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| **Rec- Y1** | **Read, Write Inc phonics scheme** |
|  | Set 1 A -teach single letter sounds, blending, spelling and readingSet 1 B -teach gaps in single letter sounds, blending, spelling and readingSet 1 C- teach gaps in single letter sounds, blending, spelling and readingDitty -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 descriptionYellow- review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, sequenced narratives, posters, recounts, letters, emails, short play, adverts, leafletsGrammar- past tense verbs, apostrophe of omission, capital letters, suffixes, plurals, compound words, adjectives, nouns, statements, questions, commandsBlue- 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 omissionGrey- 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 vocabularyincrease 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 storymake predictions read with expressionunderstand how writers use language for effect consider the reasons behind a character’s actionsdevelop 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 anotherdevelop the first stage of a plan for their storysee how a plan (Story mountain) helps an author and use this as a model for their own planning and writinguse their plan (Story mountain) and notes to write their own story with a familiar settingshare 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 poetrylisten 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 formsbecome 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 phrasesdevelop 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 useexperiment 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 leafletsexperiment with presentational devices for effectchoose 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 spellingwork effectively in groups to present film trailers in dramatic formevaluate 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 experienceskeep a personal reading, writing and thinking log develop their skills of argument and discussion become familiar with some special phrases particular to fairy talesmake connections between stories and fairy tales they know well make links with their own experiencesmake predictionslearn the meaning of specific vocabulary used in the story and increase their knowledge of synonymsuse 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 developsdevelop 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’ interestexplore and record what they know about the characters in a fairy taleunderstand how a character affects other characters and events in a storyexplore possibilities for a new fairy tale see a plan that will provide a model for their own planningdevelop a plansee an example of a finished story that will provide a model for their own writing use their plans to write their own fairy taleuse their own stories to develop their own storytelling techniques and an awareness of the effects of their use of language in writingevaluate their partner’s work against specific criteria and then discuss how they could improve their work, in response to their partner’s feedbackproofread 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 instructionsapply 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 feedbackproofread 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 experienceskeep a personal reading, writing and thinking log develop their skills of argument and discussion explore how characters' feelings are shown in illustrationsuse synonyms to describe characters' feelingsdevelop their lateral thinking skills make links with their own experiences make predictionslearn the meaning of specific vocabulary used in the storyincrease their knowledge of synonyms consider how character and plot affect each otherdevelop literal and inferential thinking skillsidentify different moods and feelings conveyed in a storyincrease their awareness of similesbuild up a description of a character they are familiar withsee a character grow through three stages of development that will provide a model and stimulus for their own writingbecome familiar with a scenario to be used in their writingshare the process of keeping a class reading, writing and thinking logevaluate their partner’s work against specific criteria and then discuss how they could improve their workproofread 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 othersdevelop 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 experienceskeep a personal reading, writing and thinking log develop their skills of argument and discussion make connections between stories make links with their own experiencesmake predictionslearn the meaning of specific vocabulary used in the storyincrease their knowledge of synonyms develop their literal and inferential thinking skillsdevelop an empathetic response to characters and situationsidentify features of a fantasy story set in spaceconsider how character, setting and plot affect each otheruse 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 textsee and participate in the creation of a fantasy settingconsider how setting can affect the characters and action in a storysee a story grow through three stages of development that will provide a model and stimulus for their own writingcreate 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 workproofread 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 useddevelop their awareness of how **suffixes** can change the class and the meaning of a word | **GRAMMAR SKILLS** identify **root words and word endings** -er -estdevelop 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 endingsdevelop 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 grammar1 x reading2 end of unit writes | **ASSESSMENTS**3 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**7 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**2 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**2 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**3 x grammar1 x reading2 end of unit writesEnd 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 discussionbecome 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 textsunderstand 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 themtake 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 tbecome 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 formsbecome 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 storiesidentify 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 storiesexperiment 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 opinionuse 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 poemexperiment 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 textre-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 createsunderstand 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 charactersexplore how the author gives the reader clues about characters by showing what they do rather than telling the reader what they are likeexplore how their knowledge of the character and the punctuation of the dialogue helps them create voices for the charactersconsider how character, setting and plot affect each otherexplore 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 sayadd adverbs/verbs, showing not telling character sentences and similes to their plan so they have a detailed plan to write fromwork 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 exploringread their story to a supportive critical partnerevaluate 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 discussionbecome familiar with vocabulary specific to traditional storiesmake 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 otherunderstand 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 summariestake 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 possibleevaluate 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 verbsdevelop understanding of inverted commas and how to use them correctly  | **GRAMMAR SKILLS**understand how adverbs of time are used to create instructionsunderstand 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 andevelop 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 familiesdevelop an awareness of compound sentences and subordinate clauses in complex sentences | **GRAMMAR SKILLS**develop their awareness of the function of prepositions in a textdevelop their awareness of the function of paragraphs in a text |
|  **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**2 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**2 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**4 x grammar1 x reading2 end of unit writesEnd 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 storymake 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 fantasyread 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 recountsidentify facts and opinions in textskeep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writingbecome familiar with some words and phrases associated with recountsidentify the key features and main points of a more complex recountdevelop their ability to write a recount from notesidentify the features of journalistic recountsuse examples of formal newspaper recounts as models for their own writingbecome familiar with rarer vocabularyidentify features of different types of news reportsrole-play a scenario that they will use as a basis for writingdevelop their ability to select the language and style of a text to suit a particular purpose and audienceevaluate their own and their partner’s work against specific criteria and then discuss how they could improve their workproofread 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 audiencekeep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writingdevelop 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 lettertake 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 playto infer a character’s motives from their knowledge of the playscript understand how small changes can have big consequences in narrativesuse 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 writingbecome 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 motivationbreak up the story into sections to help them to retell the story summarise the main ideas and plot of the storyuse 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 storydevelop 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 storyexplore 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 characteruse 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 grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**5 x grammar1 x reading2 end of unit writesEnd 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 writingdevelop their skills of argument and discussion increase their knowledge of and application of synonyms and to examine how writers use language for effectlearn the meaning of rarer vocabularyclarify their understanding of the story infer meaning from the text and to be able support their own views and ideasconsider how character, setting and plot affect each other develop their awareness of the narrative voice in a textdevelop their awareness of the differences between oral and written storiessee 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 workproofread 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 textsrecognise 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 purposeskeep 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 writingdevelop their confidence and skills in planning an instructional text use their planning grid to help them to write a full length instructional textwrite a recipe for others to try outproofread their work and make changes to improve the accuracy of their grammar, punctuation and spellingfollow a recipe and to evaluate its successevaluate 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 storyclarify their understanding of the storycontextualise and discuss descriptive language they have explored in the text understand how the author gives clues in the text about how a character is feelingexplore 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 forwardunderstand 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 storiesgenerate 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 workproofread 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 experiencesdevelop their skills of argument and discussion increase their knowledge of and application of synonyms and to examine how writers use language for effectdevelop their visualisation and predictive skillshear and enjoy the full version of the poem develop their thinking and recording skills by logging their initial response to the whole poemdevelop their skills of argument and discussionlearn 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 writingidentify and explore the power of personificationidentify and explore the impact of writers’ choices on the readerdevelop their awareness of the writer’s voice in a text and how similar themes can be presented in different formsexplore a writer’s distinctive style through dramatic reconstructiondevelop a confident response to poems orally as a preparation for their own writingexperiment with language and to consider the impact of changes made to a textsee an example of writing that will provide a model for their own writingdevelop their confidence and skills in poetry planning and developmentdeveloped and write their own poemread and share their full poemsevaluate their own and their partner’s work against specific criteria and then discuss how they could improve their workproofread 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 writingidentify 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 spellingunderstand 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 workproofread 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 purposeskeep 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 reporttake 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 broadcastsdevelop 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 possibilityrecognise 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 grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**2 x grammar1 x reading2 end of unit writes | **ASSESSMENTS** 1 x grammar1 x reading2 end of unit writesEnd 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 themdevelop 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 ideasunderstand 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 textunderstand how to structure a paragraph of an argument plan the main ideas and structure of their argumentpractise 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 writingdevelop their skills of argument and discussion make links and connections with a particular genreincrease knowledge of old fashioned or little used words from the textto identify and comment on the key features of a variety of genresunderstand 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 genreexplore 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 writingevaluate 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 writingrevise 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 writingidentify 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 writingproofread 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 writingdevelop their skills of argument and discussion examine how writers use language for effectpredict how the story develops and endsexamine how writers use language for effectidentify and comment on the mood and feelings conveyed in a textidentify 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 otherwrite 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 flashbackslook 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 writingcreate 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 playscriptmake notes, thoughts and ideas, collected from their reading and discussions, to use in their own writingdevelop 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-textexplore ways of developing characterisation by showing, rather than tellingrevise 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 workproofread 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 opinionkeep 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 writingunderstand 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 textexplore 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 storycompare 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 storyconsider 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 writingsee 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 textkeep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writingbreak 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 textevaluate 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 conciselyusing **semicolons, colons or dashes** to mark boundaries between independent clausesuse **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 writingdevelop 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 grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**4 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**0 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**1 x grammar1 x reading2 end of unit writes | **ASSESSMENTS**0 x grammar1 x reading2 end of unit writesEnd 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.