for their poetry    build powerful images to use in their poetry    explore poetic techniques to use in their poems    consider how to lay out and organise their poem  see an example of a finished poem that will provide a model for their own writing    create their own poem about their new sea creature  create their own poem about their new sea creature    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    practise reciting, performing or reading their poem with feeling    **NON-FICTION**  Non- chronological text  *Journey to the deep*  understand why we read non-chronological texts    use questions they have composed to gather information    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms  become familiar with some of the key features associated with non-chronological texts    understand how to group information    build questions around photographs as a starting point for their own writing    learn how to order notes under headings    organise notes onto a mind map to create a plan for their own writing    keep a personal reading, writing and thinking log  participate in the process of writing a section of a non-chronological text    write a section of a non-chronological text independently    write a section of a non-chronological text independently    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    choose the organisational features they want to use to lay out and publish their writing | **FICTION**  Picture book  *Little Croc’s purse by Lizzie Finlay*  Playscript  *Oh Gnome! By Lou Kuenzler*  learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms    show their understanding of the story through drama    keep a personal reading, writing and thinking log  develop their skills of argument and discussion  see and experience parts of the same story reconstructed as a script    make connections between stories    make links with their own experiences and make predictions.      use their phonic knowledge to decode multi-syllabic words and increase their understanding of rarer vocabulary they will encounter in the text    summarise parts of a script orally and use drama techniques to communicate ideas and show understanding    think more deeply about characters in the script and to record their ideas    develop their lateral thinking skills to explore the text    develop their awareness of how mood and atmosphere are created    create mood and atmosphere using sound effects in a performance    understand how small changes can have big consequences in narratives    learn how to improvise dialogue in an imaginary setting    develop their inferential thinking skills    develop their confidence and skill in script planning and development    participate in the final stages of writing a script that will provide a stimulus and model for their own writing    use prompts to write their own ending and complete a scene    evaluate their partner’s work against specific criteria    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Persuasive writing  *The super car boot toy sale!*  *Gnome, Sweet Gnome!*  become familiar with some persuasive words and phrases  develop their understanding of and ability to use persuasive language    share the process of keeping a class reading, writing and thinking log  be introduced to some of the persuasive techniques that advertisers use  experiment with the language and layout used in adverts  keep a personal reading, writing and thinking log  deepen their understanding of the language and layout features of leaflets  experiment with presentational devices for effect  choose and use appropriate words and phrases to create a piece of persuasive writing  proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling  work effectively in groups to present film trailers in dramatic form  evaluate another group’s performance against specific criteria and think about how it could have been improved | **FICTION**  Picture book  *Billy Monster’s daymare by Alan Durant & Ross Collins*  Traditional tale  *Beauty and the Beast by Gill Howell*  show their understanding of the story through drama  make connections between this story and other stories and their own experiences  keep a personal reading, writing and thinking log  develop their skills of argument and discussion  become familiar with some special phrases particular to fairy tales  make connections between stories and fairy tales they know well  make links with their own experiences  make predictions  learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms  use their phonic knowledge to decode rarer multi-syllabic words taken from the text  read a text independently  understand how our opinions about characters can change as a story develops  develop empathetic responses to characters and situations  develop their awareness of dialogue and narrative  practise being storytellers, using varied pace and intonation to sustain the listeners’ interest  explore and record what they know about the characters in a fairy tale  understand how a character affects other characters and events in a story  explore possibilities for a new fairy tale  see a plan that will provide a model for their own planning  develop a plan  see an example of a finished story that will provide a model for their own writing  use their plans to write their own fairy tale  use their own stories to develop their own storytelling techniques and an awareness of the effects of their use of language in writing  evaluate their partner’s work against specific criteria and then discuss how they could improve their work, in response to their partner’s feedback  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    **NON-FICTION**  Instructions  *How to Turn a Class Hamster into a Dinosaur*  become familiar with some adverbs of time used in sets of instructions    develop their ability to follow and give oral instructions    identify the purpose of a variety of written instructions    share the process of keeping a class reading, writing and thinking log    understand why it is important to sequence written instructions in the correct order    think about the logical order of commands in written instructions  apply their knowledge of adverbs to build a set of instructions    participate in shared writing of a set of instructions    write a simple set of instructions independently    follow a set of instructions their partner has written    evaluate their partner’s work against specific criteria and then discuss how they could improve their work, in response to their partner’s feedback  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling | **FICTION**  Picture book  *The Night Shimmy by Gwen Strauss & Anthony Browne*  Story with familiar setting  *Chatterbox Ben by Adrian Bradbury*  explore themes in a text  show their understanding of emotions and feelings through drama  make connections between this story and other stories and their own experiences  keep a personal reading, writing and thinking log  develop their skills of argument and discussion  explore how characters' feelings are shown in illustrations  use synonyms to describe characters' feelings  develop their lateral thinking skills  make links with their own experiences  make predictions  learn the meaning of specific vocabulary used in the story  increase their knowledge of synonyms  consider how character and plot affect each other  develop literal and inferential thinking skills  identify different moods and feelings conveyed in a story  increase their awareness of similes  build up a description of a character they are familiar with  see a character grow through three stages of development that will provide a model and stimulus for their own writing  become familiar with a scenario to be used in their writing  share the process of keeping a class reading, writing and thinking log  evaluate their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Communication texts  *Thrill City- email and letter*    develop an understanding of the purpose of diaries    develop ability to adopt a role and use talk to express feelings    keep a personal reading, writing and thinking log    increase their awareness of specific vocabulary    develop their awareness of different forms of communication    develop their ability to write with clarity when communicating with others  develop their communication skills to work effectively as a team    develop their team presentation skills to communicate effectively to a large group    develop awareness of writing styles and the audience or reader    to explore different forms of invitations as a model for their own writing    use information to create an informal invitation for a specific audience    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    develop their awareness of writing for a specific purpose and audience    develop children’s awareness of formal and informal language    use role-play to explore ways of communicating effectively using speech and body language    evaluate their partner’s performance against specific criteria and think about how it could have been improved | **FICTION**  Picture book  *G.E.M. by Jane Clarke and Garry Parsons*  Story set in a fantasy world  *Chocolate planet by Jon Blake*  make connections between stories and their own experiences  keep a personal reading, writing and thinking log  develop their skills of argument and discussion  make connections between stories  make links with their own experiences  make predictions  learn the meaning of specific vocabulary used in the story  increase their knowledge of synonyms  develop their literal and inferential thinking skills  develop an empathetic response to characters and situations  identify features of a fantasy story set in space  consider how character, setting and plot affect each other  use their imagination to explore the story setting  develop an awareness of how sound creates atmosphere    use their phonic knowledge to spell multi-syllabic words they have encountered in the text  see and participate in the creation of a fantasy setting  consider how setting can affect the characters and action in a story  see a story grow through three stages of development that will provide a model and stimulus for their own writing  create freeze-frames to consolidate ideas for the final part of their own writing  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Information text  *Chocolate*  develop an interest in information texts    revise their understanding of alphabetical order  focus on information texts that use alphabetical order    stimulate children to think about different kinds of information, how it can be presented and why different presentational features are used    share the process of keeping a class reading, writing and thinking log    become familiar with vocabulary used in information texts    see a model of how to create their own questions after a close reading of a text    develop their ability to create and write questions based on an information text    develop their vocabulary and understanding of glossaries    develop their understanding of information on packaging    identify and record different kinds of information    develop children’s understanding of how to make notes from an information text    make notes from an information text    develop their awareness of how information can be presented in different ways    create an accordion booklet and write information in it    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    display and present their chocolate exhibitions to others    evaluate their partner’s work against specific criteria and then make changes to their own work to improve it, in response to their partner’s feedback |
| **GRAMMAR SKILLS**  revise and consolidate their understanding of when **capital letters** should be used  develop their awareness of how **suffixes** can change the class and the meaning of a word | **GRAMMAR SKILLS**  identify **root words and word endings** -er -est  develop their understanding of the use of **commas in lists** | **GRAMMAR SKILLS**  develop their ability to recognise different **sentence forms**  develop their awareness of **expanded noun phrases** for description and precision | **GRAMMAR SKILLS**  develop their awareness of **conjunctions for co-ordination**  identify **root words** and endings  develop children’s awareness of **adverbs** in instruction texts | **GRAMMAR SKILLS**  develop their awareness of conjunctions for **subordination**  develop their awareness of **apostrophes to mark contractions,** and their understanding of how contracted forms of words can indicate informality in written texts | **GRAMMAR SKILLS**  develop their understanding of what **‘tense’** means and their awareness of how it is indicated through **verb endings**  become aware of the need for the **consistent use of tense in texts** |
| **ASSESSMENTS**  3 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  3 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  7 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  2 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  2 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  3 x grammar  1 x reading  2 end of unit writes  End of year grammar (pass on to next teacher) |
|  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| **YEAR 3** | **FICTION**  Story with familiar setting  *Sand Wizards by Jon Blake*  make connections between the story and their own experiences    keep a personal log for recording and reflecting on their exploration of stories    develop their skills of argument and discussion  become familiar with words and phrases that are used with particular effect in the story    make links between the new story and those in the Story store    make predictions    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms  understand how certain words create atmosphere and mood and to identify what mood the author is creating    consider how character, setting and plot affect each other    develop empathetic responses to characters and situations    explore the difference between what characters say and what they are actually feeling and thinking, through dramatic reconstruction of part of the story    make connections with the language used in the story and the setting for their writing    understand how words and phrases that relate to time can add tension to writing    explore using descriptive language to use in sentences    use descriptive language to change the mood of sentences    see a model for their own paragraphs    write about a setting using all the skills they have been exploring    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Information text  *Your A-Z holiday guide. Which Holiday*  understand why we read information texts  understand how information texts are organised to be clear, engaging and helpful    understand the difference between fact and opinion, and think about why they are useful to a reader    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    explore general and specific information, thinking about why both might be helpful in different ways    decide what information they should include in their writing, and how information could be grouped to make it clearer    practise organising information in a way that is helpful, by planning headings and subheadings for an information text    identify a variety of sentence starters and think about why writers use them  take notes independently, summarise the main ideas and make decisions about preferences    participate in shared writing of part of an information text    write their information text independently    explore a variety of ways to organise their information text    publish their information text    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    organise their entries in a class information text | **FICTION**  Playscript  *A Tune of Lies by Lou Kuenzler*  learn the meaning of specific vocabulary used in the playscript    keep a personal log for recording and reflecting on their exploration of stories    develop their skills of argument and discussion t  become familiar with words associated with playscripts    hear more about the play and make predictions    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    develop their skills of argument and discussion    gain a deeper understanding of the play and to see the text for the first time    consider the reasons behind a character’s actions    learn the meaning of vocabulary used in the play and to use synonymous language to give shades of meaning    understand how stage directions are used and what they tell us about the characters    understand the importance of setting to a play    learn the meaning of vocabulary used in the playscript and increase their knowledge of synonyms    explore the importance of individuals and events in the script    explore how characters’ emotions change throughout the play    understand how small changes can have big consequences in narratives    develop their awareness of the narrator’s and characters’ voices    improvise dialogue in an imaginary context    participate in the creation of an expanded scene of the play    participate in the development of a new scene that will provide a model and stimulus for their own writing    write their scene    understand special effects and where they could use them    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    perform and evaluate their and other children’s scripts    **NON-FICTION**  Instructions  *How to Make a One-string Guitar*  learn about the key features and language used in instructions    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms  become aware of the key features and language in instructions    read and evaluate a set of instructions    improve a set of instructions and evaluate their success    keep a personal log for recording and reflecting on their exploration of instruction texts    read and evaluate a set of instructions    plan additional material to improve the instructions    read, evaluate and improve their plans for the instructions    write a simple set of instructions independently    follow a set of instructions they have written and evaluate its success    evaluate their own work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling | **FICTION**  A Sci-Fi/fantasy story  *A Tale of Two Robots by Roy Apps*  communicate their emotions using drama    keep a personal log for recording and reflecting on their exploration of stories    develop their skills of argument and discussion  learn the meaning of specific vocabulary    make connections between the new story, those in the Story store and any other stories they might know    make predictions about the story    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    increase their knowledge of and application of rarer vocabulary and synonyms    become familiar with special phrases particular to the story and consolidate their understanding of similes    keep a personal log for recording and reflecting on their exploration of stories  identify different characters’ points of view    explore and develop their own opinion about the importance of individuals and events in the story    use their imagination to compose questions to ask a character    record their ideas in an appropriate form    develop understanding of specific vocabulary used to talk about stories    understand how stories can be changed and developed    participate in shared writing as a model for their own writing    empathise with characters through drama and develop ideas for dialogue, to use later in their writing    evaluate the modelled writing    explore narrative point of view through oral storytelling from the point of view of one character    develop awareness of narrators in stories  experiment with narrative in their own writing    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    use drama to reconstruct mind pictures  **NON-FICTION**  Discussion  *Nose in a Book or Eyes on the Game?*  *How Long Should Brea k Be?*  develop awareness of different points of view and balance in arguments, and to practise using vocabulary associated with discussion texts    become familiar with some words associated with discussion texts    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    become familiar with some words and phrases associated with discussion texts    develop awareness of the structure of written discussions    act in role to explore two sides of an argument, to prepare for writing a structured argument    keep a personal log for recording and reflecting on their exploration of discussion texts    experience discussions and arguments in informal, spoken form    develop their ability to identify different points of view    see how to organise a discussion text as a model for their own writing    write their own discussion text based on some example points of view    develop their ability to evaluate writing and to make changes to improve their own writing    develop their ability to identify facts and opinions and an awareness of how they can support an opinion  use facts and opinions to form their own point of a view about a topic    participate in a whole class debate and vote | **FICTION**  A Poem  *Water-cycle by Andrew Fusek Peters*  Immerse in word play and different types of poetry, and revise what they already know about poems    explore and have fun with tongue twisters, and explore alliteration and performance elements    explore and have fun with riddles, and explore repetition and rhyme    explore and have fun with nonsense poems, and explore features such as made-up words and bizarre images    keep a personal log for recording and reflecting on their exploration of wordplay and poems    develop their skills of argument and discussion  develop confidence in using vocabulary to talk about poetry    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    hear and enjoy the main poem for the first time    hear and use synonyms for vocabulary taken from the poems    become more familiar with special phrases particular to the poem and to comment on the effect choices of words have on readers    focus on the effects of poetic devices  deepen understanding and enjoyment of the poem    explore and understand the imagery of the poem further by making up actions for a performance    explore a poem through performance    recognise sound patterns in words created by rhyme and onomatopoeia  share the process of building unusual imagery using rhyme and onomatopoeia    share the process of building imagery using compound words    use notes and prompts to grow their own poem    develop a confident approach to critical analysis    use notes, prompts and what they have seen modelled, to complete their own poem  experiment with writing lines from their poems in different shapes    share their own and other children’s poems    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    use IT to develop their presentation skills to publish their poems for a wider audience  **NON-FICTION**  Explanation  *Where does Water Come From?*  revise their existing knowledge of the purpose and features of explanation texts    develop their ability to interpret a diagram and give an oral explanation    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    develop experience of reading explanation texts    become familiar with the language and features of explanation texts    develop their ability to interpret a diagram and to write a simple explanation    keep a personal log for recording and reflecting on their exploration of explanation texts    identify the intended audience of an explanation text and work out what key feature is missing    work in a group to create an effective diagram to support a written explanation    practise explaining a process clearly, using a visual aid    keep a personal log for recording and reflecting on their exploration of explanation texts    participate in shared writing of an explanation text    create an explanation text  re-write parts of an explanation text    evaluate their own and others’ work    proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling    use their own words to create a diagram | **FICTION**  A mystery story  *Smash and Grab! By John Dougherty*  understand the main features of a mystery story    keep a log for recording and reflecting on their exploration of stories    develop their skills of argument and discussion    make links with their own experiences and to make predictions before they hear the full version    become familiar with language in the story and to create a mental model of the language    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms      become familiar with similes so they can visualise the images that the author creates  understand how the author puts clues into the story and makes some things purposely vague so that the reader can feel involved in solving the mystery alongside the characters    explore how the author gives the reader clues about characters by showing what they do rather than telling the reader what they are like    explore how their knowledge of the character and the punctuation of the dialogue helps them create voices for the characters    consider how character, setting and plot affect each other    explore alternative settings and descriptive phrases for their new story    work out which parts of an account are facts, and to infer other evidence about the characters from what they say    add adverbs/verbs, showing not telling character sentences and similes to their plan so they have a detailed plan to write from    work out a suitable resolution for their story    see writing that will provide a model for their own story    write their story using all the skills they have been exploring    read their story to a supportive critical partner  evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    **NON-FICTION**  Non-chronological report  *Wanted: A New Planet*  understand why we read non-chronological reports    understand technical language used in the non-chronological report before they read it for the first time    read a non-chronological report    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    become familiar with some of the key language features associated with non-chronological reports    read a range of sentence starters and think about how they make the text more interesting to rea    read non-chronological reports and learn how to take notes    read and identify where a non-chronological report could be improved    use their notes to plan a first draft of their non-chronological report    write their own sections of a non-chronological report    consider the importance of titles and to choose one appropriate for a particular text    evaluate their partner’s work against specific criteria and then discuss how they could improve their work, in response to their partner’s feedback    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    adapt their non-chronological reports into broadcast material    rehearse reading out their broadcast script | **FICTION**  A folktale  *The enchantress of the Sands by Jamila Gavin*  understand the main themes and archetypes associated with folktales    identify the main features of a folktale    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    develop their skills of argument and discussion  become familiar with vocabulary specific to traditional stories  make links between the new story and those in the Story store    make links with their own experiences and to make predictions before they hear the full version    to develop their skills of argument and discussion    explore powerful phrases used in the story and increase their knowledge of how imagery can be used to create vivid pictures in the reader’s mind    gain a deeper understanding of the story and to see the text for the first time    identify the main features of a folktale    keep a personal log for recording and reflecting on their exploration of stories    look at settings in detail before writing their own    keep a personal log for recording and reflecting on their exploration of stories    understand how the climax of the story relies on character as well as plot    explore the tension and suspense in the climax of a story    consider how character, setting and plot affect each other  understand how language can be used to show the relative passing of time and to link events in the story together    explore alternative settings and descriptive phrases for their new story    compose a complex sentence that includes a simile    plan their story using the interactive story map    create an exciting climax using dialogue to create tension and tell the story      write their story using all the skills they have been exploring    read their story to a supportive critical partner    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    **NON-FICTION**  Biography and Autobiography  *Jamila Gavin- biography and autobiography*  understand why we read biographies and autobiographies    read a biography and understand what its key features are    understand the differences between biographical and autobiographical texts    share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms    consolidate their understanding of the differences between biographical and autobiographical writing    understand how to compose research questions    understand how to take notes by listening to an audio file; for children to find key words and make summaries  take notes independently by listening to an audio file    take notes from an additional source independently    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    understand how to group information into paragraphs    see a model of the writing process    write their biography as independently as possible  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling    publish their biographies |
| **GRAMMAR SKILLS**  learn the meaning of specific vocabulary used in the story and increase their knowledge of how adverbs can change the meaning of verbs  develop understanding of inverted commas and how to use them correctly | **GRAMMAR SKILLS**  understand how adverbs of time are used to create instructions  understand how verbs in the imperative form give clear commands and so are useful in instructions | **GRAMMAR SKILLS**  develop awareness of the appropriate use of the determiners a and an  develop an understanding of subordinating conjunctions to express cause or time | **GRAMMAR SKILLS**  develop awareness of the function of prefixes | **GRAMMAR SKILLS**  understand how adverbs tell us more detail about a verb and to use adverbs in sentences.  develop their awareness and understanding of word families  develop an awareness of compound sentences and subordinate clauses in complex sentences | **GRAMMAR SKILLS**  develop their awareness of the function of prepositions in a text  develop their awareness of the function of paragraphs in a text |
| **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  2 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  2 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  4 x grammar  1 x reading  2 end of unit writes  End of year grammar (pass on to next teacher) |
|  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| **YEAR 4** | **FICTION**  Dilemma story  *Lost or Stolen by Narinda Dhami*  become familiar with specific cultural facts and vocabulary needed to understand the story  make links and connections between other stories they know, their own experiences and the new story    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument and discussion    increase their knowledge of and application of rarer vocabulary and synonyms    identify a dilemma in a story    explore and develop their own point of view about the development of characters in the story    develop an awareness of subtext    consider how the characters’ actions affect the plot    develop their ability to think outside the story to enrich their reading experience    use hotseating to explore a character’s motivations, feelings and actions    practise using their voice to convey suspense and tension.    develop their awareness of the development and structure of stories    plan and develop a new chapter    explore a setting through a guided fantasy  read and share their writing    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Information texts  *Gadget Magic*  *The Greatest Gadget of Them All*  recall and consolidate their knowledge of where information can be found and to begin to think about how we evaluate its reliability    compose questions to aid research    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their ability to identify and record information    develop their ability to think about audience and purpose    develop their ability to grow an information text from notes    develop their awareness of features of information texts and their purpose.  practise scanning texts to identify specific features    convert continuous prose into an advice and information leaflet    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    analyse formal presentations of information for a specific audience and purpose    write their own information text to be used as the basis for a presentation for a specific audience and purpose    present information for a specific audience and purpose    evaluate their work and others’ work against specific criteria and then discuss how they could improve the leaflets and presentations | **FICTION**  Poetry  *The balloons by Oscar Wilde*  *My Sari by Debjani Chatterjee At the End if School Day by Wes Magee*  immerse in poems that use powerful imagery to capture everyday moments    hear and enjoy poems    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument and discussion    increase their knowledge of powerful vocabulary and synonyms    revise some poetic features and become familiar with Special phrases particular to the poem    consolidate their understanding of syllables    develop their awareness of poetic forms    develop their ability to experiment with words to create powerful images    develop their understanding of rhyming patterns    with language and to consider the impact that making changes can have on a text    make connections between form and content in poetry    explore deeper meaning in a poem through drama    develop their ability to use language to describe what they observe    see how similes can be used to build an image    experiment with language and make choices for effect    see examples of writing that will provide models for their own writing    evaluate the effectiveness of writers’ techniques and language choice    develop their ability to write independently    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Journalistic recount  *Your Alien Experiences*  *The Daily Blab*  revise their understanding of simple recounts and develop their awareness of point of view in texts  experience giving an oral recount in role and to understand that there are differences between oral and written recounts  identify facts and opinions in texts  keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing  become familiar with some words and phrases associated with recounts  identify the key features and main points of a more complex recount  develop their ability to write a recount from notes  identify the features of journalistic recounts  use examples of formal newspaper recounts as models for their own writing  become familiar with rarer vocabulary  identify features of different types of news reports  role-play a scenario that they will use as a basis for writing  develop their ability to select the language and style of a text to suit a particular purpose and audience  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling | **FICTION**  Story in narrative verse  *The Bogey Men and the Trolls Next Door by Kaye Umansky*  talk about the pictures, feelings and ideas the words have made in their minds and to make links with their own experiences and other stories they know    hear more information about the story and become more familiar with the characters and plot before they hear the full version    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument    increase their knowledge of and application of synonyms and to examine how writers use language for effect    predict how the story will develop and end    hear and enjoy stories    develop their knowledge of and application of rarer vocabulary taken from the text    make inferences about characters from what is implied by their words, actions and relationships with other characters    explore how the writer has used a particular form and a variety of language techniques for effect    deepen their understanding of a story by increasing familiarity with the characters and events    explore the tradition of recitation of narrative verse and the reasons for memorising things    practise and develop their memorisation skills    develop their presentation and performance skills    develop an awareness of the narrator’s point of view in a story    write a story using the sentences they have developed, teacher modelling and prompts    develop their willingness to share their work with their peers, and their ability to identify qualities of others’ work as well as their own    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Explanation text  *The Stellar Stage School*  *How the Voice Works*  explore explanation texts    develop their awareness of writing for a specific purpose and audience  keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing  develop their awareness and understanding of explanatory diagrams    develop their ability to think about audience and purpose; to develop their ability to identify different kinds of information in a text    use a flow chart and their role-play as the basis for writing an explanatory letter  take well-organised notes from a verbal explanation    use notes as the basis for an explanation text and to develop their ability to recognise differences between the spoken and written forms of language    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    research a given topic and write an explanation text which includes a diagram and can be used as the basis of a formal presentation    practise and deliver their stage school lessons in the role of experts    evaluate their presentation and another pair’s presentation against specific criteria and then discuss how they could improve their work | **FICTION**  Playscript  *The Fly and the Fool by Lou Kuenzler*  make connections between the landscape of Vietnam and the setting of the play, and to start exploring the characters    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument and discussion    learn the meaning of specific vocabulary used in the playscript and increase their knowledge of synonyms    understand the chronology and main points of the play    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument and discussion    become familiar with particular words associated with playscripts    gain a deeper understanding of the play and to see the full text for the first time    use inference and deduction to gather information about Mr Lo from the text    explore the characters’ motivations and subsequent actions    rehearse and perform the play    explore the importance of individuals and events in the context of the play  to infer a character’s motives from their knowledge of the playscript    understand how small changes can have big consequences in narratives  use details from the story to begin to build a character    explore ways of developing characterisation by showing rather than telling    understand how stage directions tell the actors how to move as well as how to say their dialogue    see an example of writing that will provide a model for their own writing    develop their confidence and skills in script planning and development    read and share their playscripts    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Evaluating evidence  *Junior Detective*  understand some technical language    read an explanation text    increase their vocabulary by identifying and understanding words they are unsure of    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing  become familiar with some of the key language features associated with explanations    learn how to take notes from a variety of source materials    assess the source materials and make notes    understand how to structure their evidence  assess the evidence in order to plan their writing    write about their evidence, including an introduction and a conclusion    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    present their evidence to the ‘court’    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work | **FICTION**  Story with historical setting  *Runaways! By Jim Eldridge*  become familiar with the historical setting of the story    make connections between the story and its historical setting    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument and discussion    encounter strong descriptive words and phrases and think about how they help the reader to engage with a story    identify and explore words and phrases that help create the historical setting of the story    gain a deeper understanding of the story and to see the text for the first time    investigate how characters’ actions are affected by setting    understand how the author builds up a character through dialogue and actions    gain understanding of the characters’ feelings and motivation  break up the story into sections to help them to retell the story    summarise the main ideas and plot of the story  use textual evidence to understand a new character and use dialogue to tell the reader about them  see an example of writing that will provide a model for their own writing    explore a stimulus for their own story    create a plan for their own story  develop their story plan by adding detail, dialogue and action    write their own version of the story    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Newspapers  *London Herald*  understand why we read newspapers    understand language used in the Victorian newspaper before they read it for the first time    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    become familiar with some of the key organisational features of newspapers    look at adverts printed in a newspaper to prepare them to create a new advert    listen to the source material and identify key ideas and language for use in a new advert    read a newspaper article and identify how it might be improved    understand how to use a subordinate clause to add information to a sentence    a newspaper article in order to improve it    learn how to turn notes into a newspaper entry    use source material to write a section for the class newspaper    write their section of the class newspaper as independently as possible    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    prepare and organise their writing for publication | **FICTION**  Story from another culture  *Sugarcane Juice by Pratima Mitchell*  to become familiar with another culture    make connections to the story and the setting    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    develop their skills of argument and discussion    hear and enjoy the full version of the story  understand the chronology and main points of the story  explore strong descriptive phrases and think about how they help the reader engage with a story    learn the meaning of descriptive vocabulary used in the story and to understand how writers use language for effect    gain a deeper understanding of the story and to see the text for the first time    compare and contrast the two settings in the story    deepen their understanding of a story by increasing familiarity with the text    explore how the author uses dialogue and description of the action to help the reader visualise how characters behave    use evidence from the story to compose questions that will elicit a deeper understanding of the main character    act in role to explore the main character  use a variety of sources to compile a fact file about the main character in the story    learn how to compose descriptive sentences about the setting    practise oral storytelling    develop imagery (similes and metaphors) to describe the bus    use prompts to develop a plan for a new episode of Hamid’s journey    develop their plan by adding detail, dialogue and action    use their developed plan to write their new episode of Hamid’s journey    read and share their episode of Hamid’s journey    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    **NON-FICTION**  Persuasive writing  *VIPER! – a film trailer and critics review*  become familiar with some of the key features of persuasive writing    read and identify the key features of persuasive writing in a variety of texts    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    gain an awareness of the effect of persuasive language    watch a trailer critically, thinking about the persuasive techniques used to appeal to the audience    read and identify the key features in a variety of persuasive texts and analyse their success    keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing    plan the message and purpose of their advertising campaign and design a poster for it    see a model of a storyboard for a film trailer    plan a trailer using a storyboard    see a model of using music, images and words to create a trailer    improve their storyboard by deciding how to combine images, words and music    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    work effectively with a partner to perform a film trailer and to develop critical awareness |
| **GRAMMAR SKILLS**  revise and develop their ability to punctuate direct speech accurately and to understand the difference between direct speech and reported speech  develop their knowledge of word classes and how they change when adding suffixes and prefixes | **GRAMMAR SKILLS**  revise and consolidate their understanding of the function of paragraphs | **GRAMMAR SKILLS**  consolidate their understanding of adverbs and to widen children’s awareness and use of adverbials | **GRAMMAR SKILLS**  develop their understanding of the grammatical difference between plural and possessive ‘s’ and the correct use of apostrophes to mark plural and singular possession | **GRAMMAR SKILLS**  become aware of standard and non-standard forms of English | **GRAMMAR SKILLS**  develop their understanding of the appropriate use of nouns and pronouns |
| **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  5 x grammar  1 x reading  2 end of unit writes  End of year grammar (pass on to next teacher) |
|  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| **YEAR 5** | **FICTION**  A Myth  *Prometheus and Pandora by Janey Pursglove*  develop an awareness of familiar and key elements of traditional stories  make links and connections with other stories and their own experiences  keeping a personal log of notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing  develop their skills of argument and discussion  increase their knowledge of and application of synonyms and to examine how writers use language for effect  learn the meaning of rarer vocabulary  clarify their understanding of the story  infer meaning from the text and to be able support their own views and ideas  consider how character, setting and plot affect each other  develop their awareness of the narrative voice in a text  develop their awareness of the differences between oral and written stories  see an example of writing that will provide a model for their own writing  develop skills in story planning  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Instructions  *How to write instructions*  *How to write a Greek Myth*  *Have a go at… Choc Chip Ice Cream*  revise existing knowledge of instructional texts  become familiar with some words associated with instructional texts  recognise the basic structure and features of instructional texts  recognise that the basic structure and language of instructional texts will vary to suit different audiences and purposes  keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing  see an example of writing that will provide a model for the planning of their own writing  develop their confidence and skills in planning an instructional text  use their planning grid to help them to write a full length instructional text  write a recipe for others to try out  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  follow a recipe and to evaluate its success  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work | **FICTION**  A modern retelling of a myth/dilemma  *Bling! By Jon Blake*    understand what a dilemma is    make links and connections with other stories    empathise with the main character    develop skills of argument and discussion    link the story to the myth on which it is based    create a written or drawn representation of the story    visualise strong descriptive phrases and think about how they help the reader engage with a story  clarify their understanding of the story  contextualise and discuss descriptive language they have explored in the text    understand how the author gives clues in the text about how a character is feeling  explore the imagery in the story    explore synonyms for ‘walked’    link the way a character moves to how they are feeling    understand that actions have consequences and that these take the plot forward  understand Billy’s dilemma from his point of view    create a vivid image using description and comparison    develop their awareness of the differences between oral and written stories  generate and record ideas for their story    understand the main character’s motivation to predict how they might act    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    see how to plan a diary entry using the story text for information    see an example of the text they will be writing    plan a diary entry    develop sentences and description in their diary entry    write a diary entry for Billy’s point of view that concludes the story    read and share their diary entry    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Recounts  *Bravery Award for Fire Hero Boy*  *Newshound*  *Beach Bonanza*  make links between the story text and the non-fiction text    explore the point of view an article is written from    become familiar with some words and synonyms associated with recount texts    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    see an example of writing that will provide a model for the planning of their own writing    understand and locate examples of the key features of a recount text    explore how complex sentences and use of detailed information can convey a formal tone    develop their confidence and skills in planning a recount text    use their planning grid to help them to write a full length recount text    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling | **FICTION**  Poetic style  *Goodnight Stroud by Pie Corbett*  *Last Night, I Saw The City Breathing by Andrew Fusek Peters*  develop an awareness of how poets use language to recreate real or imagined experiences    make links and connections with other poems and their own experiences  develop their skills of argument and discussion  increase their knowledge of and application of synonyms and to examine how writers use language for effect  develop their visualisation and predictive skills  hear and enjoy the full version of the poem  develop their thinking and recording skills by logging their initial response to the whole poem  develop their skills of argument and discussion  learn the meaning of rare vocabulary  revise some poetic features  keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing  identify and explore the power of personification  identify and explore the impact of writers’ choices on the reader  develop their awareness of the writer’s voice in a text and how similar themes can be presented in different forms  explore a writer’s distinctive style through dramatic reconstruction  develop a confident response to poems orally as a preparation for their own writing  experiment with language and to consider the impact of changes made to a text  see an example of writing that will provide a model for their own writing  develop their confidence and skills in poetry planning and development  developed and write their own poem  read and share their full poems  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Persuasive Writing  *Meet the Monster*  *Meet the Future*  become familiar with some words and synonyms associated with persuasive texts    recognise the basic structure and features of persuasive texts    recognise that the form of persuasive texts will vary to suit different audiences and purpose    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing  see an example of writing that will provide a model for the planning of their own writing    develop their confidence and skills in planning and creating an advert using an example of writing that will provide a model for their own writing  identify facts and opinions in a text and analyse how they can be used to manipulate and persuade    investigate the use of persuasive language in a text and to use it as a model for their own writing    write a persuasive text    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  understand how persuasive language can be adapted for different audiences and settings.    construct an argument to persuade others and to present their point of view orally in a formal setting    complete and present their arguments for or against the stadium    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work | **FICTION**  Story by a significant children’s author  *This is NOT a Fairy Tale by Jeremy Strong*  understand who Jeremy Strong is and to contextualise the main themes of his work    make links and connections with other Jeremy Strong stories    make a prediction about the story ending    develop their skills of argument and discussion    link the story to their understanding of Jeremy Strong’s style    understand the chronology and main points of the story    create a written or drawn representation of the story that can be used as an aide memoire    visualise strong descriptive phrases and think about how they help the reader engage with a story    compare and contrast the openings of stories by the same author    use dialogue when recalling an episode from the story    develop their awareness of the narrative voice in a text    identify the dilemma faced by the main characters    consider how character, setting and plot each affect the other    compose dialogue that reveals information about a character and about what’s happening    generate ideas for their story    see an example of writing that will provide a model for their own writing    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    develop sentences and dialogue for their episode    write their episode    read and share their episode  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  Biography and Autobiography  *Jeremy Strong biography and autobiography*  *Anthony Horowitz biography*  make links between the story text and the non-fiction text    understand the context for the study of the non-fiction biography text    distinguish between biography and autobiography    evaluate the usefulness of biography and autobiography as sources    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    see an example of writing that will provide a model for the planning of their own writing    understand and locate examples of the key features of a biographical text    compose the key questions that they want to answer in their biography    take notes from a range of sources and use these to make a plan    evaluate the effectiveness of layout, organisation and clarity  use their planning and notes to help them to write a biographical text    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling | **FICTION**  A story from another culture  *Dragon Slayer by Gill Howell*  understand the features of some stories from Chinese culture and contextualise the main themes    make links and connections to the landscape of China and the setting of the story    make a prediction about the story ending    develop their skills of argument and discussion    link Dragon Slayer to their understanding of Chinese customs and attitudes explored in other stories    understand the chronology and main points of the story    create a written or drawn representation of the story that can be used as an aide memoire    visualise strong descriptive phrases about the setting of the story    investigate how the setting affects how a character acts  deepen their understanding of a story by increasing familiarity with the text    use inference and deduction to gather information about Yen from the text    write questions to elicit more information about a character (Mai-ling)    consider how character, setting and plot affect each other    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    develop their awareness of the narrative voice in a text    compose a description that reveals information about a character and creates an atmosphere    practise an oral retelling of a story    generate ideas for their story    see an example of writing that will provide a model for their own writing    plan a new episode    develop different sentence types    write their episode  read and share their episode    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    **NON-FICTION**  Non-chronological reports  *The Kraken*  *A Dragon Spotter’s Guide to the Chinese Lung Dragon*  make links between the story text and the non-fiction text    understand the context for the study of the non-fiction text    understand and be able to identify the terms ‘causal language’ and ‘generic’, which are key features of a non-chronological text    understand the difference between generic and specific    recognise that the basic structure of non-chronological texts will change to suit different audiences and purposes  keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    see an example of writing that will provide a model for the planning of their own writing    understand and locate examples of the key features of a text    compose the key questions that they want to answer in their non-chronological report  take notes from a range of sources and use these to make a plan    use their planning and notes to help them to write a non-chronological text    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    create a podcast | **FICTION**  A playscript, dramatic conventions  *Father’s Day by Lou Kuenzler*  develop an awareness of different types of scripts and their purpose    revise the conventions of the form of a playscript      increase their knowledge of and application of synonyms and to examine how writers use language for effect    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    develop their skills of argument and discussion    hear and enjoy the full version of the script for the first time    gain a deeper understanding of the script    make links and connections with other stories and their own experiences    develop their ability to interpret text and sub-text    consider how character, setting and plot affect each other    develop their understanding of the use of formal and informal language in scripts    identify scripted and non-scripted material in broadcasts  develop their understanding of the link between audience and purpose in broadcasts    develop their empathetic responses to characters    use details to begin to build a character    to explore ways of developing characterisation by showing, rather than telling    revise the conventions of writing speech in a script    see an example of writing that will provide a model for their own writing      develop their ability to evaluate the effectiveness of a piece of writing    plan and develop a script    use the speeches and stage directions they have already developed to write a whole extra scene    look critically at their writing    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling      **NON-FICTION**  Discussion  *The Big Debate*  revise their existing knowledge of discussion texts  become familiar with some words and synonyms associated with discussion texts    recognise bias and balance in issue-based texts    recognise personal and impersonal language in issue-based texts    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    identify the conventions of oral debate    practise using clear language to express a point of view    develop their public speaking skills    see an example of writing that will provide a model for their own writing    use a variety of resources to make a plan for a piece of writing    develop their ability to use appropriate language, form and content to present an issue in a discussion text    develop their ability to summarise arguments    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling |
| **GRAMMAR SKILLS**  develop their ability to recognise different devices that build cohesion within a paragraph.  develop their ability to recognise how ideas can link across paragraphs using adverbs and adverbials | **GRAMMAR SKILLS**  recognise relative clauses and understand their function in adding more detail to a noun | **GRAMMAR SKILLS**  recognise how adverbs can be used to indicate degrees of possibility  recognise how modal verbs can be used to indicate degrees of possibility | **GRAMMAR SKILLS**  understand the word ‘parenthesis’ and explore how it can be expressed with brackets, dashes and commas | **GRAMMAR SKILLS**  identify and understand the meaning of a range of common verb prefixes  understand that nouns and adjectives can be changed into verbs, by adding suffixes to the root word | **GRAMMAR SKILLS**  understand how commas can be used to clarify meaning and avoid ambiguity in text |
| **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  2 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes  End of year grammar (pass on to next teacher) |
|  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| **YEAR 6** | **FICTION**  **A Legend**  ***Robin Hood and the Golden Arrow by Geraldine McCaughrean***  develop their existing knowledge of familiar features of legends    make links and connections with other stories and their own experiences    make notes of thoughts and ideas, collected from their reading and discussions, to use in their own writing    develop skills of argument and discussion    examine how writers use language for effect    understand how writers use dilemmas and responses in narrative to subvert or meet readers’ expectations    consider how character, setting and plot each affects the other    to be able to hypothesise about characters’ actions and support their ideas with evidence from the text    to be able to identify and evaluate the writer’s use of language to create imaginary worlds    to be able to build a setting around one phrase, using figurative language    develop their understanding of how words can create different effects in different contexts    use an example of writing that will provide a model for their own writing    develop children’s confidence and skills in story planning and development    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling      **NON-FICTION**  **Journalistic writing**  ***Newspapers and interviews.***  to become familiar with some words and synonyms associated with journalistic texts    identify the five Ws of journalism    to keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    to be able to identify the main points of a more complex news report and to be able to identify bias    to develop their ability to write an unbiased news report for a particular audience    be able to be able to recognise stylistic features of informal magazine articles    to be able to use the stylistic features and language of an informal magazine article as a model for their own writing    to identify the commentator and a participant in anews event and be able to comment upon the differences between them  develop their ability to adapt the language and form of a text to suit a different purpose and audience    to proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    present their TV news presentations to a small group and complete self- and peer-assessments    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work | **FICTION**  **Poetry- imagery**  ***Rabbit in mixer survives by Roger McGough***  develop an awareness of how poets use language to create imagery    make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing    develop their deeper thinking skills through a mini enquiry    revise some poetic features and become familiar with new poetic language    identify and clarify some of the imagery in the poem, linking the words with images and ideas    understand the difference between metaphor and simile    identify the key poetic features in a variety of poems    use clues in the poem to create a rounded description of the main character    record their response to a poem    consider how the characters’ actions affect the poem    build a metaphor that can be used as the central image of a poem    to experiment with different poetic forms    to use an example of writing that will provide a model for their own writing    plan and develop a poem    read and share their poems    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling      **NON-FICTION**  **Argument**  ***Should humans rule? Animals rule!… but which one?***  make links between the story text and the non-fiction text    become familiar with some words and synonyms associated with argument texts    understand how the introduction in an argument appeals to the audience and states its purpose      keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    understand how pejorative and emotive language creates a strong introduction for an argument    understand and locate examples of the key features of an argument text  understand how to structure a paragraph of an argument    plan the main ideas and structure of their argument  practise composing sentences using words and phrases to structure arguments    use planning and notes to help them to write a draft of their argument    to proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    to share their argument and to evaluate success    to evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work | **FICTION**  **A historical story**  ***Brashem’s Tortoise by Susan price***  revise their understanding of the term ‘fiction genres’    become familiar with a story    examine how stories provide additional information for the reader  predict how the story might develop and end    make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing    develop their skills of argument and discussion    make links and connections with a particular genre  increase knowledge of old fashioned or little used words from the text    to identify and comment on the key features of a variety of genres    understand that there are different methods of planning a story quickly and effectively    develop their ability to evaluate the effectiveness of a piece of writing    plan and draft a story in a particular genre    explore examples of simile, metaphor and personification as a model for their own writing    organise their ideas into a cohesive opening paragraph    experiment with words and phrases to create cohesion between paragraphs to help them to structure a story    look critically at their writing    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling  **NON-FICTION**  **Formal/ impersonal writing**  ***Exotic pets- facts and figures***  develop their understanding of formal/impersonal writing    become familiar with some words and synonyms associated with formal/impersonal writing  revise how prefixes change the meanings of root words    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    increase their knowledge of rarer words and their synonyms    read and analyse a text that provides a model for impersonal/formal writing    retrieve and record key information.  Summarise the information, using features of formal/impersonal writing  identify the audience and purpose of a text and to evaluate the importance of information in a text    be aware of the style and syntax of particular phrases typical of very formal, official documents    see examples of formal documentation and to use it as a model for their own writing  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    develop understanding of how spoken language is adapted to suit a different purpose and audience    complete and present their role-plays and to evaluate each other’s work    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work | **FICTION**  **Story with flashbacks**  ***Gone away! By Lou Kuenzler***  develop an understanding of different story structures    make links and connections with other stories and their own experiences    make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing  develop their skills of argument and discussion    examine how writers use language for effect  predict how the story develops and ends  examine how writers use language for effect  identify and comment on the mood and feelings conveyed in a text    identify and comment on the use of flashback to reveal layers of emotions and meanings in a text    consider how chronology, narration and character each affects the other  write an effective opening of a story that engages the reader straight away    develop confidence in building a story orally    use an example of writing as a model for their own writing    evaluate the effectiveness of a piece of writing    become familiar with phrases that signal movement in time    use a storyboard and signals of time to write their own story with flashbacks  look critically at their writing    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling      **NON-FICTION**  **Biography and autobiography**  ***Alexander Selkirk***  link a fiction text with non-fiction biographical and autobiographical writing    become familiar with different types of biographical writing    use a variety of resources to research a biographical subject    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing    make connections between fiction and non-fiction texts    understand how writers use language for effect    see examples of writing that will provide models for their own writing    develop their ability to select and retrieve key information and present it in a different form  develop their understanding of the key features of biographical writing  create a biography in electronic form for a specific audience    complete, edit and refine their biographies    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    show their presentations    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    compose an autobiographical account, based on their research and mind maps | **FICTION**  **Narratives and plays**  ***The elephant in the room by Lou Kuenzler***  understand what a monologue is and how they can be used in playscripts    revise the conventions of the form of a playscript  make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing  develop their skills of argument and discussion    examine how writers use language for effect    link the dramatic effects to their understanding of the play    understand the chronology and main points of the play    create a written or drawn representation of the story that can be used as an aide memoire    consider how character, setting and plot each affects the other    develop their ability to interpret text and sub-text  explore ways of developing characterisation by showing, rather than telling  revise the conventions of writing speech in a script    evaluate the effectiveness of a piece of writing    develop children’s confidence and skills in script planning and development    read and share their playscripts    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work  proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling      **NON-FICTION**  **Persuasion**  ***Make memory lapses a thing to forget.***  revise existing knowledge of persuasive texts  become familiar with some words and synonyms associated with persuasive texts    be able to recognise bias in a persuasive text    identify the difference between fact and opinion    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing  see examples of writing that will provide models for their own writing  understand and locate examples of the key features of a persuasive text  read and identify the persuasive techniques used in an advert    manipulate a persuasive text for effect    use persuasive language to improve a persuasive text  explore how to plan and order ideas within a persuasive text    use their planning and notes to help them to write a persuasive presentation    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling    present their persuasive arguments for or against    evaluate their own and their partner’s work against specific criteria and thendiscuss how they could improve their work | **FICTION**  **Authors and texts**  ***I Believe in Unicorns by Michael Morpurgo***  contextualise the main themes of Michael Morpurgo    make links and connections with other Michael Morpurgo stories    make a prediction about the story ending    understand chronology and main points of the story    create a written or drawn representation of the story    develop skills of argument and discussion  visualise strong descriptive phrases and think about how they help the reader engage with a story  compare and contrast the openings of stories by the same author    use drama to explore a central theme in the story    empathise with a character by writing in role    summarise an event in the story  consider how the characters’ actions affect the plot    compose sentences that describe a setting    see an example of writing that will provide a model for their own writing    explore the emotions of their character through role-play    evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling      **NON-FICTION**  **Explanations**  ***How does a story become a manga graphic novel?***  make links between the story text and the non-fiction text    understand the context for the study of the non-fiction explanation text    distinguish between instructions and explanations    evaluate the purpose of a text    keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing  see an example of writing that will provide a model for the planning of their own writing    understand and locate examples of the key features of an explanation text  keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing  break down the key ideas for their explanation    refine their mind maps into notes    see an example of writing that will provide an opportunity for them to evaluate the effectiveness of layout, organisation and clarity    use their planning and notes to help them to write an explanation text  evaluate their own and their partner’s work against specific criteria and then discuss how they could improve their work    proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling |
| **GRAMMAR SKILLS**  using **expanded noun phrases** to convey complicated information concisely  using **semicolons, colons or dashes** to mark boundaries between independent clauses  use **synonyms and antonyms**. | **GRAMMAR SKILLS**  recognise and use a variety of **layout devices** to organise contents on the page.  develop children’s awareness of the conventions of punctuation when using **bullet points** | **GRAMMAR SKILLS**  recognise the basic features of **formal/impersonal** writing and to see examples of the **subjunctive** in very formal speech and writing  develop an awareness of the **active and the passive voice** and how it affects presentation of information. | **GRAMMAR SKILLS**  to revise and deepen their understanding of the differences between **formal and informal vocabulary** in speech and writing. To increase their awareness of when one might be more appropriate than the other | **GRAMMAR SKILLS**  develop their knowledge of when **hyphens** are used to avoid confusion and ambiguity | **GRAMMAR SKILLS**  develop their ability to recognise and use a wider range of **cohesive devices** to link ideas across paragraphs |
| **ASSESSMENTS**  6 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  4 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  0 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  1 x grammar  1 x reading  2 end of unit writes | **ASSESSMENTS**  0 x grammar  1 x reading  2 end of unit writes  End of year grammar |

Fiction units from Y2-Y6 cover 38 different authors + extra authors from class novels

**LITERACY AND LANGUAGE PLANNING**

Each half term has planning in the handbook for 2 weeks of fiction and 1 week of non- fiction. Some of the fiction is poetry but this genre isn’t taught regularly each half term so we will need to plan opportunities for class novels or cross curricular use of poetry for its wealth of vocabulary.

The Literacy and Language planning will need to be supplemented so we have enough English for each half term. I would suggest at least another week of both fiction and non-fiction. We also need to plan time for assessments.

**LITERACY AND LANGUAGE ASSESSMENTS**

Progress tests should be completed for reading and grammar every half term and can be found in the progress test handbooks which are kept by the English lead.

Writing should be assessed against the marking grids at the end of each unit and assessments can be found in the progress test handbooks which are kept by the English lead.