



### English

Our core aim when teaching English is to engage and inspire children in both reading and writing. Our Curriculum is text-led with a sharp focus on exposing children to rich language, broad and ambitious vocabulary and a wide-ranging diet of writing that is both classic and modern. We review our text choices in-line with a constantly developing and changing world and encourage children to explore a broad variety of genres. Alongside our text-driven English curriculum we provide a robust and systematic phonics and spelling programme which begins with Read Write Inc phonics leading on to Read Write Inc spelling in KS2.



Our English Curriculum follows the National Curriculum and supports the development of grammar and rich vocabulary. Wherever possible we make strong and relevant links between the skills of reading and writing for children and the importance of both across the Primary School Curriculum.

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking, and listening which will equip them with the fundamental tools to achieve in school and beyond. It is our intention to engage and motivate children as readers and writers and immerse them in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our text-led English curriculum. English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language and early reading skills are of the upmost importance to us here at Woodstock CE Primary School and therefore the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

## Phonics & Spelling Teaching

The school follows a rigorous and systematic approach to the teaching of synthetic phonics supported by Ruth Miskin's 'Read Write Inc' phonics scheme of work. Our school's approach to phonics establishes consistent practice, continuity and progression in the teaching and learning of phonics from the Early Years up to Year 6. We engage in staff training and development to ensure teaching is interactive, purposeful, and progressive. In EYFS and KS1 all children receive a daily discrete phonics and spelling lesson. We use Read, Write Inc (RWI) materials to support the teaching of phonics, ensuring that we adapt our sessions to meet the needs of all children in class. Pupils are organised in groups according to their need and these groups are revised by staff every 6 weeks.

In KS2, children follow the Read Write Inc Spelling Scheme which is in-line with National Curriculum expectations for spelling. These include dictation exercises, investigations of spelling patterns, focused spelling activities within small group settings and weekly spelling lists sent home for important consolidation. Skills acquired in Key Stage 1 are revised and built on in this programme, ensuring good progress and meaning that Year 6 pupils feel well-prepared for SATs. For those pupils who find phonics challenging, further catch-up programmes are available and pupil progress in this area is monitored closely throughout this Key Stage. Other spelling strategies including etymology and morphology are also encouraged and explored through spelling teaching. Making links between spellings and other subjects across the curriculum allows children to deepen understanding and experience spelling in real life contexts. Children are encouraged to make accurate use of core spellings in their learning in all subjects. Spelling with confidence ensures that children develop automaticity in their writing and can write fluently without barriers.

## Assessment in Phonics & Spelling:

Assessment of phonics is a dynamic and ongoing process to ensure children are being taught in appropriate groups and to meet the needs of learners. Children at the end of Year 1 will take the Standards & Testing Agency Phonics Screening Check which is a statutory assessment. The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Any pupils who do not meet the expected standard in the Phonics Screening Check at the end of Year 1, are expected to re-sit this, following bespoke support, at the end of Year 2. Regular spelling checks take place across the whole school, in-line with the age-appropriate spelling rules and patterns outlined in the National Curriculum. In Key Stage 1 and Key Stage 2 SATs, spelling is tested using the Standards & Testing Agency Assessments.

## Reading

At Woodstock CE Primary School, we love reading! Reading is a key tool for life and is the single most important indicator of future success across all subjects. We place a huge emphasis on this with daily rigorous phonics sessions and our wonderful story times and book talk. No child is left behind and we aim to bring stories and the wonderful experience of being immersed in a text to life! During a school day, pupils are taught the skills of phonics, reading, writing, spelling and speaking and listening. Our aim is to ensure EVERY child leaves our school being able to read. Teaching children to become confident and fluent readers, by developing a lifelong love and passion for reading is a large and exciting part of what we do. Children can access a wealth of reading books and materials – supported by our rich and very well-resourced libraries. Each week, parents and volunteers listen to children read in school and we ensure reading books are carefully matched to ability.

The development of children's reading skills begins in the Early Years and Key Stage 1 with the use of popular and well-established reading scheme books, as well as phonic books, which provide the children with reading material that is pitched at exactly the right level. 'Read Write Inc' is used as part of the 'core spine', which is supplemented with books from other schemes including Tree Tops and Project X, to provide an extensive library of books at every stage and ensure that children have a broad and rich reading experience.

We use Read Write Inc phonics daily across EYFS and KS1 and all pupils will generally have an hour and a half of English related teaching each morning. This is a combination of learning about reading, writing, contextualised and discrete grammar and speaking and listening. Children are encouraged to be ambitious in their own reading choices and



to challenge themselves. We strongly believe that reading unlocks many adventures for a child; develops knowledge of the world and allows a child to live many lives through escapism within a text.

A wide range of stories and genres are read frequently in class to inspire and enthuse readers and open doors to a range of texts and genres. From EYFS onwards, children enjoy regular whole class or guided reading sessions using high quality texts that engage the listener, develop a breadth of vocabulary and support ideas for writing. Staff model fluent reading to children to help them to 'hear' what good readers sound like this is through daily Story Time and Book Talk. We ensure that children are continually being encouraged to read for pleasure through activities and events such as reader's theatre, author visits, celebrating World Book Day and enjoying bedtime stories.

We aim to create successful, fluent, readers who will monitor their understanding of what they are reading and review the text when something does not make sense. In reading lessons, pupils are explicitly taught strategies including inference, questioning, clarifying, summarising, prediction and activating prior knowledge. The pupils use these strategies to check how well they comprehend what they have read and overcome barriers to comprehension. Pupils develop skills in skimming and scanning, forming opinions, thinking aloud, asking questions, getting the main idea of a text, connecting to prior knowledge, inference, precisising and prediction. These skills are practised and applied by the pupils with increased independence when interacting with texts across all curriculum areas. Pupils are exposed to a rich and varied reading curriculum which helps them develop culturally, emotionally, intellectually, socially, and spiritually.

#### Assessment in Reading:

The impact of our Reading curriculum is measured through a range of assessment tools. When Children are on the Read Write Inc program, they are assessed regularly to ensure they are reading an appropriate text suited to their ability and that their phonics lesson is tailored to their individual areas of development. Throughout the academic year there are also formal assessment points for reading (Using PiRA) to enable the teacher to see any areas for development amongst their class. Subject leaders monitor these assessments to identify trends and patterns that inform planning and continual professional development among the staff.

#### Writing

Writing is an essential part of our curriculum offer and of high importance at Woodstock CE Primary School. In EYFS children learn how to hold a pencil correctly and begin to form letters, words, and sentences alongside their phonics learning. From Reception, children are introduced to a joined cursive style of handwriting as soon as the child can correctly form letters, with the expectation that during Key Stage 1 most will be able to write neatly and fluently. As children journey into Key Stage 2, we encourage children to transition from using a pencil to a pen, using a continuous cursive style. We value the importance of modelling handwriting and ensure to capitalise on opportunities to see adults using a fluent and consistent handwriting style.

"Writing is a way of talking without being interrupted."



English lessons act as small steps leading up to final pieces of writing in which pupils demonstrate the wide range of skills they have learnt. Our lessons take pupils through a learning journey, which equips them with the knowledge they require to become skilled readers and writers, by covering a range of skills: speaking and listening through drama and role-play, analysis of exemplar texts, developing grammar and punctuation in context and vocabulary activities. The work in pupils' books illustrates a build-up of skills through word and sentence-level work, paragraph-level application, final writing pieces and editing. We aim for our pupils to have the necessary stamina and understanding to write at or above the expected standard.

The writing skills journey is developed through a high-quality text-based approach that links to termly curriculum themes. Pupils develop an understanding of audience and purpose, and they develop the ability to change tone or register from one piece of writing to another. Through peer and self-evaluation, children develop the notion of appropriateness. From 'hooking' the children in at the start of a unit and exploring the text to build an understanding of the writer's craft, pupils develop a deep understanding of the components of writing – exploration of the text type, mapping, and planning, drafting ideas, sharing and 'magpieing', evaluating, revising, editing, and then publishing.

The writing curriculum plans for diverse stimuli for writing which encourages high levels of engagement and enjoyment. Allowing pupils, the time to explore the text, introduce new writing skills before applying these skills with greater levels of independence ensures a deeper understanding of writerly choices. Texts are carefully chosen to deepen children's knowledge of the wider curriculum, while ensuring that they are immersed in our rich and varied literary heritage. The teaching of spelling, grammar and punctuation is interwoven into daily English sessions so that children can develop an understanding of these key skills in context – and feel confident in applying them to their own writing. The children learn the 'skills' needed for the different genres (within fiction, non-fiction and poetry) and teachers engage the children through topic links, film, drama, writer's craft strategies and exciting 'Curriculum Theme' days.

#### **Assessment in Writing:**

Each half-term, children build up to writing a 'final' piece of writing which enables them to showcase their knowledge, understanding and skills learnt along the journey they have taken over the term. This is an independent piece of writing which is then reviewed against key writing assessment criteria to understand whether it demonstrates evidence of being at least an 'expected' or better standard of writing. Outcomes of these writing pieces are used to inform future practice in the classroom.

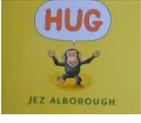
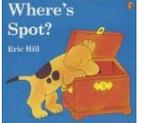
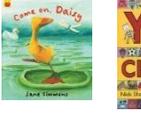
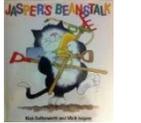
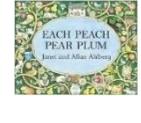
#### **Speaking & Listening**

We support our children in developing the skills necessary to read, write and speak fluently to communicate their ideas and emotions. Through our exciting and engaging curriculum, we actively encourage our children to share their thoughts and ideas. Children take time to speak with their peers, craft written pieces together, perform and present and peer assess. Children are given the opportunity to reflect on both their learning and feelings about English through book talk sessions, where opinions and preferences are valued and respected. When listening to any example of high-quality writing children are encouraged to magpie words or phrases that they may find useful in their own writing later. Children are encouraged by listening to the work of their peers and this is a rich opportunity to take inspiration from others and enhance writing further.

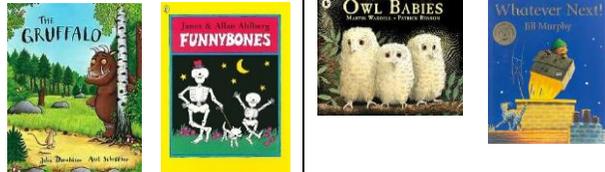
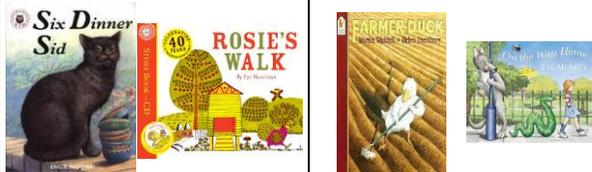
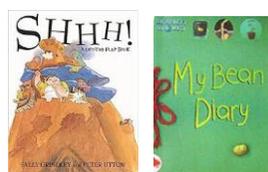
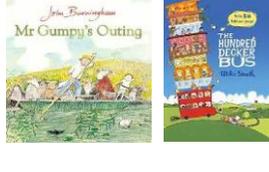
#### **Assessment in Speaking & Listening:**

Throughout all speaking & listening tasks, teachers carry out observations and assess children's speaking & listening skills in-line with National Curriculum expectations.

## EYFS: Nursery Overview

| Theme                             | Autumn Term: This Is Me!  |  | Spring Term: I live Here   |   | Summer Term: The Great Outdoors   |   |  |  |   |  |   |
|-----------------------------------|---|--|--|---|---|---|--|--|---|--|---|
| Core Texts                        |     |  |     |   |     |   |  |  |   |  |   |
|                                   | Hug<br>Where's Spot?  |  | Hairy McClary<br>Dear Zoo  |   | Come on Daisy!<br>You Choose  |   | We're Going on a Bear Hunt<br>Brown Bear, Brown Bear |  | Jasper's Beanstalk<br>The Very Hungry Caterpillar |  | Each, Peach, Pear, Plum<br>The Train Ride |
| Page Turners                      | So Much!<br>Stick Man   |  | Giraffes Can't Dance<br>Cat in the Hat   |   | Down by the Station<br>Mister Magnolia  |   |  |  |   |  |   |
| Fairy & Traditional Tales         | The Tiger Child: A Folk Tale from India<br>The Twelve Days of Christmas   |  | Goldilocks & the Three Bears<br>Three Little Pigs  |   | Cinderella<br>Tom Thumb   |   |  |  |   |  |   |
| Classic Tales                     | Very Simple Aesop's Tales: The Mouse & The Lion   |  | Very Simple Aesop's Tales: The Thirsty Crow  |   | Very Simple Aesop's Tales: The Hare & the Tortoise  |   |  |  |   |  |   |
| Bible & Religious Stories         | My First Bible Stories Collection choice -Jonah & The Big Fish<br>The Christmas Story (Lion storyteller)<br>I once was a Monkey (Stories Buddha told)<br>A Wet and Windy Harvest for Puddles<br>Jesus' Christmas Party  |  | My First Bible Stories Collection choice -David & Goliath<br>The Easter Story (Lion storyteller)   |   | My First Bible Stories Collection choice -Joseph's Colourful Coat<br><br>Noah's Ark (Lion storyteller)  |   |  |  |   |  |   |
| PSE Linked Stories                | Lulu's First Day/ The Kissing Hand/<br>The invisible String<br>I am (Almost) Always Kind<br>Big Feelings  | Koala who could/Squirrels<br>Who squabbled<br>All Kinds of Families<br>The Same but Different          | 5 Minutes Peace<br>The Way Home for Wolf   | Home<br>This is Our House   | Harry & the Dinosaurs go to school<br>I am Absolutely too small for school  | Starting School<br>When a Dragon goes to school<br>Lion Inside  |  |  |   |  |   |
| Poetry (Analyse, Perform, Create) | Puffin Treasury<br>Oxford Treasury of Nursery Rhymes<br>Dinosaur Roar   |  | Puffin Treasury<br>Oxford Treasury of Nursery Rhymes<br>Shark in the Park  |   | Puffin Treasury<br>Oxford Treasury of Nursery Rhymes  |   |  |  |   |  |   |
| Nursery Rhymes                    | Jack & Jill<br>Baa Baa Black Sheep  | Here We Go Around the Mulberry Bush<br>Three Little Kittens  | Old Mother Hubbard<br>Baby Bunting   | Bo Peep<br>Crooked Man  | Mary Had a Little Lamb<br>One Two Buckle My Shoe  | Incy Wincey<br>Hickory Dickory  |  |  |   |  |   |
| Pre-Writing Outcomes              | Understand key concepts of print<br>Engage in extended conversations about stories, learning new vocabulary   | Develop phonological awareness<br>Use some of their print and letter knowledge in their early writing. | Understand key concepts of print<br>Engage in extended conversations about stories, learning new vocabulary  | Develop phonological awareness Use some of their print and letter knowledge in their early writing.<br>Building sentences | Understand key concepts of print, Engage in extended conversations about stories, learning new vocabulary<br>Develop phonological awareness   | Use some of their print and letter knowledge in their early writing/<br>Handwriting Groups<br>Make up stories |  |  |   |  |   |
| Phonics                           | Speaking and listening skills<br>Environmental Sounds,<br>Instrumental Sounds, Body Percussion  | Silent signals<br>Greetings  | Speaking and listening skills<br>Rhythm and rhyme<br>Alliteration  | Carpet Partners<br>Name the Pictures (Frieze)   | Voice Sounds<br>Teaching sounds - Speed Sounds set 1<br>Read & write single letter sounds, Read digraphs  | Teach blending: Word Time Group1,2,3,<br>Fred Games   |  |  |   |  |   |

## EYFS: Reception Overview

| Theme  | Autumn Term:<br>Our Community & Follow that Star  | Spring Term:<br>Once Upon a Rhyme & Splish Splash Splosh   | Summer Term:<br>Bottom of the Garden & Wheels, Wings and Other Things   |  |   |  |
|--|---|--|---|--|---|--|
| <b>Core Texts</b>  |    |    |                                        |   |   |  |
|  | <b>The Gruffalo</b><br><b>Handa's Surprise</b><br>Funnybones<br>Sometimes I Like to Curl up in a Ball<br>Mog and the V.E.T.<br>Leaf Man | <b>Goodnight Moon</b><br><b>Owl Babies</b><br><b>Whatever Next</b><br>How to Catch a Star<br>The Owl Who Was Afraid of the Dark                                    | <b>Rosie's Walk</b><br><b>Six Dinner Sid</b><br>Franklin's Flying Bookshop  | <b>Mr Gumpy's Outing</b><br><b>On the Way Home</b><br><b>Farmer Duck</b><br>The Journey<br>Commotion in the Ocean<br>Mrs Lathers Laundry, Rain | <b>Shhh!</b><br>Jasper's Beanstalk<br>My Bean Diary<br>The Runaway Pea<br>Superworm   | <b>Mrs Armitage on Wheels</b><br>Mr Gumpy's Motor Car<br>100 Decker Bus<br>Naughty Bus   |
| <b>Page Turners</b>  | There's a Bear on My Chair  | One Snowy Night  | The Pea and the Princess  | Lost and Found   | The Lion Inside   | I Want My potty  |
| <b>Fairy &amp; Traditional Tales</b>                       | Goldilocks and the Three Bears<br>Chicken Licken  | Traditional tale linked to pantomime trip.   | The Gingerbread Man<br>The Elves and the Shoemaker  | In the Castle The Ugly Duckling<br>Rumpelstiltskin   | Jack and the Beanstalk<br>Anansai the Spider, Clever Anansai and Boastful Bullfrog    | Three Billy Goats Gruff<br>Red Riding Hood   |
| <b>Classic Tales</b>                                       | Very Simple Aesop's Tales: The Mouse & The Lion   | Very Simple Aesop's Tales: The Boy Who Cried Wolf  | Very Simple Aesop's Tales: The Thirsty Crow   | Very Simple Aesop's Tales: The Cat and the Mice  | Very Simple Aesop's Tales: The Hare & the Tortoise                                    | Very Simple Aesop's Tales: The Town Mouse and the Country Mouse  |
| <b>Bible &amp; Religious Stories</b>                       | In the Beginning: The Story of Creation<br>Noah's Ark – The Great Big Bible Collection<br>A Wet and Windy Harvest for Puddles           | The Birth of Jesus – The Great Big Bible Collection<br>Sammy Spider's First Hanukkah<br>My first Diwali  | My First Bible Stories Collection:<br>The Lost Sheep  | The Easter Story<br>Holi   | The Pre-schoolers Bible - The Good Samaritan<br>The Lord's Prayer                     | The Precious Pearl (Nick Butterworth)<br>Wonderful Earth!  |
| <b>PSE Linked Stories</b>                                  | <u>Understanding Feelings</u><br>The Colour Monster<br>Ruby and the Huge Bag of Worries<br>The Worrysaurus<br>The Huge Bag of Worries   | <u>Relationships</u><br>Beegu<br>The Three Little Aliens and the big bad robot<br>The Marvellous Moon Map<br>Meesha Makes Friends<br>The Little Book of Friendship | <u>Dreams and Goals</u><br>The Darkest Dark<br>Amazing Grace<br>The Girl Who Never Made Mistakes<br>Try and Stick with It | <u>Celebrating Difference</u><br>Only One You<br>Tango Makes Three<br>Joe Useless<br>Giraffes Can't Dance<br>My Family, Your Family            | <u>Healthy Me</u><br>Oliver's Fruits<br>Oliver's Milkshake<br>My name is not Refugee? | <u>Changing Me</u><br>The Growing Story<br>When I Grow Up!<br>Memory Bottles<br>On Sudden Hill<br><u>Environment</u><br>World Ocean Day and World Environment Day<br>Dear Earth<br>Dear Greenpeace<br>The Trouble with Dragons<br>The Journey Home |
| <b>Poetry</b><br><small>(Analyse, Perform, Create)</small> | A Treasury of Songs<br>My Many Coloured Days  | A Treasury of Songs  | A Treasury of Songs   | Sharing a Shell  | This Little Puffin  | This Little Puffin   |

|                              |   |  |   |   |  |  |
|------------------------------|---|--|---|---|--|--|
| <b>Nursery Rhymes</b>        | Little Miss Muffet<br>Ring a ring of roses<br>I'm a little teapot   | Star light, star bright<br>Wind the bobbin up  | Pop goes the weasel<br>London Bridge is falling<br>down   | The farmer's in his dell<br>Row, row, row your boat   | As I was going to St Ives<br>Oranges and Lemons  | The grand old Duke of York<br>Mary had a little lamb   |
| <b>Core Writing Outcomes</b> | Understand key concepts of print<br>Engage in extended conversations about stories, learning new vocabulary<br>Develop phonological awareness<br>Use some of their print and letter knowledge in their early writing/ Handwriting Groups<br>Make up stories | <b>Writing for a purpose</b><br><b>To use phonemic awareness to hear and record initial sounds.</b><br><br>Writing to explain (animals we see at night).<br>Writing a list (things we would take to space).<br>Writing a simple instruction (how we will catch a star).<br>Recount of Nativity | <b>Writing for a purpose</b><br><b>To use phonemic awareness to write CVC words and CCVC words (special friends).</b><br><br>Writing a list (what clothes the shoemaker will make)<br>Revision of phonological skill rhyming.<br>Recount of The Gingerbread Man<br>Wanted Poster for Princess<br>Story Map of The Three Billy Goats Gruff<br>Character Description (The Troll)  | <b>Writing for a purpose</b><br><b>To use phonemic awareness to write CVC and CCVC words with correct letter formation and consistent phoneme grapheme correspondence.</b><br><br>Descriptive writing –<br>Commotion in the Ocean<br>Prediction writing<br>Recount of boat making<br>Sequencing and story board of Easter Story   | <b>Writing for a purpose</b><br><b>To write recognisable letters, most of which are correctly formed.</b><br><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b><br><b>Write simple phrases and sentences that can be read by others.</b><br><br>Recount of Easter Holiday<br>Recount of Jasper's beanstalk.<br>Life cycle of a bean.<br>Instruction for growing Mr Greenhead | <b>Writing for a purpose</b><br><b>To write recognisable letters, most of which are correctly formed.</b><br><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b><br><b>Write simple phrases and sentences that can be read by others.</b><br><br>Talk 4 Writing Unit Naughty Bus:<br>Story map of Naughty Bus<br>Story map innovation<br>Story mountain (opening, build-up, dilemma, resolution and closing)<br>Story Invention<br>Wanted poster for Evil Pea |
| <b>Enrichment Writing</b>    | Mark making<br>Messy play<br>Big chalks<br>Dough disco  | Magic paintbrushes<br>Messy play<br>Big chalks<br>Dough disco  | Giant paper roll<br>Message centre<br>Funky fingers<br>Letter box   | Giant paper roll<br>Message centre<br>Hold a sentence counters<br>Letter box  | Giant paper roll<br>Message centre<br>Talk tins<br>Funky fingers   | Giant paper roll<br>Message centre<br>Talk tins<br>Funky Fingers   |
| <b>Phonics (R)</b>           | Teach first 16 Set 1 Speed Sounds<br>Read & write single letter sounds<br>Teach blending: Word Time 1.1-1.3<br>Fred Games   | Finishing teaching Set 1 Speed Sounds<br>Read & write single letter sounds and digraphs<br>Teach blending: Word Time 1.3-1.5<br>Fred Games   | Children grouped on ability<br><b>Set 1 Sounds Group</b> - Teach gaps in Set 1 single-letter sounds and Word Time 1.1– 1.4<br><b>Ditty group</b> – Teach Set 1 Special friends<br>Review Set 1 single letter sounds<br>Review Word Time 1.1–1.4<br>Teach Word Time 1.5–1.6<br>Ditty Photocopy 1–10<br><b>Red group</b> - Review Set 1 Sounds and Word Time 1.1–1.5<br>Teach Word Time 1.6–1.7<br>Red Ditty Books 1–10 | Children grouped on ability<br><b>Ditty group</b> – Teach Set 1 Special friends<br>Review Set 1 single letter sounds<br>Review Word Time 1.1–1.4<br>Teach Word Time 1.5–1.6<br>Ditty Photocopy 1–10<br><b>Red group</b> - Review Set 1 Sounds and Word Time 1.1–1.5<br>Teach Word Time 1.6–1.7<br>Red Ditty Books 1–10<br><b>Green Group</b> -Teach Set 2 Sounds<br>Continue to review Set 1 Sounds<br>Green Storybooks | Children grouped on ability<br><b>Red Group</b><br>Review Set 1 Sounds and Word Time 1.1–1.5<br>Teach Word Time 1.6–1.7<br>Red Ditty Books<br><b>Green Group</b><br>Teach Set 2 Sounds<br>Continue to review Set 1 Sounds<br>Green Storybooks<br><b>Purple Group</b><br>Teach Set 2 Sounds<br>Continue to review Set 1 Sounds<br>Purple Storybooks   | Children grouped on ability<br><b>Red Group</b><br>Review Set 1 Sounds and Word Time 1.1–1.5<br>Teach Word Time 1.6–1.7<br>Red Ditty Books<br><b>Green Group</b><br>Teach Set 2 Sounds<br>Continue to review Set 1 Sounds<br>Green Storybooks<br><b>Purple Group</b><br>Teach Set 2 Sounds<br>Continue to review Set 1 Sounds<br>Purple Storybooks<br><b>Pink Group</b><br>Teach remaining Set 2 sounds.<br>Once confident, teach Set 3.<br>Continue to review Set 1 and 2.<br>Pink Storybooks                   |

CYCLE A: Years 1 & 2

| Theme                                    | Autumn Term: Into the Woods   | Spring Term: Passport to Britain  | Summer Term: Memory Box  |  |   |  |
|--|---|---|--|--|---|--|
| <b>Core Texts</b>                        |    |   |                 |  |   |  |
|  | <p><b>Selection of Traditional stories: Little RRRH, Little Red, Inside the Villains, Gingerbread Man – include alternative versions.</b></p> | <p><b>Tidy by Emily Gravett</b><br/><b>Into the Forest – Woodland Trust</b></p>   | <p><b>The Queen's Hat</b><br/><b>A Walk in London</b></p>  | <p><b>Katie Morag stories</b><br/><b>Stories about Island living</b><br/><b>The Light House Keeper's Lunch</b></p>   | <p><b>Vlad and the Great Fire of London</b><br/><b>The Seesaw</b></p>   | <p><b>The Secret Garden Frances Hodgson Burnett</b><br/><b>The Night Gardener</b></p>                                |
| <b>Poetry (Analyse, Perform, Create)</b> | <p><b>Nursery Rhymes</b><br/>Learn by heart and perform</p>   | <p><b>Mood Monitoring:</b><br/>Hurt no living thing<br/>Christina Rossetti</p>  | <p><b>Classic Poetry:</b><br/>Recital of and Performing<br/><b>The Owl and the Pussy Cat</b></p>   | <p><b>List Poetry:</b><br/>Creating and Performing<br/>Seaside Poems – The Sea by John Foster</p>  | <p><b>Classic Poetry:</b><br/>Analyse and Discuss A good play, The swing and My shadow -by Robert Louis Stevenson</p> | <p><b>Patterns in Poetry:</b><br/>Comparing and creating friendship poems</p>  |
| <b>Core Writing Outcomes</b>             | <p><b>Writing to Entertain:</b><br/>Retell traditional stories<br/>Write own innovated version of a traditional Tale</p>                      | <p><b>Writing to Inform:</b><br/>Persuasive Text linked to caring for our woodland<br/>Eco campaigning</p>  | <p><b>Writing to Inform:</b><br/>Fact file about a UK country – NCR<br/>Historical diary entry</p> | <p><b>Writing to Entertain:</b><br/>Invention of Katie Morag story<br/>Persuasive writing – adverts/posters</p>  | <p><b>Writing to Inform:</b><br/>Historical diary entry<br/>Instructional writing</p>                                 | <p><b>Writing to Entertain:</b><br/>Descriptive writing of their own garden<br/>Recount of Ridgeway trip</p>         |
| <b>Writers Craft</b>                     | <p>Traditional phrases<br/>Repetition<br/>Story path and key characters.</p>  | <p>Persuasive Language<br/>How does writing create a mood or inspire.<br/>Statement writing<br/>Commands</p>  | <p>Statements<br/>Information organisation<br/>Diagrams</p>  | <p>Story structure<br/>Character description</p>   | <p>Writing in the first person.<br/>Using commands for impact.<br/>Use of historical phrases.</p>                     | <p>Technical language to create a setting</p>  |
| <b>Enrichment Writing</b>                | <p>Character profiles<br/>Debates about story events<br/>Alternative ending</p>   | <p>Forest School tasks<br/>Adverts for Forest School<br/>Interviews about Forest School</p>   | <p>Recipes<br/>News Reporting of events</p>  | <p>Interviews<br/>Adverts for Isle of Struay<br/>Debates about the New Pier</p>  | <p>Creating a toy museum – labels and notes for items</p>   | <p>Notes and postcards from the garden.<br/>Lists of garden flowers etc<br/>Diagrams and labels</p>                  |
| <b>Reading Spine</b>                     | <p>Aesop's Fables<br/>Where The Wild Things Are by Maurice Sendak<br/>Pumpkin Soup by Helen Cooper</p>  | <p>The True Story of the 3 Little Pigs- John Scieszka<br/>The Three Little Wolves and The Big Bad Pig<br/>The Wolf Story- What Really Happened to Red Riding Hood by Toby Forward</p> | <p>Frog and Toad Together by Arnold Lobel</p>  | <p>Come away from the water<br/>Shirley John Birmingham<br/>Series of Katie Morag books<br/>Lighthouse Keeper series<br/>Stories about the seaside/oceans and island living.</p> | <p>Peace at Last by Jill Murphy<br/>Can't You Sleep Little Bear by Martin Waddell<br/>The Flower by John Light</p>    | <p>Beegu by Alexis Deacon<br/>Emily Browne and The Thing Flat Stanley by Jeff Brown<br/>Dogger by Shirley Hughes</p> |

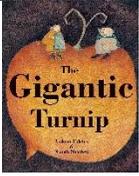
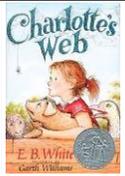
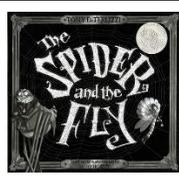
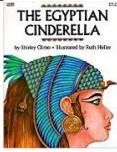
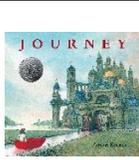
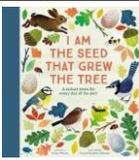
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| <p><b>Grammar &amp; Punctuation</b></p> | <p>Capital letters and full stops<br/>Past tense – Traditional story openings<br/>Adjectives – describing a story character<br/>Using ‘and’<br/>Coordination in sentences<br/>Noun phrases</p>   | <p>Revise capital letters and full stops<br/>exclamation marks<br/>question marks<br/>Ask questions about what needs to change.<br/>Using capital letters for the names of people, places, days of the month/ week and the pronoun ‘I’<br/>Sentence forms: Statement<br/>Link to the text</p>   | <p>Capital letters and full stops<br/>Conjunctions<br/>Factual writing.<br/>Vocab<br/>Sentence types<br/>Clear and concise statements to convey information.<br/>Adverbs</p>   | <p>Contractions/ apostrophes<br/>The possessive apostrophe<br/>Story telling language.<br/>Time conjunctions</p>   | <p>Noun, Verbs, Adverbs, Adjectives<br/>Proper nouns/ capital letters<br/>Sentence types<br/>Past tense/ present tense including –ed suffix rules<br/>Apostrophes/ commas<br/>Conjunctions</p>                            | <p>Noun, verb, adjective<br/>Commas in lists and sentences<br/>Comparative and superlative adjectives<br/>Past tense<br/>Expanded noun phrases<br/>Apostrophes for contraction<br/>Speech in narrative</p> |
| <p><b>Phonics (Y1)</b></p>              | <p><b>Read Write Inc Phonics Scheme:</b><br/>Bespoke Groupings depending on ongoing assessments</p>  |   | <p><b>Read Write Inc Phonics Scheme:</b><br/>Bespoke Groupings depending on ongoing assessments</p>  |  | <p><b>Read Write Inc Phonics Scheme:</b><br/>Bespoke Groupings depending on ongoing assessments</p>   |  |
| <p><b>Spelling Y2</b></p>               | <p><b>Year 2 Read, Write, Inc Bk A</b><br/><b>Pre-programme activities</b><br/><b>Unit 1:</b> The or sound spelt a before l and ll<br/><b>Unit 2:</b> Soft c<br/><b>Special focus 1:</b> Red words<br/><b>Unit 3:</b> Adding the suffix -y (1)<br/><b>Unit 4:</b> Adding the suffix -y (2)<br/><b>Special focus 2:</b> Homophones<br/><b>Unit 5:</b> Adding the suffix -ly<br/><b>Unit 6:</b> The n sound spelt kn and gn<br/><b>Special focus 3:</b> Red words<br/><b>Unit 7:</b> The igh sound spelt y</p> | <p><b>Year 2 Read, Write, Inc Bk A</b><br/><b>Unit 8:</b> Adding the suffix -ing (1)<br/><b>Special focus 4:</b> Homophones<br/><b>Unit 9:</b> Adding the suffix -ing (2)<br/><b>Unit 10:</b> The j sound<br/><b>Special focus 5:</b> Contractions and apostrophes<br/><b>Unit 11:</b> The o sound spelt a after w and qu<br/><b>Unit 12:</b> Adding the suffix -ed (1)<br/><b>Special focus 6:</b> The u sound spelt o, and the or sound spelt ar after w<br/><b>Unit 13:</b> Adding the suffix -ed (2)<br/><b>Unit 14:</b> Adding the suffix -ed (3)<br/><b>Special focus 7:</b> Possessive apostrophes</p> | <p><b>Year 2 Read, Write, Inc Bk B</b><br/><b>Unit 1:</b> The r sound spelt wr<br/><b>Unit 2:</b> Adding the suffixes -er or -est (1)<br/><b>Special focus 1:</b> Red words<br/><b>Unit 3:</b> Adding the suffixes -er or -est (2)<br/><b>Unit 4:</b> Adding the suffixes -er or -est (3)<br/><b>Special focus 2:</b> Homophones<br/><b>Unit 5:</b> The ee sound spelt ey<br/><b>Unit 6:</b> Adding the suffix -ness (1)<br/><b>Special focus 3:</b> Words ending in -il and words where s makes the zh sound<br/><b>Unit 7:</b> Adding the suffix -ness (2)<br/><b>Unit 8:</b> Words ending in -le<br/><b>Special focus 4:</b> Homophones</p> | <p><b>Year 2 Read, Write, Inc Bk B</b><br/><b>Unit 9:</b> Words ending in -el<br/><b>Unit 10:</b> Words ending in -al<br/><b>Special focus 5:</b> The ir sound spelt or after w<br/><b>Unit 11:</b> Adding the suffix -ful<br/><b>Unit 12:</b> Adding the suffix -less<br/><b>Special focus 6:</b> Contractions and apostrophes<br/><b>Unit 13:</b> Adding the suffix -ment<br/><b>Unit 14:</b> Words ending in -tion<br/><b>Unit 15:</b> Adding the suffix -es<br/><b>Special focus 7:</b> Possessive apostrophes</p> | <p><b>Year 2 RWI Phonics &amp; Spelling Consolidation</b><br/>Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn &amp; Spring Term.</p> |  |
|   | <p>Rainbow Word Practice, including red words: KS1 Word List</p>   | <p>Rainbow Word Practice, including red words: KS1 Word List</p>  | <p>Rainbow Word Practice, including red words: KS1 Word List</p>   | <p>Rainbow Word Practice, including red words: KS1 Word List</p>   | <p>Rainbow Word Practice, including red words: KS1 Word List</p>  | <p>Rainbow Word Practice, including red words: KS1 Word List</p>   |

## CYCLE B: Years 1 & 2

| Theme                                    | Autumn Term: Around Our World  | Spring Term: Castles & Dragons   | Summer Term: Fighting Fit   |   |   |  |
|--|--|--|---|---|---|--|
| <b>Core Texts</b>                        |   |    |    |   |   |  |
|  | <b>Pattan's Pumpkin</b><br><b>Here We Are by Oliver Jeffers</b><br><b>Range of Animal NF</b>   | <b>The Last Polar Bears</b><br><b>Blue Penguin by Petr Horacek</b>   | <b>The Very Smart Pea and the Princess To Be Mini Grey</b><br><b>In the Castle Usbourne</b>   | <b>The Dragon Slayer (film)</b><br><b>Tell me a Dragon Jackie Morris</b><br><b>Supertato Sue Hendra</b><br><b>Information books on food and Healthy Eating.</b><br><b>The Boy, The Mole, The Fox and the Horse</b><br><b>Olivers Vegetables Vivian French</b> |   |  |
| <b>Poetry (Analyse, Perform, Create)</b> | <b>Classic Poem:</b><br>A Menagerie of Animals by R Harrold  | <b>List Poem:</b><br>Linked to winter  | <b>Rhyme and Pattern in Poems:</b><br>Scissors Allen Alhberg  | <b>Chorus in Poems:</b><br>Anyone seen my dragon?<br>Roger Stevens  | <b>Shape Poetry:</b><br>Fruit and vegetable themed  | <b>Acrostic Poems:</b><br>Sport Theme  |
| <b>Core Writing Outcomes</b>             | <b>Writing to Entertain:</b><br>Animal Fact File NCR<br>Story Innovation   | <b>Writing to Inform:</b><br>Letter to Grandad<br>Lost Poster (linked to real life)<br>Wanted posters                              | <b>Writing to Entertain:</b><br>Story Innovation<br>Write a set of instructions for a DT Project  | <b>Writing to Inform:</b><br>Information Leaflets<br>Descriptive writing – character and setting  | <b>Writing to Entertain:</b><br>Story innovation<br>Persuade others to make healthy life choices.<br>Menu writing                     | <b>Writing to Inform:</b><br>Recount writing linked to Hill End<br>Story Innovation: mental health & wellbeing                             |
| <b>Writers Craft</b>                     | Noun phrases & repetition in story writing   | Writing in the past tense, irregular verbs.<br><br>How do authors tackle the issue of loss   | How does the writer build suspense?<br>How do we structure instructions?<br>Imperative verbs, commands  | Imagery, similies and metaphors.  | Statement writing<br>Repetition   | Persuasive language & balanced arguments   |
| <b>Enrichment Writing</b>                | Commands linked to instructions<br>Questions we want to ask  | Questions we want to ask<br>Labelling<br>Note writing<br>Instructions to Grandad linked to school routine                          | Labelling<br>Job Description for a knight<br>Questions we want to ask   | Wanted posters about dragons<br>Lists/bullet points   | Recipes<br>Leaflets<br>posters<br>Sports hero fact files  | Letters to new teacher<br>Instructions for a new game  |
| <b>Reading Spine</b>                     | Jeremy Cool Caroline Binch<br>Range of Animal NF<br>Stories from Around the Wolrd<br>Amazing Grace by Mary Hoffman<br>The Tiger Who Came to Tea by Judith Kerr | Oi Get off Our Train by John Burningham<br>Dogger by Shirley Hughes<br>Owl Babies by Martin Waddell<br>Grandpa by John Burningham  | The Very Smart Pea and The Princess to Be by Mini Grey<br>The Trouble With Trolls by Jan Brett<br>The Book With No Pictures by BJ Novak<br>The Three Billy Goats Gruff by Paul Gadone | The Frog Prince by Brothers Grimm<br>Wolves by Emily Gravett<br>The Day the Crayons Quit by Drew Daywalt  | Not Now Bernard by David Mckee<br>Elmer by David McKee  | Slug Needs a Hug by Jeanne Willis<br>The Heart and The Bottle by Oliver Jeffers  |
| <b>Grammar &amp; Punctuation</b>         | Capital letters and full stops<br>Adjectives<br>Past tense<br>Using 'and'<br>Coordination in sentences<br>Noun phrases<br>Exclamation marks                    | Statement<br>Question marks<br>Different sentence types:<br>Command/ Statement/<br>Exclamation/ Question<br>Tenses<br>Conjunctions | Questions and Statements<br>Expanded Noun phrases<br>Form sentences and recognise key punctuation<br>Sort words into key word groups  | Writing questions<br>Different sentence types<br>Editing and up-leveilling writing<br>Proof reading<br>Tenses   | Noun, Verbs, Adverbs, Adjectives<br>Proper nouns/ capital letters<br>Sentence types:<br>Statements, questions, exclamations, commands | Commas in lists and sentences<br>Comparative and superlative adjectives<br>Speech verbs/ dialogue and punctuation<br>Expanded noun phrases |

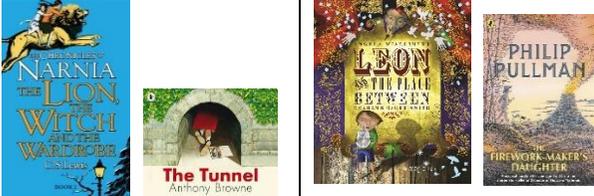
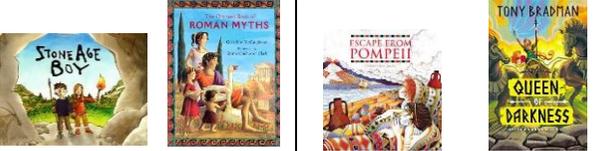


CYCLE A: Years 3 & 4

| Theme                             | Autumn Term: Field to Fork  | Spring Term: Tomb Raiders   | Summer Term: Europe Explored  |  |  |  |
|-----------------------------------|---|---|---|--|--|--|
| Core Texts                        |    |    |    |  |  |  |
|                                   | <b>The Gigantic Turnip by Aleksey Nikolayevich Tolstoy</b>  | <b>Charlotte's Webb by E White</b>  | <b>The Egyptian Cinderella</b>  | <b>Marcy and the Riddle of the Sphinx Tadeo Jones (Literacy Shed)</b>  | <b>Journey by Aaron Becker</b>   | <b>Rooftoppers by Katherine Rundell</b>  |
| Poetry (Analyse, Perform, Create) | To Autumn by John Keats   | The Spider and the Fly: Mary Howitt - Innovating a narrative poem   | Revolting Rhymes by Roald Dahl to write revolting poems   | Michael Rosen Poetry Study, main focus: Everyone comes from somewhere (migration)  | Read and perform journey themed poems including, From a Railway Carriage RL Stevenson; The Rime of the Ancient Mariner by S Taylor-Coleridge | Analyse seasonal poems: I am the Seed that Grew the Tree   |
| Core Writing Outcomes             | <b>Writing to Entertain:</b><br>Innovate Story of Gigantic Turnip<br><br><b>Instructions:</b> How to plant a bean?  | <b>Writing to Inform:</b><br>Spiders Factfile (report)<br><br>Save Our Spiders debate<br><br>Diary Entry – day at the fair  | <b>Writing to Entertain:</b><br>Story Innovation The Egyptian Cinderella – alternative character<br><br>Diary from different characters points of view  | <b>Writing to Inform:</b><br>Script for a newflash report<br>Egyptian Myth comic strip<br>Explanation of Mummification (How to make a mummy) | <b>Writing to Entertain:</b><br>Narrative writing- putting words to a wordless picture book. Beginning/middle or end                         | <b>Writing to Persuade:</b><br>Persuasive letter from Sophie to Miss Elliot<br>Diary of Charles and the sinking ship |
| Writers Craft                     | How does the author use dialogue to communicate between characters?   | How does Morpurgo capture Grandpa's voice in the story?   | How does the author portray a character?  | How do pictures help to tell a story?  | Setting description<br>How does the author create suspense?  | Vocabulary choices for different types of persuasion. How does the poet use repetition for effect?                   |
| Enrichment Writing                | Instructions for making a vegetable soup<br>Write own poem linked to Harvest  | Diary – a day on the farm   | Instructions how to build a chariot for Pharaoh / How a Shaduf works.   | Tadeo Jones & Egyptian Pyramids (Literacy Shed) – recount events in the film clip  | Postcard from a land (Journey)   | Performance poetry<br>News Bulletin – witness statements (Chapter 1)   |
| Reading Spine                     | Dominic Grows Sweetcorn Farm Boy – Michael Morpurgo<br>The Battle of Bubble and Squeak- Phillipa Pearce   | Why the Whales Came by Michael Morpurgo<br>Dream Variations by Langston Hughes  | The Firework Maker's Daughter- Phillip Pullman<br>The Witches by Roald Dahl<br>Revolting Rhymes   | Something Told The Wild Geese by Rachel Field<br>My name is not Refugee by Kate Milner<br>Invisible by Tom Percival                          | The Railway Children by Edith Nesbit<br>The Little Match Girl by Hans Christian Anderson<br>The Fishermen and His Wife by Brothers Grimm     | Anthony Browne study- Hansel and Gretel, Voices in The Park<br>Skysteppers Katherine Rundell                         |

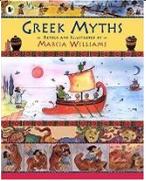
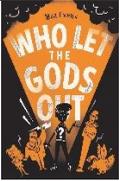
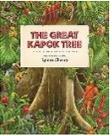
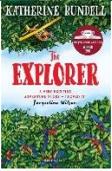
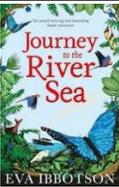
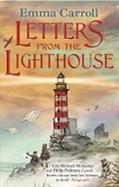
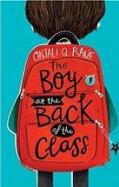


## CYCLE B: Years 3 & 4

| Theme                                    | Autumn Term: Earth Matters   | Spring Term: City of Spires  | Summer Term: Invaders & Raiders   |  |  |   |
|--|--|--|---|--|--|---|
| <b>Core Texts</b>                        |   |   |   |                                       |  |   |
|  | <p><b>The Pebble in my Pocket</b><br/><b>The Iron Man</b></p>  | <p><b>The Wild Robot by Peter Brown</b><br/><b>NF Natural Disaster Books</b></p>   | <p><b>The Lion, the Witch and the Wardrobe CS Lewis</b><br/><b>The Tunnel Anthony Browne</b></p>  | <p><b>Leon and the Place Between</b><br/><b>The Firework Maker's Daughter</b></p>  | <p><b>Stone Age Boy</b><br/><b>Roman Myths, including Romulus &amp; Remus</b></p>  | <p><b>Escape from Pompeii</b><br/><b>Queen of Darkness by Tony Bradman</b></p>  |
| <b>Poetry (Analyse, Perform, Create)</b> | Coming of the Iron Man Poem (Scholastic)   | In the Creole Twilight, Joshua Clegg Caffery Poems from Green & Blue Planet  | You are old Father William by Lewis Carol<br>How doth the little crocodile by Lewis Carol   | Topsy Turvy World by William Brighty Rands   | Dream Variations Langston Hughes   | Boudicca by Ima Ryma  |
| <b>Core Writing Outcomes</b>             | <p><b>Writing to Entertain:</b><br/>Story telling and rewriting innovation of character</p> <p>Discussion – should the farmers build the trap?<br/>Letter from Hogarth to the farmers for or against trapping the Iron Man</p> | <p><b>Writing to Discuss:</b><br/>Inform parents of the importance of recycling more – through balanced argument</p> <p>Diary – from Roz the Robot</p> | <p><b>Writing to Entertain:</b><br/>Portal Story: Arriving through the wardrobe</p> <p>Tourist Leaflet to persuade and inform (travel blog) NCR</p> | <p><b>Writing to Persuade:</b><br/>Recount a review of the show (Leon)</p> <p>Explanation of how a magic trick works</p> | <p><b>Writing to Entertain:</b><br/>Flashback linked to main character (Stone Age Boy)</p> <p>Dilemma: Romulus &amp; Remus</p> | <p><b>Writing to Inform:</b><br/>Before and after eyewitness account (setting description)<br/>Diary of events as they unfold</p> <p><b>Persuasive Writing:</b><br/>Recruitment advert for the Roman Army</p> <p><b>NCR:</b> Roman Life - ebook</p> |
| <b>Writers Craft</b>                     | How does the writer use repetition and vocabulary choices to create suspense?  | Short sentences to increase pace<br>How does the writer create characters with distinctive personalities?  | How does the writer thread clues into the narrative about time setting?   | How does the writer show how characters feel?  | Explore the theme of dilemma   | Explore how characters feelings change throughout a story   |
| <b>Enrichment Writing</b>                | Instructions for the Iron Man to escape the trap   | Would you like to live in a place like Côteville?<br>Describing the setting  | Instructions (Mrs Beaver's marmalade roll)  | Explore the theme of portals and journeys in stories<br>Who stole the tarts? Police investigation                        | Letter of application to the NHM Oxford for an archaeologist position  | Explanation – volcanic eruption<br>Biography of Boudicca  |
| <b>Reading Spine</b>                     | How to Help a Hedgehog and Protect a Polar Bear by National Trust<br>The Street Beneath My Feet by Charlotte Guillain<br>The Wild Robot by Peter Brown   | Why The Whales Came- Michael Morpurgo<br>Topsy Turvy World (poem)<br>The Mysteries of Harris Burdick by Chris Van Allsberg<br>Hurricane David Weisner  | Prince Caspian by CS Lewis<br>The Ruby in The Smoke by Phillip Pullman<br>You Are Old Father William by Lewis Carroll<br>Oxford by Matthew Rice     | Thames Tide Club<br>Alice in Wonderland by Lewis Carroll<br>Riddle of the Runes by Janina Ramirez                        | How the Camel Got Its Hump by Rudyard Kipling<br>The Fox and The Ghost King by Michael Morpurgo<br>Roman Myths                 | Cloud Busting by Malorie Blackman<br>The Dancing Bear by Michael Morpurgo<br>I am Refugee   |

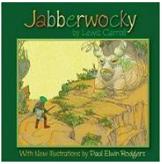
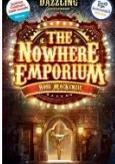
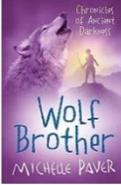
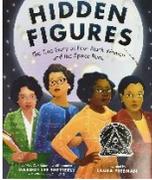
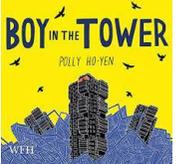
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| <p><b>Grammar &amp; Punctuation</b></p>   | <p>Punctuation review (full stops, capital letter usage, exclamation and question marks, commas)<br/>Punctuating direct speech<br/>Sentences with more than one clause- using a wider range of conjunctions<br/>Nouns and pronouns- used appropriately for clarity and cohesion and to avoid repetition</p>   | <p>Fronted adverbials<br/>Past tense<br/>Apostrophe-indicating possession by using the possessive apostrophe with Plural nouns<br/>Conjunctions, adverbs and prepositions to express time and cause</p>   | <p>Revision: nouns, adjectives, verbs, adverbs<br/>Revision: punctuation (full stops, capital letter usage, exclamation and question marks, commas)<br/>Apostrophes, speech marks, brackets, colon.<br/>Punctuating direct speech</p>  | <p>Past tense<br/>Apostrophe-indicating possession by using the possessive apostrophe with plural nouns<br/>Conjunctions, adverbs and prepositions to express time and cause<br/>Use of homophones in writing</p>  | <p>Homophones and near homophones<br/>Speech<br/>Present perfect form of verbs in contrast to the past tense<br/>Fronted adverbials, use of commas after fronted adverbials<br/>indicating possession by using the possessive apostrophe with plural nouns</p> | <p>Homophones<br/>Present Perfect<br/>Edit a piece of writing to improve use of capital letters, full stops and further punctuation.<br/>Conjunctions, adverbs and prepositions<br/>Homophones</p> |
| <p><b>Spelling &amp; Phonics</b></p> <p>(Bespoke phonics programme in place for identified chn)</p> | <p><b>Year 3 Read, Write, Inc</b><br/><b>Unit 1:</b> Adding the prefixes dis- and in-<br/><b>Unit 2:</b> Adding im- to root words beginning with m or p<br/>Special focus 1: Orange words<br/><b>Unit 3:</b> Adding the suffix -ous<br/><b>Unit 4:</b> Adding the suffix -ly<br/><b>Unit 5:</b> Words ending in -ture<br/><b>Special focus 2:</b> Homophones<br/><b>Unit 6:</b> Adding -ation to verbs to form nouns<br/><b>Unit 7:</b> Words with the c sound spelt ch</p> | <p><b>Year 4 Read, Write, Inc</b><br/><b>Unit 1:</b> Adding the prefix mis- and revising un-, in-, dis-<br/><b>Unit 2:</b> Words ending in zhuh spelt - sure<br/><b>Special focus 1:</b> The short u sound spelt ou<br/><b>Unit 3:</b> Adding the prefix auto-<br/><b>Unit 4:</b> Adding the suffix -ly<br/><b>Unit 5:</b> Adding the prefix inter-<br/>Special focus 2: Homophones<br/><b>Unit 6:</b> Words with the ay sound spelt eigh, ei, ey<br/><b>Unit 7:</b> Words ending in -ous</p> | <p><b>Year 3 Read, Write, Inc</b><br/><b>Unit 8:</b> Words with the sh sound spelt ch<br/><b>Special focus 3:</b> The short i sound spelt y<br/><b>Unit 9:</b> Adding the suffix -ion<br/><b>Unit 10:</b> Adding the suffix -ian<br/><b>Unit 11:</b> Adding the prefix re-<br/><b>Special focus 4:</b> Homophones<br/><b>Unit 12:</b> Adding the prefix anti-<br/><b>Unit 13:</b> Adding the prefix super-<br/><b>Unit 14:</b> Adding the prefix sub</p> | <p><b>Year 4 Read, Write, Inc</b><br/><b>Unit 8:</b> Words with the s sound spelt sc<br/><b>Special focus 3:</b> Possessive apostrophes with plural words<br/><b>Unit 9:</b> Words ending in zhun spelt -sion<br/><b>Unit 10:</b> Adding il- and revising un-, in-, mis-, dis-<br/><b>Unit 11:</b> The c sound spelt -que and the g sound spelt -gue<br/><b>Special Focus 4:</b> Homophones<br/><b>Unit 12:</b> Adding ir- to words beginning with r<br/><b>Unit 13:</b> Adding the suffix -ion (1)<br/><b>Unit 14:</b> Adding the suffix -ion (2)</p> | <p><b>Year 3 Read, Write, Inc</b><br/>Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn &amp; Spring Term.</p>  | <p><b>Year 4 Read, Write, Inc</b><br/>Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn &amp; Spring Term.</p>  |
|   | <p>Orange Word Practise: Years 3&amp;4 Word List</p>  | <p>Orange Word Practise: Years 3&amp;4 Word List</p>  | <p>Orange Word Practise: Years 3&amp;4 Word List</p>   |  |  |  |

**CYCLE A: Years 5 & 6**

| Theme                             | Autumn Term: Meet the Greeks   |   | Spring Term: Amazon Adventure   |   | Summer Term: War & Peace  |  |   |   |   |
|-----------------------------------|--|---|---|---|---|--|---|---|---|
| Core Texts                        |   |    |   |    |                  |                           |  |  |  |
|                                   | <b>Ancient Greek Myths: Voyage and Return</b>  | <b>Who Let The Gods Out</b>   | <b>The Kapok Tree The Explorer</b>  | <b>Journey to The River Sea</b>   | <b>Letters From The Lighthouse</b>  | <b>The Boy At the Back of the Class</b>  | <b>The Shakespear Stories</b>   |   |   |
| Poetry (Analyse, Perform, Create) | Greek poets- research  | Song of Old Time by Eliza Cook- Opening Doors unit  | Yanomamo Song of The Forest- study the lyrics and message in the song.  | The Song of Wandering Aengus by W.B Yeats- Opening Doors unit   | In Flanders Fields by John McCrae   | Prince Kano by Edward Lowbury- Opening Doors unit  |   |   |   |
| Core Writing Outcomes             | <b>Writing to Entertain</b><br>Character focus: Heroes and Villains- Theseus and the Minotaur link.  | <b>Writing to Inform</b><br>NCR on the Ancient Greeks, including reference to gods and beliefs                            | <b>Writing to Entertain</b><br>Using dialogue in narrative  | <b>Writing to Inform</b><br>Travel brochure- visit the rainforest!  | <b>Writing to Persuade</b><br>Letters/Diary entries in character- exploring perspective and emotion | <b>Writing to Entertain:</b><br>Free writing as Ahmet, exploring his feelings and thoughts<br>News Broadcast |   |   |   |
| Writers Craft                     | How does the author balance humour with serious issues in the book through the characters that we meet?  | What is science-fiction? How does the writer link the real and the fantastical, ancient and modern together?              | How does the writer bring the setting of the rainforest alive to the reader?  | Quality adjectives – exhilarating, unique<br>Carefully chosen technical language and factual storytelling style                                   | How does the writer sow the seeds that provide clues throughout the book?                           | How is the theme of belonging explored in the story?   |   |   |   |
| Enrichment Writing                | Playscript- scenes between Mr Boyle and Elliot or Mrs Porshley Plum and Elliot that convey humour.<br>Letter from Elliot to mum to express feelings of concern, raise questions. Should he share his own emotions and the truth about the house? | Non-fiction: research scientific genetic modification, earthquakes, nuclear power, and plate tectonics- presenting as NCR | The Vanishing Rainforest- study of the rainforest animals and its plant life. NCR/fact file on chosen animal. Link to medicines and the village shaman. Rich description- setting | Tribal study- a day in the life. Create own text based on researched explorer<br>Create comic book<br>Biography<br>Newspaper report on same event | Propaganda posters<br>Diary entry<br>'Lost' poster<br>Lighthouse Keeper job description             | Playscripts- editing the written word to personalise for performance.<br>Letter to the PM.                   |   |   |   |
| Reading Spine                     | Selection of stories from Aesop's Fables   | Selection of Greek Myths  | Farther by Graheme Baker Smith<br>River Boy by Tim Bowler<br>Wonder by RJ Palacio   | Great Adventurers by Alastair Humphrey<br>Boy by Roald Dahl<br>The Rainmaker Danced by John Agard   | No Ballet Shoes in Syria<br>Pig Heart Boy by Malorie Blackman<br>I am Malala by Malala Yousafzai    | Around the World in 80 Days by Jules Verne<br>The Pobble Who Had No Toes by Edward Lear<br>The Highwayman    |   |   |   |

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|---|--|---|--|--|---|---|
| <p><b>Grammar &amp; Punctuation</b></p>   | <p>Direct/indirect speech<br/>Simple, compound &amp; complex sentences.<br/>Relative clauses beginning with who, which, where, when, whose, that or with Subjunctive verb forms<br/>Using brackets, dashes or commas to indicate parenthesis<br/>Use the perfect form of verbs<br/>Adverbs to indicate degrees of possibility</p>  | <p>Modal verbs<br/>Use passive verbs<br/>Using commas to clarify meaning or avoid ambiguity in writing<br/>Expanded noun phrases<br/>Using a colon<br/>Punctuating bullet points</p>  | <p>Antonyms<br/>Direct/indirect speech<br/>Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br/>Using brackets, dashes or commas to indicate parenthesis<br/>Use the perfect form of verbs to mark relationships of time and cause</p>  | <p>Adverbs to indicate degrees of possibility<br/>Modal verbs to indicate degrees of possibility<br/>Use passive verbs to affect the presentation of information in a sentence<br/>Using commas to clarify meaning or avoid ambiguity in writing<br/>Expanded noun phrases to convey complicated information concisely<br/>Using a colon to introduce a list<br/>Punctuating bullet points consistently</p>  | <p>conjunctions<br/>relative clauses<br/>commas<br/>adverbials of time, place and number<br/>brackets to indicate parenthesis<br/>direct and indirect speech</p>                                  | <p>Informal and formal speech structures<br/>Modal verbs<br/>Dashes to indicate parenthesis</p>   |
| <p><b>Spelling &amp; Phonics</b></p> <p>(Bespoke phonics programme in place for identified chn)</p> | <p><b>Year 5 Read, Write, Inc</b><br/><b>Unit 1:</b> Words with silent letter b<br/><b>Special focus 1:</b> Words that contain the letter-string ough<br/><b>Unit 2:</b> Words ending in -ible<br/><b>Special focus 2:</b> Homophones<br/><b>Unit 3:</b> Words ending in -able<br/><b>Special focus 3:</b> Orange words<br/><b>Unit 4:</b> Words with silent letter t<br/><b>Special focus 4:</b> Orange words<br/><b>Unit 5:</b> Words ending in -ibly and -ably<br/><b>Special focus 5:</b> Homophones and other words that are easily confused<br/><b>Unit 6:</b> Words ending in -ent<br/><b>Special focus 6:</b> Orange words</p> | <p><b>Year 6 Read, Write, Inc</b><br/><b>Unit 1:</b> Suffixes (1)<br/><b>Special focus 1:</b> Words containing the letter-string ough<br/><b>Unit 2:</b> Suffixes (2)<br/><b>Special focus 2:</b> Orange words<br/><b>Unit 3:</b> Suffixes (3)<br/><b>Special focus 3:</b> Homophones and other words that are often confused<br/><b>Unit 4:</b> Suffixes (4)<br/><b>Special focus 4:</b> Orange words<br/><b>Unit 5:</b> Suffixes (5)<br/><b>Special focus 5:</b> Orange words<br/><b>Unit 6:</b> The sh sound spelt ti or ci<br/><b>Special focus 6:</b> Homophones and other words that are often confused</p> | <p><b>Year 5 Read, Write, Inc</b><br/><b>Unit 7:</b> Words ending in -ence<br/><b>Special focus 7:</b> Orange words<br/><b>Unit 8:</b> The ee sound spelt ei<br/><b>Special focus 8:</b> Homophones and other words that are easily confused<br/><b>Unit 9:</b> Words ending in -ant, -ance and -ancy<br/><b>Special focus 9:</b> Orange words<br/><b>Unit 10:</b> Words ending in shus spelt -cious<br/><b>Special focus 10:</b> Orange words<br/><b>Unit 11:</b> Words ending in shus spelt -tious<br/><b>Special focus 11:</b> Orange words<br/><b>Unit 12:</b> Words ending in shul spelt -cial or -tial<br/><b>Special focus 12:</b> Orange words</p> | <p><b>Year 6 Read, Write, Inc</b><br/><b>Unit 7:</b> The sh sound spelt si or ssi<br/><b>Special focus 7:</b> Orange words<br/><b>Unit 8:</b> Silent letters<br/><b>Special focus 8:</b> Orange words<br/><b>Unit 9:</b> The spellings ei and ie<br/><b>Special focus 9:</b> Hyphens<br/><b>Unit 10:</b> Words ending in -ible and -able<br/><b>Special focus 10:</b> Common mistakes<br/><b>Unit 11:</b> Plural nouns (1)<br/><b>Special focus 11:</b> Orange words.<br/><b>Unit 12:</b> Plural nouns (2)<br/><b>Special focus 12:</b> Homophones and other words that are often confused</p> | <p><b>Year 5 Read, Write, Inc</b><br/>Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn &amp; Spring Term.</p> | <p><b>Year 6 Read, Write, Inc</b><br/>Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn &amp; Spring Term.</p> |
| <p><b>Recommended Holiday Read</b></p>  | <p><b>Orange Word Practise: Years 5&amp;6 Word List</b><br/>Call of The Wild by Jack London</p>  | <p><b>Orange Word Practise: Years 5&amp;6 Word List</b><br/>I Was a Rat by Phillip Pullman</p>  | <p><b>Orange Word Practise: Years 5&amp;6 Word List</b><br/>The Accidental Prime Minister by Tom McLaughlin</p>  |  |   |   |

## CYCLE B: Years 5 & 6

| Theme                             | Autumn Term: Rule Britannia   | Spring Term: In the Beginning  | Summer Term: Going Global   |  |  |  |
|-----------------------------------|---|--|---|--|--|--|
| Core Texts                        |   |   |                         |                       |   |   |
|                                   | <b>Kensuke's Kingdom</b>  | <b>The Nowhere Emporium</b>  | <b>Wolf Brother</b>   | <b>Hidden Figures</b>  | <b>The Lost Whale</b>  | <b>The Boy in The Tower</b>  |
| Poetry (Analyse, Perform, Create) | Wind poems- Opening Doors module.<br>Innovated nonsense poem based on Jabberwocky.  | The Door by Miroslav Holub- Opening Doors Module linked to doors in The Nowhere Emporium   | Classical Poetry- The Tyger by William Blake<br>Poetry related to endangered species                      | Dear March- Come In- by Emily Dickinson- Opening Doors unit  | Speak of the North by Charlotte Bronte- Opening Doors unit   | Moon Poetry: Emily Dickinson, Shelly, and Lady Mary Wortley Montagu's Hymn to the Moon.  |
| Core Writing Outcomes             | <b>Writing to Inform</b><br>Survival Guide for Michael<br>Write own balanced argument about a chosen subject, linked to Parliamentary debates.                      | <b>Writing to Entertain</b><br>Suspense narrative<br>Newspaper report focussing on viewpoint.  | <b>Writing to Entertain</b><br>Diary or flashback of events within the story                              | <b>Writing to Inform/Discuss</b><br>NCR on the ISS (space link)<br>Biography linked to historic figures. | <b>Writing to Discuss</b><br>Ecological issues:<br>speechwriting / letter to local MP to discuss reduction in plastic waste  | <b>Writing to Entertain</b><br>Blucher Disaster area- write a description of the scene.<br><br>Create an information manual on Bluchers. |
| Writers Craft                     | Character: consider how the writer conveys character's ever-changing emotions throughout the book (including hope and despair)                                      | The Chase. Consider how a writer builds excitement and tension during a chase scene.   | Consider how a writer creates a tone of expertise and authority.  | How does the writer bring humour into the writing?   | How does the writer make links with mental health issues – how does this impact on us as a reader?   | How does a writer suggest conflict between characters?<br><br>Examine relationships in the book- how does the writer convey these?       |
| Enrichment Writing                | SOS message in a bottle.<br>Character description of Kensuke.   | Exploring the themes of magic and mystery through word choices.<br>Innovating sections of the text.<br>Magical Map Making<br>Fact file: Glasgow, New York, Paris, etc. | Blog/Vlog- a day in the life on board the ISS.<br>Hidden Figures- research project.                       | Non-chron about Space Landing in 1969<br><br>Diary from the perspective of each of the astronauts        | Report on the rescue of white beak – how might you report? Children to make appropriate choices<br><br>Letter to the author of The Last Bear and The Lost Whale – Author study | News report / News flash<br>Writing messages from one character to another.  |
| Reading Spine                     | Carrie's War by Nina Bawden<br>The Wolves of Willoughby Chase by Joan Aiken<br>Street Child by Berlie Doherty   | Black rugby player Jimmy Peters<br>A Christmas Carol<br>A Ballad of London<br>Tom's Midnight Garden by Phillipa Pearce   | Journey to The Centre of The Earth<br>Where the Mountain Meets the Moon<br>War of The Worlds by H.G Wells | Farther- Grahame Baker-Smith<br>The Pebble in My Pocket<br>A Necklace of Raindrops<br>White Fang         | Varmints<br>What A Waste<br>The Good Thieves by Katherine Rundell  | One Plastic Bag<br>Poems for a Green and Blue Planet<br>Great Adventurers<br>The Wolf Wilder by Katherine Rundell                        |
| Grammar & Punctuation             | Expanded noun phrases to convey complicated information concisely   | Modal verbs to indicate degrees of possibility.  | Direct/indirect speech<br>Adverbs to indicate degrees of possibility.                                     | Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose,    | Expanded noun phrases to convey complicated information concisely.<br>Direct/indirect speech   | Using a colon to introduce a list.   |

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|--|---|--|---|---|--|--|
|  | Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br>Subjunctive verb forms<br>Using brackets, dashes or commas to indicate parenthesis<br>Direct/indirect speech<br>Adverbs to indicate degrees of possibility   | Use passive verbs to affect the presentation of information in a sentence.<br>Using commas to clarify meaning or avoid ambiguity in writing.<br>Use the perfect form of verbs to mark relationships of time and cause.<br>Using a colon to introduce a list.<br>Punctuating bullet points consistently.  | Modal verbs to indicate degrees of possibility.<br>Use passive verbs to affect the presentation of information in a sentence.<br>Expanded noun phrases to convey complicated information concisely.   | that or with an implied (i.e. omitted) relative pronoun.<br>Subjunctive verb forms<br>Using brackets, dashes or commas to indicate parenthesis.<br>Using commas to clarify meaning or avoid ambiguity in writing.<br>Using a colon to introduce a list.<br>Punctuating bullet points consistently.  | Subjunctive verb forms.<br>Using brackets, dashes or commas to indicate parenthesis.<br>Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. | Use passive verbs to affect the presentation of information in a sentence.<br>Adverbs to indicate degrees of possibility.<br>Modal verbs to indicate degrees of possibility.<br>Using commas to clarify meaning or avoid ambiguity in writing. |
|  | <b>Year 5 Read, Write, Inc</b>  | <b>Year 6 Read, Write, Inc</b>   | <b>Year 5 Read, Write, Inc</b>  | <b>Year 6 Read, Write, Inc</b>  | <b>Year 5 Read, Write, Inc</b>   | <b>Year 6 Read, Write, Inc</b>   |
| <b>Spelling &amp; Phonics</b><br><br>(Bespoke phonics programme in place for identified chn) | <b>Unit 1:</b> Words with silent letter b<br><b>Special focus 1:</b> Words that contain the letter-string ough<br><b>Unit 2:</b> Words ending in -ible<br><b>Special focus 2:</b> Homophones<br><b>Unit 3:</b> Words ending in -able<br><b>Special focus 3:</b> Orange words<br><b>Unit 4:</b> Words with silent letter t<br><b>Special focus 4:</b> Orange words<br><b>Unit 5:</b> Words ending in -ibly and -ably<br><b>Special focus 5:</b> Homophones and other words that are easily confused<br><b>Unit 6:</b> Words ending in -ent<br><b>Special focus 6:</b> Orange words | <b>Unit 1:</b> Suffixes (1)<br><b>Special focus 1:</b> Words containing the letter-string ough<br><b>Unit 2:</b> Suffixes (2)<br><b>Special focus 2:</b> Orange words<br><b>Unit 3:</b> Suffixes (3)<br><b>Special focus 3:</b> Homophones and other words that are often confused<br><b>Unit 4:</b> Suffixes (4)<br><b>Special focus 4:</b> Orange words<br><b>Unit 5:</b> Suffixes (5)<br><b>Special focus 5:</b> Orange words<br><b>Unit 6:</b> The sh sound spelt ti or ci<br><b>Special focus 6:</b> Homophones and other words that are often confused | <b>Unit 7:</b> Words ending in -ence<br><b>Special focus 7:</b> Orange words<br><b>Unit 8:</b> The ee sound spelt ei<br><b>Special focus 8:</b> Homophones and other words that are easily confused<br><b>Unit 9:</b> Words ending in -ant, -ance and -ancy<br><b>Special focus 9:</b> Orange words<br><b>Unit 10:</b> Words ending in shus spelt -cious<br><b>Special focus 10:</b> Orange words<br><b>Unit 11:</b> Words ending in shus spelt -tious<br><b>Special focus 11:</b> Orange words<br><b>Unit 12:</b> Words ending in shul spelt -cial or -tial<br><b>Special focus 12:</b> Orange words | <b>Unit 7:</b> The sh sound spelt si or ssi<br><b>Special focus 7:</b> Orange words<br><b>Unit 8:</b> Silent letters<br><b>Special focus 8:</b> Orange words<br><b>Unit 9:</b> The spellings ei and ie<br><b>Special focus 9:</b> Hyphens<br><b>Unit 10:</b> Words ending in -ible and -able<br><b>Special focus 10:</b> Common mistakes<br><b>Unit 11:</b> Plural nouns (1)<br><b>Special focus 11:</b> Orange words.<br><b>Unit 12:</b> Plural nouns (2)<br><b>Special focus 12:</b> Homophones and other words that are often confused | Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn & Spring Term.  | Revision and addressing misconceptions and gaps in phonics and spelling knowledge from ongoing assessments carried out during Autumn & Spring Term.  |
|  | <b>Orange Word Practise: Years 5&amp;6 Word List</b>  |  | <b>Orange Word Practise: Years 5&amp;6 Word List</b>  |   | <b>Orange Word Practise: Years 5&amp;6 Word List</b>   |  |
| <b>Recommended Holiday Read</b>  | Holes by Louis Sachar   |  | The Boy Who Flew by Fleur Hitchcock   |   | War Horse by Michael Morpurgo  |  |