



## **English Curriculum Intent Statement**

*The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. – National Curriculum 2014*

### **Intent:**

At Sutton on Sea Community Primary School, we have carefully planned our English Curriculum inline with the expectations from the National Curriculum.

We recognise that competency in the four areas of literacy: speaking, listening, reading and writing, needs to be explicitly taught through an English curriculum and must implicitly underpin learning across the curriculum.

We are ambitious and have high expectations for all of our children. We believe that they can become skilled in all aspects of literacy.

By the time our children leave our school at the end of KS2 our intention is that all pupils:

- love to read and write and see it as a valuable part of their day to day lives.
- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, both for pleasure and information.
- have acquired a wide vocabulary, an understanding of spelling and grammar, including knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write in a legible, joined style and are beginning to develop their own handwriting style.
- understand the value of technology and how it can best be used so that they are prepared for life in modern Britain.
- write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- use discussion to evidence learning; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, confidently making formal presentations, demonstrating to others and participating in debate and drama activities including performances.

### **Implementation:**



- We use a systematic, synthetic phonics programme called Little Wandle, Revised Letters and Sounds to explicitly teach the skills of word reading, spelling, letter formation and transcription right from the beginning of our children's learning journey in EYFS.
- Children practice reading phonically decodable texts linked to the scheme as soon as they are able to blend sounds and recognise letters.
- Whilst the children are learning to decode, we also ensure that we foster their love of stories and reading by providing picture books for them to take home too so that our parents can share books with their children beyond what they can read independently.
- Non-negotiable story time is plan for in every class to ensure that children have the opportunity to listen to a story read to them daily. This is also an opportunity for teachers to discuss books and authors with the children and to model high quality reading fluency.
- English teaching and learning is carefully planned and sequenced using the Literacy Tree scheme of work. Quality texts are selected to motivate and interest our children and to provide a rich experience reflecting the culture and diversity of modern Britain and the wider world. Skills of spelling, reading comprehension, transcription and composition for writing are taught through the context of these texts, alongside the development of grammar and punctuation in line with National Curriculum expectations. Activities to practice speaking and listening skills are incorporated within these sequences including drama, discussion, debate and performance. From an early age, our children write purposefully across subjects and genres, systematically developing their confidence and skills as writers.

### **Impact**

**By the time our pupils leave us at the end of KS2, they will:**

- have developed competency, knowledge and skills in all areas of literacy.
- be able to read easily with fluency and understanding.
- have an embedded love of reading. They will know how to select reading materials suited to their interests and also have the confidence to branch out in order to continue to broaden their reading experiences. Reading will be a part of their lives.
- have a growing vocabulary and the confidence to use and apply ambitious words in both spoken and written English.
- have excellent understanding of spelling conventions, syntax, grammar and punctuation. They will be able to write clearly and accurately, adapting context and style for a range of purposes and audiences.
- have excellent skills of oracy and be confident and able to articulate their learning verbally. They will be able to discuss, elaborate and explain their ideas and understanding. They will be competent in the art of speaking and listening, participating in discussion, debate and drama activities including performance.
- have an automatic, fluent handwriting style which is neat and legible.
- understand when and how to use technology to enhance outcomes and as a learning aid, being prepared for next steps in their education and for life in modern Britain.



Through regular, robust monitoring of outcomes, we will continually assess the impact of our English curriculum and use this information to continue to develop provision for our children.

### Links to Research

| Publication                                  | Selected Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How are we applying these to our Curriculum?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <i>The Reading Framework, DfE, July 2023</i> | The key messages from the DfE Reading Framework are the importance of high-quality phonics instruction, systematic teaching of reading, fostering reading for pleasure, teaching fluent and expressive reading through modelling and practice and developing language comprehension through rich book based talk and discussion. The framework emphasises that reading is fundamental to a child's success in all areas of education and life, and it provides guidance on how schools and teachers can support all pupils to become confident, skilled readers. | <ul style="list-style-type: none"><li>• Fidelity to the Little Wandle SSP, staff training, Literacy Tree supplementing the SSP with progressive planning enabling teachers to adapt to meet the needs of the children in their classes.</li><li>• High quality texts chosen to reflect diversity and also to meet the interests of children foster love of reading, book talk sessions in classrooms provide opportunities for teachers to discuss genres and authors thus broadening children's reading experiences, all children take home a reading for pleasure books to foster love of reading beyond what they can independently access, designated reading time daily to enable teachers to share a story for pleasure with the class.</li><li>• Ample opportunities for reading aloud and modelling fluency, Little Wandle fluency texts maintain focus on reading fluently beyond phonically decodable texts, interventions focus on reading fluency, use of Rasinski's fluency rubric to assess and track progress in fluency, explicit teaching of reading includes prosody from EYFS onwards, language comprehension is developed through rich book-based talk in all classes.</li></ul> |



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| Dfe Writing Framework 2025 | <p>Summary of the main messages in the writing framework:</p> <ul style="list-style-type: none"> <li>• <b>Writing is complex</b><br/>Writing places significant demands on pupils working memory and so it is vital to teach it in a sequenced way that helps manage those demands.</li> <li>• <b>Teach handwriting and spelling in reception</b><br/>Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that those skills become automatic for the children. This will free up their working memory for composition.</li> <li>• <b>Sentence instruction is essential</b><br/>All writing is made up of sentences. Knowledge of grammar helps pupils to control sentences and convey meaning but it does not support their writing fluency when taught in isolation.</li> <li>• <b>Spoken language is as important for writing as it is for reading.</b><br/>Pupils should compose orally when they are developing their transcription skills. This can still be valuable even when they can transcribe fluently.</li> <li>• <b>Quality is more important than length</b><br/>Pupils need to master the foundations of writing-handwriting, spelling and sentence construction. They should not be expected to write at length until they are ready.</li> <li>• <b>The reception year is vital</b><br/>The reception year builds the foundations that support pupil's writing throughout primary school and underpin their future success.</li> <li>• <b>Identify pupils that need additional support</b><br/>It is important to identify the pupils that need additional support with writing as early as possible from reception onwards. Teachers can then adapt their style of teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.</li> </ul> | <ul style="list-style-type: none"> <li>• Schemes of work selected ensure learning is sequenced and progressive from EYFS onwards with clear milestones for assessment. Scope for teachers to adapt planning to reflect outcomes of formative assessment to close gaps and secure progress for all.</li> <li>• Handwriting and spelling are rigorously taught in reception, keeping up with the act of the Little Wandle SSP.</li> <li>• Grammar is explicitly taught through the Literacy Tree Scheme of work across school. Learning is contextual, within the quality text being focussed upon. Grammar is not taught in isolation.</li> <li>• Spoken language is prioritised across school in terms of pedagogies used and also planned opportunities through our schemes of learning for children to participate in drama and spoken word tasks as they build skills to prepare for writing.</li> <li>• Our school's approach to writing little and often through the scheme we have chosen ensures that emphasis is on quality rather than quantity. Clear success criteria and purpose for writing enables teachers and children to assess against a defined criteria so that expectation is clear.</li> <li>• Explicit teaching of writing skills begins in reception in line with the schemes we have chosen. Clear milestones are set in reception for transcription and composition and pupils rigorously tracked.</li> <li>• Teachers use formative and summative assessments as an integral part of practice to enable them to see when gaps begin to open for individuals. They swiftly put additional support in place and make adaptations to planning to try to close these as quickly as possible. School follow a clear</li> </ul> |
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|                                             | <ul style="list-style-type: none"> <li>• <b>It will take time to tackle all of the challenges in writing.</b><br/>Schools should concentrate initially on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.</li> <li>• <b>Avoid focussing too heavily on test preparation</b><br/>This can limit the development of skills and knowledge, stifling pupil creativity and wider writing development.</li> <li>• <b>Leaders must establish the culture and curriculum</b><br/>Leaders are responsible for:<br/>Establishing a positive writing culture<br/>Developing a well-sequenced curriculum<br/>Ensuring that all teachers are trained to teach writing</li> </ul>                                                                                                           | <p>roadmap for identifying children at risk of having SEND and regular SEND spotlight meetings enable teachers to discuss concerns with SLT as they arise.</p> <ul style="list-style-type: none"> <li>• The new scheme chosen by the school plus rigid timetabling ensures that all children receive a broad and balanced curriculum without disproportionate emphasis on test preparation.</li> <li>• Leaders have provided schemes which they felt were needed in the school to help to build skills and knowledge amongst staff and also a consistent approach towards teaching and learning across the school. This is supplemented by CPD which can be accessed through the scheme or through other places such as the LEAD Hub. The English LEAD keeps up to date with new developments and initiatives and leads CPD/shares this with staff to ensure everyone keeps up to date.</li> </ul> |
| ‘We Need To Talk’ The Oracy Commission 2024 | <p>Key Findings:<br/>The report calls for oracy – the ability to speak, listen and communicate effectively to be recognised as the ‘fourth R’ of education alongside reading, writing and arithmetic.<br/>The report recommends embedding oracy across the curriculum, providing specialised teacher training, developing new assessment methods and fostering a culture of dialogue to prepare children for a changing world in the future.</p> <ul style="list-style-type: none"> <li>• <b>The Fourth R</b><br/>Oracy should be an equal priority to reading, writing and arithmetic, integrating speaking and listening to all subjects.</li> <li>• <b>Curriculum integration</b><br/>Speaking, listening and communication should be woven into every subject and extra-curricular activity.</li> <li>• <b>Teacher Training</b></li> </ul> | <ul style="list-style-type: none"> <li>• As a school we recognise the refreshed focus on oracy. We recognise that our children enter school with poor language skills and vocabulary and that if we are not proactive in terms of how we teach, develop and value oracy, this will not improve and our children will be disadvantaged as they enter the world in the future.</li> <li>• Our school places emphasis through our teaching and learning policy, on promoting skills of oracy across curriculum subjects. We value children’s voices and strive to gain 100% participation in lessons where we promote learning through collaboration and talk and value all contributions.</li> <li>• As we develop our teaching and learning policies and practice as a team, we regularly discuss how our children best learn and recognise the things that may hinder our</li> </ul>               |



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|                                                                                                                                                        | <p>Teachers need specific training and ongoing professional development to effectively teach and support oracy in the classroom.</p> <ul style="list-style-type: none"> <li>• <b>New Assessments</b></li> </ul> <p>The report suggests creating new assessment methods that can properly measure and value children's progress in oracy.</p> <ul style="list-style-type: none"> <li>• <b>School Culture</b></li> </ul> <p>Schools should foster a culture that prioritises dialogue and communication from all students from early years through to higher education.</p>                                                                                                                                                            | <p>children's oracy development both from within and outside of the school. We discuss effective teaching and learning and promote and share different strategies amongst staff to ensure that oracy plays an important role in teaching and learning in every class across school.</p> <ul style="list-style-type: none"> <li>• In EYFS, children's oracy is tracked through Development Matters along with each strand of learning. We are currently exploring how we can develop a system which will enable us to track, monitor and value oracy across school so that we can implement this. We use the SHREK approach towards oracy in EYFS and through Little Wandle focus on the skills of promoting pupil voice, understanding how we can value it and decide what we can add which is of value, rather than taking the lead.</li> <li>• We are currently developing our whole school culture and approach/pedagogy within school and we will ensure that as part of that, we pay close attention to oracy and how we prioritise dialogue across school.</li> </ul> |
| EEF research and reports regarding Literacy in Primary Schools, 'Improving Literacy in KS1', 'Improving Literacy in KS2' and 'Preparing for Literacy'. | <p>Key recommendations/consistent themes from the reports across key stages:</p> <ul style="list-style-type: none"> <li>• <b>Integrate reading and writing</b></li> </ul> <p>Reading and writing instruction should be combined in every subject to build foundational knowledge and deeper understanding, with students learning to recognise the features and conventions of good writing within their specific subjects.</p> <ul style="list-style-type: none"> <li>• <b>Develop Language capabilities</b></li> </ul> <p>Explicit teaching of vocabulary, spelling, grammar and punctuation is crucial for improving writing skills.</p> <ul style="list-style-type: none"> <li>• <b>Support reading comprehension</b></li> </ul> | <ul style="list-style-type: none"> <li>• Teachers plan opportunities for writing across the curriculum ensuring that the same standards are evident and skills taught are applied across different contexts.</li> <li>• Chosen schemes ensure explicit teaching of vocabulary, spelling, grammar and punctuation within the context of the text and linked to expected outcomes.</li> <li>• All teaching in English is underpinned by quality text reflecting diversity and also chosen for motivation and enjoyment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



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|  | <p>Provide a balanced and engaging approach to reading that helps both decoding and comprehension, supported by diverse literary experiences and activities.</p> <ul style="list-style-type: none"> <li>• <b>Targeted interventions</b><br/>Implement high-quality, structured interventions for struggling students, using accurate assessments to identify and meet their needs effectively.</li> <li>• <b>Subject-specific literacy</b><br/>Prioritise and teach literacy skills that are specific to each subject area across the curriculum.</li> <li>• <b>Structure and support for writing</b><br/>Help students to break down complex writing tasks by providing sentence starters, planning support and checklists for review, allowing them to monitor and improve their own work.</li> <li>• <b>Foster Engagement</b><br/>Emphasise the motivation and active engagement with different genres and media to develop a genuine interest and persistence in reading and writing.</li> <li>• <b>Utilise structured talk</b><br/>Provide opportunities for structured talk, such as debates or presentations to build speaking and listening skills and support literacy development.</li> <li>• <b>Emphasise modelling and practice</b><br/>Teach writing composition strategies through clear modelling and supported practice, building from foundational transcription and sentence construction skills to more complex composition.</li> </ul> | <ul style="list-style-type: none"> <li>• Children are supported with targeted interventions such as phonics, precision teaching, Reading Rocketeers, Fluency, Language for Thinking, individual reading practice. We also implement interventions which have been suggested by external professionals for individual children.</li> <li>• Subject Leaders monitor standards of literacy specific to their subject area and promote high expectations.</li> <li>• Teachers plan a range of adaptations to enable all children to meet the learning intention. Success criteria are clear and enable teachers and pupils to remain focussed on desired outcomes and pupils to be able to self-assess to ensure that they have met their targets and improved based on previous attainment.</li> <li>• Writing genres are mapped out across the school to ensure coverage, balance and variety over time.</li> <li>• Focus on oracy through the schemes which we have selected. In our classrooms children's voices are valued and our chosen pedagogies ensure that children have the chance to talk, work collaboratively and rehearse responses frequently.</li> <li>• The schemes we have chosen provide ample opportunities for explicit modelling and also provide WAGOLLS to ensure high expectations in line with year group outcomes to secure quality.</li> </ul> |
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## How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in English builds.

In EYFS, there are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The areas pertinent to the English curriculum are:

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



## **Literacy**

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

Throughout EYFS, we have set out clear milestones to enable the children to work towards achieving the Early Learning Goals in each of the areas.

### **Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Speaking ELG: Children at the expected level of development will:**

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

### **Literacy ELG: Comprehension Children at the expected level of development will:**

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

### **ELG: Word Reading Children at the expected level of development will:**

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

### **ELG: Writing Children at the expected level of development will:**



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

In our school, we have set out the milestones for progression towards reaching the Early Learning Goals as follows:



| Early Learning Goals                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Communication and Language</b><br> | <b>ELG: Listening, Attention and Understanding</b><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>ELG: Speaking</b><br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                        | <b>Building Foundations of Communication</b><br><b>Focus:</b> Establishing basic conversations skills, listening and responding.<br><b>Key Skills:</b><br>Begin to take turns in conversations with peers and adults,<br>Start to use simple phrases to express needs, ideas and feelings.<br>Respond to simple prompts and questions from adults.<br>Begin to use some new vocabulary in familiar contexts.<br>Begin listening to and join in with familiar stories, rhymes and songs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Expanding Vocabulary and Sentence Structures</b><br><b>Focus:</b> Enhancing vocabulary and sentence complexity.<br><b>Key Skills:</b><br>Begin to use more varied vocabulary in daily conversations<br>Use sentences with two or more clauses to express ideas (e.g. I went to the park and saw a dog)<br>Begin to engage in role play with peers, demonstrating an understanding of simple scenarios.<br>Ask and answer questions to explore ideas and clarify understanding. | <b>Expanding Vocabulary and Sentence Structures</b><br><b>Focus:</b> Enhancing vocabulary and sentence complexity.<br><b>Key Skills:</b><br>Begin to engage in role play with peers, demonstrating an understanding of simple scenarios.<br>Ask and answer questions to explore ideas and clarify understanding.<br>Connect one idea or action to another, using a wider range of connectives.<br>Ask questions to find out more and check they understand what has been said to them.<br>Listen and talk about stories to build familiarity and understanding. | <b>Building Confidence in self-expression</b><br><b>Focus:</b> Encouraging children to express opinions, thoughts and ideas more freely.<br><b>Key Skills:</b><br>Express personal preferences and reasons (e.g. I like this book because...)<br>Engage in <u>back and forth</u> conversations where children explain or elaborate on their ideas.<br>Use language to describe events and activities in greater detail.<br>Ask more detailed questions to clarify understanding and encourage others to share.<br>Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary. | <b>Increasing Complexity in Conversation</b><br><b>Focus:</b> Developing the ability to engage in extended conversations.<br><b>Key Skills:</b><br>Engage in longer conversations with adults and peers.<br>Begin to use conditional language (e.g. if we go outside, we can play with the ball)<br>Use a broader range of vocabulary to describe abstract concepts and express feelings.<br>Contribute towards group discussions and share ideas within a group setting.<br>Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Use talk to help to work out problems and organise thinking and activities and to explain how things work and why they might happen | <b>Mastery and Independent Communication</b><br><b>Focus:</b> Independent use of language and understanding of communication.<br><b>Key Skills:</b><br>Use language independently to organize thoughts and share ideas with others.<br>Engage confidently in a variety of conversations including with unfamiliar adults and children.<br>Begin to use language to explain and justify opinions and ideas.<br>Show an understanding of a range of vocabulary and language structures, using them fluently in context. |



| EYFS                                                                                                 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Literacy</b><br> | <b>Early Learning Goals</b><br><b>ELG: Comprehension</b><br><b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <b>ELG: Word Reading</b><br><b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>ELG: Writing</b><br><b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                      | <b>Comprehension:</b> Listen and enjoy sharing a range of books.<br>Hold a book correctly, handle with care.<br>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.<br>Know that text in English is read top to bottom and left to right.<br>Know the difference between text and illustrations.<br>Recognise some familiar words in print, e.g., own name or advertising logos.<br>Enjoy joining in with rhyme, songs and poems.<br>Explain in simple terms what is happening in a picture in a familiar story.<br>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Comprehension:</b><br>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.<br>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.<br>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.<br>Sequence two events from a familiar story, using puppets, pictures from book or role-play | <b>Comprehension:</b> Use picture clues to help read a simple text.<br>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.<br>Show understanding of some words and phrases in a story that is read aloud to them.<br>Express a preference for a book, song or rhyme, from a limited selection.<br>Play is influenced by experience of books (small world, role play). | <b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories.<br>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.<br>Suggest how an unfamiliar story read aloud to them might end.<br>Give a simple opinion on a book they have read, when prompted.<br>Recognise repetition of words or phrases in a short passage of text.<br>Play influenced by experience of books<br>Innovate a well-known story with support. | <b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions.<br>Make simple, plausible suggestions about what will happen next in a book they are reading.<br>Know the difference between different types of texts (fiction, nonfiction, poetry)<br>Make inferences to answer a question beginning "Why do you think...?" in a picture book that has been read to them, where answer is clearly signposted.<br>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations | <b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.<br>Recall the main points in text in the correct sequence, using own words and include new vocabulary.<br>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.<br>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. |



| EYFS                                                                                                                             | Autumn 1                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Phonics</b><br/><b>Little Wandle</b></p>  | <p><b>Phase 1/2</b><br/>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p> | <p><b>Phase 2</b><br/>Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).</p> <p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> | <p><b>Phase 2</b><br/>Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC.</p> <p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> | <p><b>Phase 2/3</b><br/>Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for i, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sk, th, ch, ng. Know 9 vowel digraphs – ai, ee, oo, oo, or, ur, ow, oi. Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my.</p> <p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p><b>Phase 3</b><br/>Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p><b>Phase 3/4</b><br/>Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. <b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so.</p> |

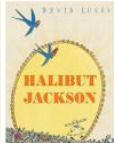


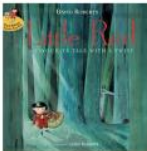
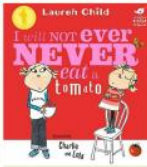
| EYFS                                                                                                     | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Literacy</b></p>  | <p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draws lines and circles</p> | <p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> | <p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> | <p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. <u>the</u>, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> | <p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge</p> | <p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Re-read what they have written to check that it makes sense</p> |
| Handwriting                                                                                              | Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



# Literacy Tree

## EYFS English Curriculum

| Theme/<br>Term    | Outside Inside – Autumn 1                                                                                                        |                                                                                                                                         |                                                                                                                         | Knowing Yourself – Autumn 2                                                                                                     |                                                                                                                          |                                                                                                                                   |                                                                                                                             |  |
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| Writing Root Text | <br>Where the Wild Things Are<br>Maurice Sendak | <br>Bringing the Rain to Kapiti Plain<br>Verma Aardema | <br>OR Anansi<br>Gerald McDermott     | <br>Look up!<br>Nathan Bryon and Dapo Adeola | <br>OR Halibut Jackson<br>David Lucas | <br>Ning and the Night Spirits<br>Adriana Fong | <br>OR I am Henry Finch<br>Alexis Deacon |  |
| Length            | 10+ sessions, 2+ weeks                                                                                                           | 10+ sessions, 2+ weeks                                                                                                                  | 10+ sessions, 2+ weeks                                                                                                  | 10+ sessions, 2+ weeks                                                                                                          | 10+ sessions, 2+ weeks                                                                                                   | 10+ sessions, 2+ weeks                                                                                                            | 10+ sessions, 2+ weeks                                                                                                      |  |
| Outcomes          | <b>Own version 'wild thing' narratives</b><br>Labels, captions, oral re-telling, developing a new character                      | <b>Tourist information leaflets</b><br>Labels and captions, retellings, simple explanations                                             | <b>Booklets about spiders</b><br>Labels and captions, call-and-response poems, descriptive posters, simple explanations | <b>Non-chronological reports</b><br>Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log              | <b>Narrative sequels</b><br>Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice  | <b>Information texts about night spirits</b><br>Posters, advice letters, party invitations                                        | <b>Guidebooks - How to Think</b><br>Timetables, thought-bubbles, lists, commands, letters of advice                         |  |

| Talents & powers – Spring 1                                                                                                                   |                                                                                                                                    |                                                                                                                                                     | Sowing a seed – Spring 2                                                                                            |                                                                                                                                      |                                                                                                                                       |
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| <br>The Magic Paintbrush<br>Julia Donaldson and Joel Stewart | <br>Little Red<br>Lynn Roberts and David Roberts | <br>OR Super Milly and the Super School Day<br>Stephanie Clarkson | <br>The Tiny Seed<br>Eric Carle | <br>I Will Not Ever Eat a Tomato<br>Lauren Child | <br>OR The Extraordinary Gardener<br>Sam Boughton |
| 10+ sessions, 2+ weeks                                                                                                                        | 10+ sessions, 2+ weeks                                                                                                             | 10+ sessions, 2+ weeks                                                                                                                              | 10+ sessions, 2+ weeks                                                                                              | 10+ sessions, 2+ weeks                                                                                                               | 10+ sessions, 2+ weeks                                                                                                                |
| <b>Own version 'overcoming' tales</b><br>Thought bubbles, labels, oral re-telling, writing in role, thank you letters                         | <b>Alternative character versions</b><br>Labels, notes of advice, adverts                                                          | <b>Alternative character version</b><br>Letters of encouragement; a retelling; song lyrics and job applications                                     | <b>Advice leaflets</b><br>Labels and captions, advice, retellings, writing in role, narrative, letter               | <b>Own stories about a fussy eaters</b><br>Statements, writing in role, shopping lists                                               | <b>Narrative inspired by the original text</b><br>Labels, letters of advice, instructions, narratives                                 |



### Celebrating self – Summer 1

|                                                                                                                   |                                                                                             |                                                                                                             |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p><b>Weirdo</b><br/>Zadie Smith and Nick Laird</p>                                                               | <p><b>OR My Shadow is PINK</b><br/>Scott Stuart</p>                                         | <p><b>So Much</b><br/>Trish Cooke and Helen Oxenbury</p>                                                    | <p><b>The Night Pirates</b><br/>Pete Harris and Deborah Allwright</p>               |
| 10+ sessions, 2+ weeks                                                                                            | 10+ sessions, 2+ weeks                                                                      | 10+ sessions, 2+ weeks                                                                                      | 10+ sessions, 2+ weeks                                                              |
| <b>Instructional guides to being brave</b><br>Writing in role, letters, captions and labels, narrative retellings | <b>Leaflet</b><br>Innovated spoken rhymes, questions, notes and advice, lists, instructions | <b>Own 'So Much' narrative poems</b><br>Past tense sentences, writing in role, performance/narrative poetry | <b>'How to be a pirate' guides</b><br>Writing in role, letters, labels and captions |

### Family & friends – Summer 2

|                                                                                                                |                                                                                                    |                                                                                            |                                                                                   |
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| <p><b>And Tango Makes Three</b><br/>Justin Richardson and Peter Parnell</p>                                    | <p><b>Hairy Maclary from Donaldson's Dairy</b><br/>Lynley Dodd</p>                                 | <p><b>Oi! Frog!</b><br/>Kes Gray and Jim Field</p>                                         | <p><b>OR Izzy Gizmo</b><br/>Pip Jones</p>                                         |
| 10+ sessions, 2+ weeks                                                                                         | 10+ sessions, 2+ weeks                                                                             | 10+ sessions, 2+ weeks                                                                     | 10+ sessions, 2+ weeks                                                            |
| <b>Alternative version narratives</b><br>Signs and lists, writing in role, letters of advice, 'new baby' cards | <b>Alternative version narratives</b><br>Character description, writing in role, letters, leaflets | <b>Own version rhyming narratives</b><br>Rhyming flipbooks, questions, captions and labels | <b>Simple explanation</b><br>Signage, letters of advice, lists, labelled diagrams |

## Key Stage 1 ENGLISH Curriculum Overview Cycle A

### Destruction & preservation – Autumn 1

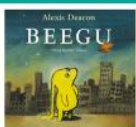
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| <p><b>Cave Baby</b><br/>Julia Donaldson and Emily Gravett</p>            | <p><b>Naughty Bus</b><br/>Jan Oke and Jerry Oke</p>                                  | <p><b>OR The Journey Home</b><br/>Frann Preston-Gannon</p>                                                 |
| 10+ sessions, 2+ weeks                                                   | 16 sessions, 3+ weeks                                                                | 15 sessions, 3 weeks                                                                                       |
| <b>Narrative retellings</b><br>Labels and captions, informal letters     | <b>Own adventure stories</b><br>Letters, diaries, sequels, non-chronological reports | <b>Persuasive letters</b><br>Posters, lists, postcards, wanted posters, information reports, short stories |
| <p><b>The Spider and the Fly</b><br/>Mary Howitt and Tony DiTerlizzi</p> | <p><b>There's a Rang-Tan in my Bedroom</b><br/>James Sellick</p>                     |                                                                                                            |
| 10 sessions, 2 weeks                                                     | 10 sessions, 2 weeks                                                                 |                                                                                                            |

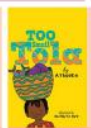
### Space & our world – Autumn 2

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| <p><b>Dear Earth</b><br/>Isabel Otter &amp; Clara Anganuzzi</p>                                                                  | <p><b>OR We Are Water Protectors</b><br/>Carole Lindstrom</p>                                                                                     | <p><b>ASTRO GIRL</b><br/>Ken Wilson-Max</p>                                            | <p><b>OR Toys in Space</b><br/>Mini Grey</p>                                                                                                               |
| 15 sessions, 3 weeks                                                                                                             | 11 sessions, 2+ weeks                                                                                                                             | 15 sessions, 3 weeks                                                                   |                                                                                                                                                            |
| <b>Informative leaflet</b><br>Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters | <b>Environmental campaign</b><br>List poems, non-chronological reports, chronological reports (life-cycles), character description, protest signs | <b>Fact files about being astronauts</b><br>Writing in role, commands, 'how to' guides | <b>Own fantasy world narrative</b><br>Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions |
|                                                                                                                                  | <p><b>CAKES IN SPACE</b><br/>Philip Reeve</p>                                                                                                     |                                                                                        |                                                                                                                                                            |
|                                                                                                                                  | 15 sessions, 3 weeks                                                                                                                              |                                                                                        |                                                                                                                                                            |



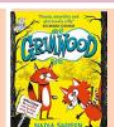
### Similarities & differences – Spring 1

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|                            | <i>The Comet</i><br>Joe Todd-Stanton |                                               | <b>OR</b> <i>Beegu</i><br>Alexis Deacon |                                              | <i>Tadpole's Promise</i><br>Jeanne Willis |                     | <b>OR</b> <i>Leo and the Octopus</i><br>Isabelle Marinov |
| 15 sessions, 3 weeks                                                                                       |                                      | 10 sessions, 3 weeks                                                                                                           |                                         | 15 sessions, 3 weeks                                                                                                          |                                           | 15 sessions, 3 weeks                                                                                 |                                                          |
| <b>Own version narratives</b><br>Posters, letters of advice, poems, descriptions, writing in role, recipes |                                      | <b>Own version 'alien' narratives</b><br>Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports |                                         | <b>Own version narratives</b><br>Simple explanations, speech and thought bubbles, setting descriptions, extended explanations |                                           | <b>Fact files</b><br>This is Me! posters, letters of advice, factual descriptions, logbooks, scripts |                                                          |

|                                                                                  |                                       |                                                                                   |                                  |                                                                                     |                                            |
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|  | <i>Hotel Flamingo</i><br>Alex Millway |  | <i>Too Small Tola</i><br>Atinuke |  | <i>Fanatical about Frogs</i><br>Owen Davey |
| 15 sessions, 3 weeks                                                             |                                       | 12 sessions, 2+ weeks                                                             |                                  | 12 sessions, 2+ weeks                                                               |                                            |

### Fantasy journeys – Summer 1

|                                                                                                                                       |                                         |                                                                                                                                                     |                                                  |                                                                                                                                 |                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|                                                       | <i>Lost and Found</i><br>Oliver Jeffers |                                                                    | <i>Ocean Meets Sky</i><br>Eric Fan and Terry Fan |                                                | <b>OR</b> <i>The Magic Bed</i><br>John Burningham |
| 15 sessions, 3 weeks                                                                                                                  |                                         | 15 sessions, 3 weeks                                                                                                                                |                                                  | 15 sessions, 3 weeks                                                                                                            |                                                   |
| <b>Own version 'losing/finding' narratives</b><br>Character descriptions, retellings, advice, instructions, non-chronological reports |                                         | <b>Own version fantasy world narratives</b><br>Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue |                                                  | <b>Own version fantasy stories</b><br>Setting descriptions, additional scenes, description of magical piece of furniture, lists |                                                   |

|                                                                                    |                          |                                                                                     |                                                         |                                                                                       |                                  |
|------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------|
|  | <i>Eric</i><br>Shaun Tan |  | <i>Ada Twist and the Perilous Pants</i><br>Andrea Beaty |  | <i>Grimwood</i><br>Nadia Shireen |
| 12 sessions, 2+ weeks                                                              |                          | 10 sessions, 2 weeks                                                                |                                                         | 15 sessions, 3 weeks                                                                  |                                  |

### Change & relationships – Spring 2

|                                                                                     |                                                 |                                                                                                                 |                                     |                                                                                                 |                                           |                                                                                               |                                                            |
|-------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------|
|  | <i>The Owl and the Pussy-cat</i><br>Edward Lear |                              | <i>The Odd Egg</i><br>Emily Gravett |              | <i>Grandad's Camper</i><br>Harry Woodgate |            | <b>OR</b> <i>If All the World Were...</i><br>Joseph Coelho |
| 10 sessions, 2 weeks                                                                |                                                 | 10 sessions, 3 weeks                                                                                            |                                     | 15 sessions, 3 weeks                                                                            |                                           | 10 sessions, 2 weeks                                                                          |                                                            |
| <b>Rhyming poems</b><br>Letters, interviews, lists, instructions                    |                                                 | <b>Egg-spotter's guides (non-fiction reports)</b><br>Thought and speech bubbles, diaries, letters, certificates |                                     | <b>Sequel narratives</b><br>Labels, memories poems, interviews, photo album captions, postcards |                                           | <b>Non-narrative poems</b><br>Writing in role, diaries, letters of advice, short explanations |                                                            |

### Structures & materials – Summer 2

|                                                                                                                    |                                               |                                                                                                                  |                                                   |                                                                                                         |                                                                         |                                                                                             |                                               |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------|
|                                 | <i>The Great Fire of London</i><br>Emma Adams |                               | <i>Dadaji's Paintbrush</i><br>Rashmi Sirdeshpande |                      | <b>OR</b> <i>Iggy Peck, Architect</i><br>Andrea Beaty and David Roberts |          | <i>Rosie Revere, Engineer</i><br>Andrea Beaty |
| 15 sessions, 2 weeks                                                                                               |                                               | 15 sessions, 3 weeks                                                                                             |                                                   | 15 sessions, 3 weeks                                                                                    |                                                                         | 15 sessions, 3 weeks                                                                        |                                               |
| <b>Information booklets</b><br>Persuasive poster, warning posters, speech bubbles, letters of advice, certificates |                                               | <b>Own version narratives</b><br>Labels, captions, character comparisons, thought and speech bubbles, fact files |                                                   | <b>Fact files</b> Labels, character comparisons, character descriptions, building descriptions, posters |                                                                         | <b>Leaflet for local landmarks</b><br>Short explanations, writing in role, reports, adverts |                                               |

## Key Stage 1 ENGLISH Curriculum Overview Cycle B



## Heroic deeds – Autumn 1

|                                                                                                                        |                                             |                                                                                                            |                                |                                                                                                                             |                                                                    |
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|                                                                                                                        | <i>Billy and the Beast</i><br>Nadia Shireen |                                                                                                            | <i>Wolves</i><br>Emily Gravett |                                                                                                                             | <i>OR Send for a Superhero</i><br>Michael Rosen & Katharine McEwan |
| 15 sessions, 3 weeks                                                                                                   |                                             | 15 sessions, 3 weeks                                                                                       |                                | 15 sessions, 3 weeks                                                                                                        |                                                                    |
| <b>Own version 'defeat a monster' narratives</b><br>Wanted posters, summaries, emails, character descriptions, recipes |                                             | <b>Non-chronological leaflets</b><br>Captions, information writing, character descriptions and comparisons |                                | <b>Own version superhero narratives</b><br>Wanted posters, letters, speech bubbles, diaries, emails, character descriptions |                                                                    |

|                      |                                                                            |                      |                                                         |                       |                                    |
|----------------------|----------------------------------------------------------------------------|----------------------|---------------------------------------------------------|-----------------------|------------------------------------|
|                      | <i>Cinderella An Art Deco Fairy Tale</i><br>Lynn Roberts and David Roberts |                      | <i>Dixie O'Day: In the Fast Lane</i><br>Clara Valliurny |                       | <i>Lost Species</i><br>Jess French |
| 10 sessions, 2 weeks |                                                                            | 15 sessions, 3 weeks |                                                         | 12 sessions, 2+ weeks |                                    |

## Helpfulness & kindness – Autumn 2

|                                                                                                                     |                                    |                                                                                                                  |                                             |                                                                                                       |                                                |                                                                                      |                                                |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------|
|                                                                                                                     | <i>The Sea Saw</i><br>Tom Percival |                                                                                                                  | <i>OR Lubna and Pebble</i><br>Wendy Meddour |                                                                                                       | <i>Jim and the Beanstalk</i><br>Raymond Briggs |                                                                                      | <i>OR House Held Up By Trees</i><br>Ted Kooser |
| 15 sessions, 3 weeks                                                                                                |                                    | 15 sessions, 3 weeks                                                                                             |                                             | 15 sessions, 3 weeks                                                                                  |                                                | 15 sessions, 3 weeks                                                                 |                                                |
| <b>Own version narrative</b><br>Writing in role, notes of advice, missing posters, diary entries, letters of thanks |                                    | <b>Own version gifting narratives</b><br>Labels, thank you notes, speech bubbles, advice postcards, instructions |                                             | <b>Sequel stories</b><br>Narrative retellings (including dialogue), thought bubbles, informal letters |                                                | <b>Factual reports</b><br>Factual descriptions, advertisements, explanations, poetry |                                                |

## Storybook bears – Spring 1

|                                                                   |                                          |                                                                                                                                        |                                                      |                                                                         |                                                  |                                                                                                                                 |                                                                                                           |
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|                                                                   | <i>I Want My Hat Back</i><br>Jon Klassen |                                                                                                                                        | <i>OR The Bear and the Piano</i><br>David Litchfield |                                                                         | <i>The Bear Under the Stairs</i><br>Helen Cooper |                                                                                                                                 | <i>OR Goldilocks using three different versions</i><br>by Lauren Child, Anthony Browne & Leigh Hodgkinson |
| 15 sessions, 3 weeks                                              |                                          | 15 sessions, 3 weeks                                                                                                                   |                                                      | 15 sessions, 3 weeks                                                    |                                                  | 15 sessions, 3 weeks                                                                                                            |                                                                                                           |
| <b>Story sequels</b><br>Questions, speech bubbles, letters, lists |                                          | <b>Own version narratives about bravery</b><br>Letters of advice, short news reports, writing in role, retellings, information posters |                                                      | <b>Information texts</b><br>Letters, retellings, own version narratives |                                                  | <b>Sequel stories</b><br>Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions |                                                                                                           |

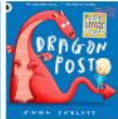
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|                      | <i>Rabbit and Bear</i> by Julian Gough & Jim Field |                      | <i>A Book of Bears</i><br>Katie Viggers |                      | <i>The Magic Finger</i><br>Roald Dahl |
| 15 sessions, 3 weeks |                                                    | 15 sessions, 3 weeks |                                         | 15 sessions, 3 weeks |                                       |

## Beasts & monsters – Spring 2

|                                                                                                           |                                                          |                                                                                                                                         |                                  |                                                                                                                                                           |                                            |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|                                                                                                           | <i>Dinosaurs and all that Rubbish</i><br>Michael Foreman |                                                                                                                                         | <i>The Minpins</i><br>Roald Dahl |                                                                                                                                                           | <i>OR The Dragon Machine</i><br>Helen Ward |
| 15 sessions, 3 weeks                                                                                      |                                                          | 15 sessions, 3 weeks                                                                                                                    |                                  | 15 sessions, 3 weeks                                                                                                                                      |                                            |
| <b>Pamphlets</b><br>Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters |                                                          | <b>Own version adventure narratives</b><br>Danger posters, setting descriptions, character descriptions, information reports, postcards |                                  | <b>Own version dragon stories</b><br>Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters |                                            |



## Fictional worlds – Summer 1

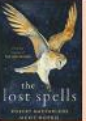
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|                                       | <i>Yeti and the Bird</i><br>Nadia Shireen |                                                                | <i>Dragon Post</i><br>Emma Yarlett |  | <b>OR</b> <i>Julian is a Mermaid</i><br>Jessica Love |
| 15 sessions, 3 weeks                                                                                                  |                                           | 15+ sessions, 3+ weeks                                                                                                                          |                                    | 10+ sessions, 2+ weeks                                                            |                                                      |
| <b>Own version narratives about unlikely friendships</b><br>List of rules, letters, postcards, character descriptions |                                           | <b>Guide to look after a dragon</b><br>Letter asking for help, note of advice, instructions, menu, speech bubbles, journey map, thought bubbles |                                    | <b>Three-verse poems</b><br>Instructions, writing in role, advertisements         |                                                      |
|                                       | <i>After the Fall</i><br>Dan Santat       |                                                                                                                                                 |                                    |  | <i>The Magic and Mystery of Trees</i><br>Jen Green   |
| 15 sessions, 3 weeks                                                                                                  |                                           |                                                                                                                                                 |                                    | 15 sessions, 3 weeks                                                              |                                                      |

## Urban and rural adventures – Summer 2

|                                                                                                         |                                                |                                                                                                  |                                                                 |                                                                                                                                                  |                                                      |                                                                                                                            |                                                        |                                                                                     |
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|                      | <i>Lizzy and the Cloud</i><br>The Fan Brothers |               | <b>OR</b> <i>Stanley's Stick</i><br>John Hegley and Neal Layton |                                                               | <i>Last Stop on Market Street</i><br>Matt de la Peña |                                         | <b>OR</b> <i>A Walk in London</i><br>Salvatore Rubbino |  |
| 15 sessions, 3 weeks                                                                                    |                                                | 11 sessions, 2+ weeks                                                                            |                                                                 | 15 sessions, 3 weeks                                                                                                                             |                                                      | 15 sessions, 3 weeks                                                                                                       |                                                        |                                                                                     |
| <b>Guidebooks</b><br>Descriptions, adverts / market stall pitches, letters of advice, postcards in role |                                                | <b>Own version narratives</b><br>'Book of sticks' entry, speech bubble, thought bubble, postcard |                                                                 | <b>Own version narrative</b><br>Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter |                                                      | <b>'A Walk in...' tour guide</b><br>Instructions, persuasive poster, setting descriptions, captions, postcard, diary entry |                                                        |                                                                                     |
|                                                                                                         |                                                |               |                                                                 | <i>The Street Beneath my Feet</i><br>Charlotte Guillian                                                                                          |                                                      |                                                                                                                            |                                                        |                                                                                     |
| s, 3 weeks                                                                                              |                                                |                                                                                                  |                                                                 | 15 sessions, 3 weeks                                                                                                                             |                                                      |                                                                                                                            |                                                        |                                                                                     |

# Year 3/4 English Curriculum Cycle A

## Magic and mystery - Autumn 1

|                                                                                                          |                                                        |                                                                                                                                  |                                                               |                                                                                                                                |                                                   |                                                                                                                          |                                                   |
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|                         | <i>Leon and the Place Between</i><br>Angela McAllister |                                                | <b>OR</b> <i>Nen and the Lonely Fisherman</i><br>Ian Eagleton |                                              | <i>The Heart and the Bottle</i><br>Oliver Jeffers |                                        | <b>OR</b> <i>The Mermaid of Zennor</i><br>Charles |
| 15 sessions, 3 weeks                                                                                     |                                                        | 15 sessions, 3 weeks                                                                                                             |                                                               | 15 sessions, 3 weeks                                                                                                           |                                                   | 15 sessions, 3 weeks                                                                                                     |                                                   |
| <b>Fantasy narratives</b><br>Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue |                                                        | <b>Own version narratives</b><br>Lonely hearts advert (character description), thought bubbles, diary entry, message in a bottle |                                                               | <b>Own version dilemma narratives</b><br>Dialogue, postcards, character descriptions, diary entries, poetry, letters of advice |                                                   | <b>Own version legend</b><br>Information booklets, retelling from another perspective, letters, tourist guides, dialogue |                                                   |
|                        | <i>The Lost Spells</i><br>Robert MacFarlane            |                                               |                                                               |                                                                                                                                |                                                   | <i>Arthur and the Golden Rope</i><br>Joe Todd Stanton                                                                    |                                                   |
| 10 sessions, 2 weeks                                                                                     |                                                        | 15 sessions, 3 weeks                                                                                                             |                                                               |                                                                                                                                |                                                   |                                                                                                                          |                                                   |
| <b>History: Vikings</b>                                                                                  |                                                        |                                                                                                                                  |                                                               |                                                                                                                                |                                                   |                                                                                                                          |                                                   |

## Dreams & desires – Autumn 2

|                                                                                                                                    |                              |                                                                                                                                |                                                           |                                                                                                                                                      |                                            |                                                                                                                  |                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|                                                | <i>The BFG</i><br>Roald Dahl |                                            | <b>OR</b> <i>The Barnabus Project</i><br>The Fan Brothers |                                                                  | <i>The Seed of Doubt</i><br>Irena Brignull |                              | <b>OR</b> <i>The Tear Thief</i><br>Carol Ann Duffy |
| 15 sessions, 3 weeks                                                                                                               |                              | 15 sessions, 3 weeks                                                                                                           |                                                           | 15 sessions, 3 weeks                                                                                                                                 |                                            | 15 sessions, 3 weeks                                                                                             |                                                    |
| <b>Own version fantasy narratives</b><br>Recount (diary entry), character descriptions, wanted posters, new chapters, instructions |                              | <b>Brochures</b><br>Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue |                                                           | <b>Motivational leaflet</b><br>Poetry, future dreams and aspirations, setting descriptions, advice letters, messages, character descriptions, speech |                                            | <b>Newspaper article</b><br>Shared poems, diary entries, persuasive posters, letters of explanation, discussions |                                                    |
|                                               | <i>The BFG</i><br>Roald Dahl |                                           |                                                           |                                                                                                                                                      |                                            | <i>I am the Seed that Grew the Tree</i><br>Fiona Waters                                                          |                                                    |
| 15 sessions, 3 weeks                                                                                                               |                              | 12 sessions, 2+ weeks                                                                                                          |                                                           |                                                                                                                                                      |                                            |                                                                                                                  |                                                    |



## Hope & healing – Spring 1

|                                                                                                            |                                                        |                                                                                                                     |                                                      |                                                                                     |                                                |                                                                                                       |                                               |
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|                                                                                                            | <i>Frindlewylde</i><br>Natalia & Lauren O'Hara         |                                                                                                                     | <b>OR</b> <i>Winter's Child</i><br>Angela McAllister |                                                                                     | <i>Escape from Pompeii</i><br>Christina Balit  |                                                                                                       | <b>OR</b> <i>The Last Garden</i><br>Rachel Ip |
| 15 sessions, 3 weeks                                                                                       |                                                        | 15 sessions, 3 weeks                                                                                                |                                                      | 16 sessions, 3+ weeks                                                               |                                                | 15 sessions, 3 weeks                                                                                  |                                               |
| <b>Narrative sequels</b><br>Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches |                                                        | <b>Fantasy story sequels</b><br>Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings |                                                      | <b>Newspaper reports</b><br>Setting descriptions, diaries, letters, thought bubbles |                                                | <b>Own version narrative</b><br>Setting description, advert, retelling, instructional flyer, dialogue |                                               |
|                                                                                                            | <i>The Firework Maker's Daughter</i><br>Philip Pullman |                                                                                                                     | <i>The Poet's Dog</i><br>Patricia MacLachlan         |                                                                                     | <i>Earth Shattering Events</i><br>Robin Jacobs |                                                                                                       |                                               |
| 14 sessions, 2+ weeks                                                                                      |                                                        | 15 sessions, 3 weeks                                                                                                |                                                      | 15 sessions, 3 weeks                                                                |                                                |                                                                                                       |                                               |

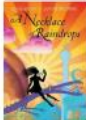
## From mystery to discovery – Summer 1

|                                                                                                                                        |                                                              |                                                                                                                                            |                                                          |                                                                                                                                 |                                                                |                                                                                                             |                                                                      |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                        | <i>The Mysteries of Harris Burdick</i><br>Chris Van Allsburg |                                                           | <b>OR</b> <i>The Thames and Tide Club</i><br>Katya Balen |                                                | <i>How to Live Forever</i><br>Colin Thompson                   |                            | <b>OR</b> <i>The Story of Tutankhamun</i><br>Patricia Cleveland-Peck |  |
| 15 sessions, 3 weeks                                                                                                                   |                                                              | 15 sessions, 3 weeks                                                                                                                       |                                                          | 15 sessions, 3 weeks                                                                                                            |                                                                | 15 sessions, 3 weeks                                                                                        |                                                                      |                                                                                     |
| <b>Own version mystery narratives</b><br>Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles |                                                              | <b>Own version fantasy narrative</b><br>Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue |                                                          | <b>Prequels</b><br>Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning |                                                                | <b>Tutankhamun biographies</b><br>Reports, instructions, character descriptions, diaries, newspaper posters |                                                                      |                                                                                     |
|                                                      | <i>Mr Penguin and the Lost Treasure</i><br>Alex T. Smith     |                                                         |                                                          |                                                                                                                                 | <i>New and Collected Poems for Children</i><br>Carol Ann Duffy |                                                                                                             |                                                                      |                                                                                     |
| 15 sessions, 3 weeks                                                                                                                   |                                                              |                                                                                                                                            |                                                          |                                                                                                                                 | 10 sessions, 2 weeks                                           |                                                                                                             |                                                                      |                                                                                     |

## Overcoming adversity – Spring 2

|                                                                                                        |                                                       |                                                                                                                       |                                                             |                                                                                                                       |                                                  |                                                                                              |                                                     |
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|                                                                                                        | <i>Cloud Tea Monkeys</i><br>Mal Peet & Elspeth Graham |                                                                                                                       | <b>OR</b> <i>The Lion and the Unicorn</i><br>Shirley Hughes |                                                                                                                       | <i>Cinderella of the Nile</i><br>Beverley Naidoo |                                                                                              | <b>OR</b> <i>Sparky!</i><br>Jenny Offill            |
| 15 sessions, 3 weeks                                                                                   |                                                       | 15 sessions, 3 weeks                                                                                                  |                                                             | 15 sessions, 3 weeks                                                                                                  |                                                  | 15 sessions, 3 weeks                                                                         |                                                     |
| <b>Non-chronological reports</b><br>Descriptions, 'how to' guides (instructions), letters, discussions |                                                       | <b>Own version narratives</b><br>Descriptive passages, how to guides, letters, discussions, non-chronological reports |                                                             | <b>Own version narratives</b><br>Descriptive passages, how to guides, letters, discussions, non-chronological reports |                                                  | <b>Own traditional tales</b><br>Short news reports, diaries, character descriptions, adverts |                                                     |
|                                                                                                        | <i>The White Fox</i><br>Jackie Morris                 |                                                                                                                       | <i>Africa, Amazing Africa</i><br>Atinuke                    |                                                                                                                       | <i>Geography: Africa</i>                         |                                                                                              | <i>How Does a Lighthouse Work?</i><br>Roman Belyaev |
| 15 sessions, 3 weeks                                                                                   |                                                       | 15 sessions, 3 weeks                                                                                                  |                                                             |                                                                                                                       |                                                  | 12 sessions, 2+ weeks                                                                        |                                                     |

## Pride & downfall – Summer 2

|                                                                                                                            |                                                 |                                                                                                              |                                                    |                                                                                       |                                                                            |                                                                                                              |                                             |
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|                                         | <i>Jim, A Cautionary Tale</i><br>Hilaire Belloc |                           | <b>OR</b><br><i>FARTHER</i><br>Grahame Baker Smith |    | <i>Pride: The Story of Harvey Milk and the Rainbow Flag</i><br>Rob Sanders |                           | <b>OR</b> <i>Our Tower</i><br>Joseph Coelho |
| 15 sessions, 3 weeks                                                                                                       |                                                 | 15 sessions, 3 weeks                                                                                         |                                                    | 15 sessions, 3 weeks                                                                  |                                                                            | 15 sessions, 3 weeks                                                                                         |                                             |
| <b>Narrative poems</b><br>Warning posters, warning announcements, alternative endings, performance poetry, apology letters |                                                 | <b>Sequel stories</b><br>Retellings, recounts (postcards), setting descriptions, diary entries, instructions |                                                    | <b>Biographies of Harvey Milk</b><br>Thought bubbles, speech, simple leaflets         |                                                                            | <b>Extended fantasy narrative</b><br>Poems, setting descriptions, diary entries, dialogue, letters of thanks |                                             |
|                                       | <i>A Necklace of Raindrops</i><br>Joan Aiken    |                                                                                                              |                                                    |  | <i>Two Weeks with the Queen</i><br>Morris Gleitzman                        |                                                                                                              |                                             |
| 14 sessions, 2+ weeks                                                                                                      |                                                 |                                                                                                              |                                                    | 16 sessions, 3+ weeks                                                                 |                                                                            |                                                                                                              |                                             |

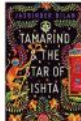
# Year 3/4 English Curriculum Cycle B



## Imagination & freedom – Autumn 1

|                                                                                                                     |                                          |                                                                                                       |                                                 |                                                                                                     |                                                             |                                                                               |                                                 |                       |
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|                                                                                                                     | <i>Tar Beach</i><br>Faith Ringgold       |                                                                                                       | OR <i>The Matchbox Diary</i><br>Paul Fleischman |                                                                                                     | <i>Varmints</i><br>Helen Ward                               |                                                                               | OR <i>The First Drawing</i><br>Mordcai Gerstein | History:<br>Stone Age |
| 15 sessions, 3 weeks                                                                                                |                                          | 15 sessions, 3 weeks                                                                                  |                                                 | 16 sessions, 3+ weeks                                                                               |                                                             | 10 sessions, 2 weeks                                                          |                                                 |                       |
| <b>Narrative retelling as a play script</b><br>Poetry, setting descriptions, formal letters, dialogue (as a script) |                                          | <b>Biography</b><br>Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file |                                                 | <b>Explanations of a life cycle</b><br>Diary entries, instructions, letters, descriptions, speeches |                                                             | <b>Own historical narratives</b><br>Character descriptions, diaries, recounts |                                                 |                       |
|                                                                                                                     | <i>The Undeclared</i><br>Kwame Alexander |                                                                                                       | <i>Zombierella</i><br>Joseph Coelho             |                                                                                                     | <i>Annie Lumsden, The Girl from the Sea</i><br>David Almond |                                                                               |                                                 |                       |
| 15 sessions, 3 weeks                                                                                                |                                          | 15 sessions, 3 weeks                                                                                  |                                                 | 15 sessions, 3 weeks                                                                                |                                                             |                                                                               |                                                 |                       |

## Finding your future – Spring 1

|                                                                                                                                                |                                                                                                                                                                 |                                                                                                                                   |                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|  <p><i>The Pied Piper of Hamelin</i><br/>Michael Morpurgo</p>  |  <p><i>OR Granny Came Here on the Empire Windrush</i><br/>Patrice Lawrence</p> |  <p><i>The Selfish Giant</i><br/>Oscar Wilde</p> |  <p><i>OR The Crown</i><br/>by Emily Kapff</p> |
| 15 sessions, 3 weeks                                                                                                                           | 15 sessions, 3 weeks                                                                                                                                            | 15 sessions, 3 weeks                                                                                                              | 16 sessions, 3+ weeks                                                                                                           |
| <b>Own version myths/legends</b><br>Writing in role, information reports, adverts, formal letters                                              | <b>Factual reports</b><br>Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations                              | <b>Own version narratives about kindness</b><br>Letters, first person recounts, diaries, letters, posters, reports                | <b>'Book of Wonder' information text</b><br>Descriptive labels, diary entry in role, descriptive poems, 'good news' poster      |
|  <p><i>The Pied Piper of Hamelin</i><br/>Robert Browning</p> |  <p><i>Tamarind and the Star of Ishta</i><br/>Jasbinder Bilan</p>            |                                                                                                                                   | <b>Geography:</b><br>India                                                                                                      |
| 10 sessions, 2 weeks                                                                                                                           | 15 sessions, 3 weeks                                                                                                                                            |                                                                                                                                   |                                                                                                                                 |

## Invention & transformation – Autumn 2

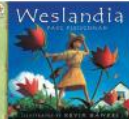
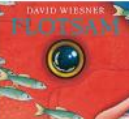
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|                                                                                                                                      | <i>The Tin Forest</i><br>Helen Ward           |                                                                                             | <i>Until I Met Dudley</i><br>Roger McGough and Chris Riddell | Science:<br>Inventions                                                                                                              |                                      | OR <i>The Iron Man</i><br>Ted Hughes |
| 15 sessions, 2 weeks                                                                                                                 |                                               | 10 sessions, 2 weeks                                                                        |                                                              |                                                                                                                                     | 18 sessions, 3+ weeks                |                                      |
| <b>Persuasive information leaflets</b><br>Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions |                                               | <b>Two explanation texts - formal and informal</b><br>Letters, short explanatory paragraphs |                                                              | <b>Mystery narratives</b><br>Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries |                                      |                                      |
|                                                                                                                                      | <i>The Story of Flight</i><br>Jakob Whitfield |                                                                                             | <i>Skygazing</i><br>Anna Claybourne                          |                                                                                                                                     | <i>The Wild Robot</i><br>Peter Brown |                                      |
| 12 sessions, 2+ weeks                                                                                                                |                                               | 15 sessions, 3 weeks                                                                        |                                                              | 15 sessions, 3 weeks                                                                                                                |                                      |                                      |

## Taking courage – Spring 2

|                                                                                                    |                                            |                                                                                           |                                              |                                                                                                                 |                                                           |                                                                                                                                                      |                                              |                     |
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|                                                                                                    | <i>The Baker by the Sea</i><br>Paula White |                                                                                           | OR <i>Black Dog</i><br>Levi Pinfold          |                                                                                                                 | <i>The Wilderness</i><br>Steve McCarthy                   |                                                                                                                                                      | <i>Riddle of the Runes</i><br>Janina Ramirez | History:<br>Vikings |
| 15 sessions, 3+ weeks                                                                              |                                            | 15 sessions, 3 weeks                                                                      |                                              | 15 sessions, 3 weeks                                                                                            |                                                           | 15 sessions, 3 weeks                                                                                                                                 |                                              |                     |
| <b>Tourist brochures</b><br>Job applications, advertisements, setting descriptions, letter in role |                                            | <b>Own version 'suspense' narratives</b><br>Postcards, dialogue, retellings, descriptions |                                              | <b>Guidebook</b><br>'Meet the family' character introduction, advice letter, SOS message, identification labels |                                                           | <b>Historical fiction narrative (alternative ending)</b><br>Character descriptions, crime scene setting descriptions, dialogue, instructions, letter |                                              |                     |
|                                                                                                    | <i>Viking Voyagers</i><br>Jack Tite        |                                                                                           | <i>Norse Myths</i><br>Kevin Crossley-Holland |                                                                                                                 | <i>Old Possum's Book of Practical Cats</i><br>T. S. Eliot |                                                                                                                                                      |                                              |                     |
| 15 sessions, 3 weeks                                                                               |                                            | 15 sessions, 3 weeks                                                                      |                                              | 12 sessions, 2+ weeks                                                                                           |                                                           |                                                                                                                                                      |                                              |                     |



## Unearthing civilisations – Summer 1

|                                                                                      |                                                 |                                                                                                     |                                                   |                                                                                                                               |                                 |                                                                                                                |                                                       |
|--------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|     | Weslandia<br>Paul Fleischman                    |                    | OR The Ever-Changing Earth<br>Grahame Baker-Smith |                                              | Flotsam<br>David Wiesner        |                               | OR Shackleton's Journey<br>William Grill              |
| 15 sessions, 3 weeks                                                                 |                                                 | 15 sessions, 3 weeks                                                                                |                                                   | 15 sessions, 3 weeks                                                                                                          |                                 | 15 sessions, 3 weeks                                                                                           |                                                       |
| <b>Non-chronological reports</b><br>Retellings, character descriptions, book reviews |                                                 | <b>Narrative sequels</b><br>Informal letters, explanatory leaflets, list poems, dictionary of terms |                                                   | <b>Sequels (mystery narratives)</b><br>Postcard, setting descriptions, non-chronological reports, message in a bottle letters |                                 | <b>Newspaper reports</b><br>Packing lists (justifications), letters (formal and informal), interviews, diaries |                                                       |
|     | The Humans: Ancient civilisations<br>Jonny Marx |                    | The Fossil Hunter<br>Kate Winter                  |                                              | The Last FireFox<br>Lee Newbery |                               | Poems from a Green and Blue Planet<br>Sabrina Mahfouz |
| 15 sessions, 3 weeks                                                                 |                                                 | 15 sessions, 3 weeks                                                                                |                                                   | 15 sessions, 3 weeks                                                                                                          |                                 | 15 sessions, 3 weeks                                                                                           |                                                       |

## Fantasy worlds – Summer 2

|                                                                                                                               |                                                           |                                                                                     |                                                                               |                                                                                                      |                                                         |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                                            | <i>The Lion the Witch and the Wardrobe</i><br>C. S. Lewis |  | <i>Jabberwocky</i><br>Lewis Carroll                                           |                   | <i>OR The Zebra's Great Escape</i><br>Katherine Rundell |
| 20 sessions, 4 weeks                                                                                                          |                                                           | 10 sessions, 2 weeks                                                                |                                                                               | 15 sessions, 3 weeks                                                                                 |                                                         |
| <b>Own version narratives (set in other worlds)</b><br>Poems, eyewitness reports, an imaginary conversations, writing in role |                                                           | <b>Nonsense poems</b><br>Performance poetry, explanatory descriptions               |                                                                               | <b>Own version 'great escape' narrative</b><br>Wanted poster, letter, action scene, poetry, dialogue |                                                         |
|                                            | <i>The Lion the Witch and the Wardrobe</i><br>C. S. Lewis |  | <i>Adventuremice: Otter Chaos</i><br>by Philip Reeve (Author), Sarah McIntyre |                                                                                                      |                                                         |
| 20 sessions, 4 weeks                                                                                                          |                                                           | 12 sessions, 2+ weeks                                                               |                                                                               |                                                                                                      |                                                         |

## Year 4/5 English Curriculum Cycle A

### Fighting for freedom – Autumn 1

|                                                                                                                     |                                   |                                                                                                                                |                                                               |                                                                                                                                          |                                                                |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|                                   | Tar Beach<br>Faith Ringgold       |                                              | Hidden Figures<br>Margot Lee Shetterly                        |                                                        | OR Freedom Bird<br>Jerdine Nolen                               |
| 15 sessions, 3 weeks                                                                                                |                                   | 17+ sessions, 3+ weeks                                                                                                         |                                                               | 15 sessions, 3 weeks                                                                                                                     |                                                                |
| <b>Narrative retelling as a play script</b><br>Poetry, setting descriptions, formal letters, dialogue (as a script) |                                   | <b>Non-chronological report</b><br>Reports, formal and informal letters, diaries, character descriptions, journalistic writing |                                                               | <b>Biographies</b><br>Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems |                                                                |
|                                  | The Undeclared<br>Kwame Alexander |                                             | Hidden Figures Young Readers' Edition<br>Margot Lee Shetterly |                                                       | Black and British: A short, essential history<br>David Olusoga |
| 15 sessions, 3 weeks                                                                                                |                                   | 15 sessions, 3 weeks                                                                                                           |                                                               | 15 sessions, 3 weeks                                                                                                                     |                                                                |

### Sprites & spirits – Autumn 2

|                                                                                                                                       |                                          |                                                                                       |                                             |                                                                                                                                                    |                                                     |
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|                                                   | The Mermaid of Zennor<br>Charles Causley |   | The Tempest<br>William Shakespeare          |                                                                | OR Beowulf<br>Michael Morpurgo                      |
| 15 sessions, 3 weeks                                                                                                                  |                                          | 17+ sessions, 3+ weeks                                                                |                                             | 15 sessions, 3 weeks                                                                                                                               |                                                     |
| <b>Own version legends</b><br>Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue |                                          | <b>Playscripts</b><br>Setting descriptions, character descriptions, diaries, dialogue |                                             | <b>Own version legends/missing chapters</b><br>Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries |                                                     |
|                                                  | Zombierella<br>Joseph Coelho             |  | The Polar Bear Explorers' Club<br>Alex Bell |                                                               | Sir Gawain and the Green Knight<br>Michael Morpurgo |
| 15 sessions, 3 weeks                                                                                                                  |                                          | 18 sessions, 3+ weeks                                                                 |                                             | 15 sessions, 3 weeks                                                                                                                               |                                                     |



## Mystery & truth – Spring 1

|                                                                                   |                                                            |                               |                                                                                                                                     |                                                     |                                                                                   |                                                                                                                      |                                                                                                  |                                                                      |
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|   | <i>The Story of Tutankhamun</i><br>Patricia Cleveland-Peck | <b>History: Ancient Egypt</b> |                                                    | <b>OR</b> <i>The Whale</i><br>Ethan and Vita Murrow |  | <i>High Rise Mystery</i><br>Sharna Jackson                                                                           |                 | <b>OR</b> <i>The Strange Case of Origami Yoda</i><br>Tom Angleberger |
| 15 sessions, 3 weeks                                                              |                                                            |                               | 15 sessions, 3 weeks                                                                                                                |                                                     |                                                                                   | 15 sessions, 3 weeks                                                                                                 |                                                                                                  |                                                                      |
| <b>Non-chronological reports</b><br>Retelling, character description, book review |                                                            |                               | <b>Film pitches</b><br>Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor |                                                     |                                                                                   | <b>Extended stories</b><br>Character & setting descriptions, police & newspaper report, dialogue, persuasive letters |                                                                                                  |                                                                      |
| <b>Discussion texts</b><br>Instructions, persuasion, diaries                      |                                                            |                               |                                                                                                                                     |                                                     |                                                                                   |                                                                                                                      |                                                                                                  |                                                                      |
|   | <i>Overheard in a Tower Block</i><br>Joseph Coelho         |                               |                                                    | <i>The Secret of Haven Point</i><br>Lisette Auton   |                                                                                   |                                     | <i>Real-life Mysteries: Can you explain the unexplained?</i><br>Susan Martineau and Vicky Barker |                                                                      |
| 10 sessions, 2 weeks                                                              |                                                            |                               | 17 sessions, 3+ weeks                                                                                                               |                                                     |                                                                                   | 15 sessions, 3 weeks                                                                                                 |                                                                                                  |                                                                      |

## Individuality & independence – Summer 1

|                                                                                                               |                                                        |                                                                                                                             |                                                  |                                                                                                         |                                             |
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|                                                                                                               | <i>Weslandia</i><br>Paul Fleischman                    |                                                                                                                             | <i>Rumaysa: A Fairytale</i><br>Radiya Hafiza     |                                                                                                         | <b>OR</b> <i>The Island</i><br>Armin Greder |
| 15 sessions, 3 weeks                                                                                          |                                                        | 17 sessions, 3+ weeks                                                                                                       |                                                  | 15 sessions, 3 weeks                                                                                    |                                             |
| <b>Imagined land narratives</b><br>Character descriptions, informative posters, persuasive leaflets, logbooks |                                                        | <b>Fairy tale (prequel)</b><br>Warning poster, diary entry, villain's lair advert, character description, missing narrative |                                                  | <b>Sequel</b><br>Welcome guides, descriptions, letters of advice, diary entries, imagined conversations |                                             |
|                                                                                                               | <i>The Humans: Ancient civilisations</i><br>Jonny Marx |                                                                                                                             | <i>When the Stars Come Out</i><br>Nicola Edwards |                                                                                                         | <i>Cosmic</i><br>Frank Cottrell Boyce       |
| 15 sessions, 3 weeks                                                                                          |                                                        | 12 sessions, 3 weeks                                                                                                        |                                                  | 20 sessions, 4 weeks                                                                                    | <b>Science: Space</b>                       |

## Relationships & memories – Spring 2

|                                                                                                            |                                                             |                                                                                                                     |                                                      |                                                                                                          |                                              |                                                                                                                                    |                                                                              |
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|                                                                                                            | <i>Frindleswyde</i><br>Natalia & Lauren O'Hara              |                                                                                                                     | <b>OR</b> <i>Winter's Child</i><br>Angela McAllister |                                                                                                          | <i>The Matchbox Diary</i><br>Paul Fleischman |                                                                                                                                    | <b>OR</b> <i>Granny Came Here on the Empire Windrush</i><br>Patrice Lawrence |
| 16 sessions, 3+ weeks                                                                                      |                                                             | 15 sessions, 3 weeks                                                                                                |                                                      | 15 sessions, 3 weeks                                                                                     |                                              | 15 sessions, 3 weeks                                                                                                               |                                                                              |
| <b>Narrative sequels</b><br>Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches |                                                             | <b>Fantasy story sequels</b><br>Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings |                                                      | <b>Biography</b><br>Dialogue, diary entries, re-telling (oral dictation), mini-autobiography, fact files |                                              | <b>Factual reports</b><br>Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations |                                                                              |
|                                                                                                            | <i>Annie Lumsden, The Girl from the Sea</i><br>David Almond |                                                                                                                     |                                                      |                                                                                                          |                                              | <i>The Good Thieves</i><br>Katherine Rundell                                                                                       |                                                                              |
| 15 sessions, 3 weeks                                                                                       |                                                             |                                                                                                                     |                                                      |                                                                                                          | 15 sessions, 3 weeks                         |                                                                                                                                    |                                                                              |

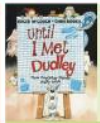
## Pride & courage – Summer 2

|                                                                                                                                                       |                                                                  |                                                                               |                                                                            |                                                                                                                    |                                                   |
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|                                                                                                                                                       | <i>The Man Who Walked Between the Towers</i><br>Mordcai Gerstein |                                                                               | <i>Pride: The Story of Harvey Milk and the Rainbow Flag</i><br>Rob Sanders |                                                                                                                    | <b>OR</b> <i>The Selfish Giant</i><br>Oscar Wilde |
| 15+ sessions, 2+ weeks                                                                                                                                |                                                                  | 10 sessions, 2 weeks                                                          |                                                                            | 15 sessions, 3 weeks                                                                                               |                                                   |
| <b>Biographies/autobiographies</b><br>Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches |                                                                  | <b>Biographies of Harvey Milk</b><br>Thought bubbles, speech, simple leaflets |                                                                            | <b>Own version narratives about kindness</b><br>Letters, first person recounts, diaries, letters, posters, reports |                                                   |
|                                                                                                                                                       | <i>Two Weeks with the Queen</i><br>Morris Gleitzman              |                                                                               | <i>Me, My Dad and the End of the Rainbow</i><br>Benjamin Dean              |                                                                                                                    |                                                   |
| 16 sessions, 3+ weeks                                                                                                                                 |                                                                  | 15 sessions, 3 weeks                                                          |                                                                            |                                                                                                                    |                                                   |



## Year 4/5 English Curriculum Cycle B

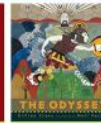
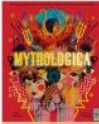
### Inventions & innovation – Autumn 1

|                                                                                                              |                                       |                                                                                             |                                                              |                                                                                                               |                                                         |
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|                              | <b>FARTHER</b><br>Grahame Baker Smith |            | <b>Until I Met Dudley</b><br>Roger McGough and Chris Riddell |                              | <b>OR Kaspar, Prince of Cats</b><br>Michael Morpurgo    |
| 15 sessions, 3 weeks                                                                                         |                                       | 10 sessions, 2 weeks                                                                        |                                                              | 15 sessions, 3 weeks                                                                                          |                                                         |
| <b>Sequel stories</b><br>Retellings, recounts (postcards), setting descriptions, diary entries, instructions |                                       | <b>Two explanation texts - formal and informal</b><br>Letters, short explanatory paragraphs |                                                              | <b>Newspaper articles</b><br>Character descriptions, reports, letters, advertising leaflets, balanced reports |                                                         |
|                              | <b>Skygazing</b><br>Anna Claybourne   |            | <b>How Does a Lighthouse Work?</b><br>Roman Belyaev          |                              | <b>The Story of Titanic for Children</b><br>Joe Fullman |
| 15 sessions, 3 weeks                                                                                         |                                       | 12 sessions, 2+ weeks                                                                       |                                                              | 15 sessions, 3 weeks                                                                                          |                                                         |

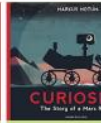
### Loneliness & belonging – Spring 1

|                                                                                                                                          |                                      |                                                                                                    |                                              |                                                                                                     |                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|                                                         | <b>The Lost Thing</b><br>Shaun Tan   |                  | <b>The Baker by the Sea</b><br>Paula White   |                   | <b>OR The Crown</b><br>Emily Kapff                       |
| 16 sessions, 3+ weeks                                                                                                                    |                                      | 15 sessions, 3 weeks                                                                               |                                              | 16 sessions, 3+ weeks                                                                               |                                                          |
| <b>Own version fantasy narratives</b><br>Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports |                                      | <b>Tourist brochures</b><br>Job applications, advertisements, setting descriptions, letter in role |                                              | <b>'Book of Wonder' information text</b><br>Descriptive labels, diary entry in role, poetry, poster |                                                          |
|                                                        | <b>The Wonderling</b><br>Mira Bartok |                 | <b>The Poet's Dog</b><br>Patricia MacLachlan |                  | <b>Tamarind and the Star of Ishta</b><br>Jasbinder Bilan |
| 15 sessions, 3 weeks                                                                                                                     |                                      | 15 sessions, 3 weeks                                                                               |                                              | 15 sessions, 3 weeks                                                                                |                                                          |

### Gods & monsters – Autumn 2

|                                                                                                                                 |                                                 |                                                                                                                     |                                              |                                                                                                     |                                              |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------|
|                                              | <b>Riddle of the Runes</b><br>by Janina Ramirez |                                  | <b>The Odyssey</b><br>Gillian Cross          |                  | <b>OR Percy Jackson</b><br>Rick Riordan      |
| 15 sessions, 3 weeks                                                                                                            |                                                 | 20 sessions, 4 weeks                                                                                                |                                              | 20 sessions, 4 weeks                                                                                |                                              |
| <b>Historical fiction narrative</b><br>Character descriptions, crime scene setting descriptions, dialogue, instructions, letter |                                                 | <b>Epic stories</b><br>Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts |                                              | <b>Mythical narratives</b><br>Odes, soliloquies, setting descriptions, additional chapters, reports |                                              |
|                                              | <b>Viking Voyagers</b><br>Jack Tite             |                                  | <b>Norse Myths</b><br>Kevin Crossley-Holland |                  | <b>Who Let the Gods Out?</b><br>Maz Evans    |
| 15 sessions, 3 weeks                                                                                                            |                                                 | 15 sessions, 3 weeks                                                                                                |                                              | 17 sessions, 3+ weeks                                                                               |                                              |
|                                                                                                                                 |                                                 |                                                                                                                     |                                              |                  | <b>Mythologica</b><br>Dr. Stephen P. Kershaw |
|                                                                                                                                 |                                                 |                                                                                                                     |                                              | 15 sessions, 3 weeks                                                                                |                                              |

### Humanity & machinery – Spring 2

|                                                                                                                                     |                                      |                                                                                                     |                                       |                                                                                                                 |                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------|
|                                                 | <b>The Iron Man</b><br>Ted Hughes    |                 | <b>Robot Girl</b><br>Malorie Blackman |                             | <b>OR Curiosity</b><br>Markus Motum |
| 18 sessions, 3+ weeks                                                                                                               |                                      | 15 sessions, 3 weeks                                                                                |                                       | 15 sessions, 3 weeks                                                                                            |                                     |
| <b>Mystery narratives</b><br>Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries |                                      | <b>Science-fiction narratives</b><br>Discussions, debates, dialogue, character comparisons, reviews |                                       | <b>Expanded explanations</b><br>NASA Proposals, information labels, short explanations, NASA logs, news reports |                                     |
|                                                | <b>The Wild Robot</b><br>Peter Brown |                | <b>Cogheart</b><br>Peter Bunzl        |                                                                                                                 |                                     |
| 15 sessions, 3 weeks                                                                                                                |                                      | 16 sessions, 3+ weeks                                                                               |                                       |                                                                                                                 |                                     |



## Dreams & fantasy – Summer 1

|                                                                       |                                           |                                                                                                                |                                                            |                                                                                                     |                                                       |                                                                                                      |                                                                     |              |
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|                                                                       | <i>Jabberwocky</i><br>Lewis Carroll       |                                                                                                                | <b>OR</b> <i>The Lost Happy Endings</i><br>Carol Ann Duffy |                                                                                                     | Varmints<br>Helen Ward                                |                                                                                                      | <b>OR</b> <i>The Lion the Witch and the Wardrobe</i><br>C. S. Lewis | History: WW2 |
| 10 sessions, 2 weeks                                                  |                                           | 15 sessions, 3 weeks                                                                                           |                                                            | 16 sessions, 3+ weeks                                                                               |                                                       | 20 sessions, 4 weeks                                                                                 |                                                                     |              |
| <b>Nonsense poems</b><br>Performance poetry, explanatory descriptions |                                           | <b>Alternative perspective prequels</b><br>Letter, poetry, passage of direct speech, diary entry, story ending |                                                            | <b>Explanations of a life cycle</b><br>Diary entries, instructions, letters, descriptions, speeches |                                                       | <b>Own version narratives</b><br>Poems, eyewitness reports, imaginary conversations, writing in role |                                                                     |              |
|                                                                       | <i>The Listeners</i><br>Walter de la Mare |                                                                                                                | <i>The Firework Maker's Daughter</i><br>Philip Pullman     |                                                                                                     | Poems from a Green and Blue Planet<br>Sabrina Mahfouz |                                                                                                      | <i>The Lion the Witch and the Wardrobe</i><br>C. S. Lewis           | History: WW2 |
| 10 sessions, 2 weeks                                                  |                                           | 14 sessions, 2+ weeks                                                                                          |                                                            | 15 sessions, 3 weeks                                                                                |                                                       | 20 sessions, 4 weeks                                                                                 |                                                                     |              |

## Lessons from history – Summer 2

|                                                                                                  |                                                |                                                                                                     |                                                                 |                                                                                                                  |                                              |                                                                                                        |                                                    |                                |
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|                                                                                                  | Shackleton's Journey<br>William Grill          |                                                                                                     | <b>OR</b> <i>The Ever-Changing Earth</i><br>Grahame Baker-Smith |                                                                                                                  | Children of the Benin Kingdom<br>Dina Orji   |                                                                                                        | <b>OR</b> <i>Anne Frank</i><br>Josephine Poole     | History: Benin<br>History: WW2 |
| 15 sessions, 3 weeks                                                                             |                                                | 15 sessions, 3 weeks                                                                                |                                                                 | 15 sessions, 3 weeks                                                                                             |                                              | 10+ sessions, 2+ weeks                                                                                 |                                                    |                                |
| <b>Newspaper report</b><br>Packing lists (justifications), letters, interviews, diaries, posters |                                                | <b>Narrative sequels</b><br>Informal letters, explanatory leaflets, list poems, dictionary of terms |                                                                 | <b>Non-chronological reports</b><br>Informal letter, diary, survival guides, eyewitness reports, story summaries |                                              | <b>Newspaper articles</b><br>Letters, descriptions, extended diary entries, obituaries, opinion pieces |                                                    |                                |
|                                                                                                  | Poems from the Second World War<br>Gaby Morgan |                                                                                                     | <i>The Fossil Hunter</i><br>Kate Winter                         |                                                                                                                  | When Hitler Stole Pink Rabbit<br>Judith Kerr |                                                                                                        | <i>Letters from the Lighthouse</i><br>Emma Carroll | History: WW2                   |
| 15 sessions, 3 weeks                                                                             |                                                | 15 sessions, 3 weeks                                                                                |                                                                 | 15 sessions, 3 weeks                                                                                             |                                              | 16 sessions, 3+ weeks                                                                                  |                                                    |                                |

## Year 6 English Curriculum

### Journeys & migration – Autumn 1

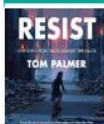
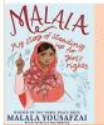
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|                                                                                                                                              | <i>The Arrival</i><br>Shaun Tan    |                                                                                                                           | <i>The Invention of Hugo Cabret</i><br>Brian Selznick |                                                                                                                                                      | <i>Leila and the Blue Fox</i><br>Kiran Millwood Hargrave |                                                                                                                             | <b>OR</b> <i>Windrush Child</i><br>Benjamin Zephaniah           | History: Britain |
| 17 sessions, 3+ weeks                                                                                                                        |                                    | 17 sessions, 3+ weeks                                                                                                     |                                                       | 20 sessions, 4 weeks                                                                                                                                 |                                                          | 15 sessions, 3+ weeks                                                                                                       |                                                                 |                  |
| <b>Extended own version narratives</b><br>Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides |                                    | <b>Biographies</b><br>Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques |                                                       | <b>Extended blog entry</b><br>Poetry, informal messages, formal letters, short information texts, diary entries, narrative and action scenes, tweets |                                                          | <b>Persuasive pitch to the local council</b><br>Thought bubble, informal letter, poem, diary entry, advice, informal letter |                                                                 |                  |
|                                                                                                                                              | <i>Fly Me Home</i><br>Polly Ho-Yen |                                                                                                                           | <i>The Invention of Hugo Cabret</i><br>Brian Selznick |                                                                                                                                                      | On the Move: Poems about Migration<br>Michael Rosen      |                                                                                                                             | <i>A World Full of Journeys and Migrations</i><br>Martin Howard |                  |
| 15 sessions, 3 weeks                                                                                                                         |                                    | 16 sessions, 3+ weeks                                                                                                     |                                                       | 15 sessions, 3 weeks                                                                                                                                 |                                                          | 15 sessions, 3 weeks                                                                                                        |                                                                 |                  |

### Evolution & inheritance – Autumn 2

|                                                                                                                                         |                                     |                                                                                                |                                                           |                                                                                                      |                                               |                                                                                                                 |                                                     |                    |
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|                                                                                                                                         | <i>The Promise</i><br>Nicola Davies |                                                                                                | <b>OR</b> <i>Can We Save the Tiger?</i><br>Martin Jenkins |                                                                                                      | <i>The Last Bear</i><br>Hannah Gold           |                                                                                                                 | <b>OR</b> <i>The Hidden Forest</i><br>Jeannie Baker |                    |
| 15 sessions, 3 weeks                                                                                                                    |                                     | 15 sessions, 3 weeks                                                                           |                                                           | 15 sessions, 3 weeks                                                                                 |                                               | 16 sessions, 3+ weeks                                                                                           |                                                     |                    |
| <b>Narrative poem sequels</b><br>Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems |                                     | <b>Discussion texts</b><br>Letters, explanations, persuasive posters, & speeches, simple poems |                                                           | <b>Newspaper article</b><br>Character profile, dialogue, monologue, logbook entry, scientific report |                                               | <b>Balanced discussions</b><br>Research notes, non-chronological reports in the form of a letter to a character |                                                     |                    |
|                                                                                                                                         | Beetle Boy<br>M. G. Leonard         |                                                                                                | <i>The Tiger Rising</i><br>Kate DiCamillo                 |                                                                                                      | Darwin's Voyage of Discovery<br>Jake Williams |                                                                                                                 | <i>On the Origin of Species</i><br>Sabina Radeva    | Science: Evolution |
| 15 sessions, 3 weeks                                                                                                                    |                                     | 16 sessions, 3+ weeks                                                                          |                                                           | 12 sessions, 2+ weeks                                                                                |                                               | 12 sessions, 2+ weeks                                                                                           |                                                     |                    |



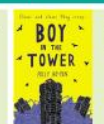
## Protest & activism – Spring 1

|                                                                                                                |                                   |                                                                                                          |                                                              |                                                                                                                                            |                                                                       |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|                                | <b>Resist</b><br>Tom Palmer       |                         | <b>Suffragette: The Battle for Equality</b><br>David Roberts |                                                           | <b>OR Stonewall</b><br>Rob Sanders & Jamey Christoph                  |
| 16 sessions, 3 weeks                                                                                           |                                   | 15 sessions, 3 weeks                                                                                     |                                                              | 15 sessions, 3 weeks                                                                                                                       |                                                                       |
| <b>Biographies</b><br>Posters, diary entries, journalistic pieces, persuasive leaflets, biographical paragraph |                                   | <b>Persuasive campaigns</b><br>Formal letters, diaries, balanced arguments, speeches, short news reports |                                                              | <b>A visitor's guide to The Stonewall Inn</b><br>National Historic Landmark. Adverts, short news reports, protest banners, writing in role |                                                                       |
|                                | <b>Malala</b><br>Malala Yousafzai |                         | <b>The Little Match Girl Strikes Back</b><br>Lauren Child    |                                                           | <b>Politics for Beginners</b><br>Louie Stowell                        |
| 15 sessions, 3 weeks                                                                                           |                                   | 17 sessions, 3+ weeks                                                                                    |                                                              | 18 sessions, 3+ weeks                                                                                                                      |                                                                       |
|                                                                                                                |                                   |                                                                                                          |                                                              |                                                           | <b>Black and British: A short, essential history</b><br>David Olusoga |
|                                                                                                                |                                   |                                                                                                          |                                                              | 15 sessions, 3 weeks                                                                                                                       |                                                                       |

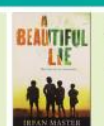
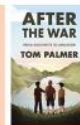
## Fate vs. free will – Summer 1

|                                                                                    |                                                         |                                                                                            |                                                                                        |                                                                                          |                                                |
|------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------|
|    | <b>Grimm Tales for Young and Old</b><br>Phillip Pullman |           | <b>OR The Wind in the Wall</b><br>Sally Gardner                                        |         | <b>Romeo and Juliet</b><br>William Shakespeare |
| 15 sessions, 3 weeks                                                               |                                                         | 15+ sessions, 3+ weeks                                                                     |                                                                                        | 15+ sessions, 3+ weeks                                                                   |                                                |
| <b>Own version traditional tales</b><br>Retellings, character studies, monologues  |                                                         | <b>Extended narrative</b><br>Posters, figurative writing, descriptions, old English letter |                                                                                        | <b>Balanced argument</b><br>Diaries, letters, character descriptions, balanced arguments |                                                |
|  | <b>Grimm Tales for Young and Old</b><br>Phillip Pullman |         | <b>Poetry for Kids: William Shakespeare illustrated edition</b><br>William Shakespeare |       | <b>The Explorer</b><br>Katherine Rundell       |
| 15 sessions, 3 weeks                                                               |                                                         | 15 sessions, 3 weeks                                                                       |                                                                                        | 20 sessions, 4 weeks                                                                     |                                                |

## Utopia vs. dystopia – Spring 2

|                                                                                                                                                            |                                       |                                                                                                                                                     |                                                         |                                                                                                                        |                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|                                                                         | <b>Paradise Sands</b><br>Levi Pinfold |                                                                  | <b>OR The Three Little Pigs Project</b><br>The Guardian |                                     | <b>Boy in the Tower</b><br>Polly Ho-Yen |
| 15 sessions, 3 weeks                                                                                                                                       |                                       | 15 sessions, 3 weeks                                                                                                                                |                                                         | 15 sessions, 3 weeks                                                                                                   |                                         |
| <b>Narrative prequel</b> Descriptive story openings, informal notes of advice, formal letters in role, descriptive retellings, conversations, book reviews |                                       | <b>Collection of letters</b> Headlines, news reports, persuasive speeches, narrative from particular viewpoint, newspaper comments, diaries, debate |                                                         | <b>Own version narratives (past and present tense)</b> Journalistic writing, formal letters, non-chronological reports |                                         |
|                                                                         |                                       | <b>Caged Bird</b><br>Maya Angelou                                                                                                                   |                                                         |                                     |                                         |
| 10 sessions, 2 weeks                                                                                                                                       |                                       |                                                                                                                                                     |                                                         | 15 sessions, 3 weeks                                                                                                   |                                         |

## Crossing borders – Summer 2

|                                                                                                           |                                                     |                                                                                                                  |                                                                  |                                                                                       |                                                                 |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|                        | <b>The Unforgotten Coat</b><br>Frank Cottrell Boyce |                               | <b>OR Some Places More Than Others</b><br>Renee Watson           |    | <b>A Beautiful Lie</b><br>Irfan Master                          |
| 15 sessions, 3 weeks                                                                                      |                                                     | 15 sessions, 3 weeks                                                                                             |                                                                  | 15 sessions, 3+ weeks                                                                 |                                                                 |
| <b>Own version narratives</b> Diaries, explanations (sci experiment), dialogue, non-chronological reports |                                                     | <b>The Suitcase Project</b> Transition project to represent children: maps, recipes, poems, photos and biography |                                                                  | <b>New chapters</b> Journalistic writing, recounts, discussion texts                  |                                                                 |
|                      | <b>Incredible Journeys</b><br>Levison Wood          |                             | <b>Poetry for Young People: Langston Hughes</b><br>Benny Andrews |  | <b>After the War: From Auschwitz to Ambleside</b><br>Tom Palmer |
| 15 sessions, 3 weeks                                                                                      |                                                     | 15 sessions, 3 weeks                                                                                             |                                                                  | 15 sessions, 3 weeks                                                                  |                                                                 |



## Progression Documents

### Steps in Progression Document

#### Grammar

|                            | Year 1                                                                                                                                                                                                                                               | Year 2                                                                                                                                                                                                                                                                                      | Year 3                                                                                              | Year 4                                                                                                                                                            | Year 5                                                                                                                                      | Year 6                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Grammar: Word              | Regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun                                                                                                            | The rules for plural -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun                                                                                                                                                                 | Use of the forms a or an according to whether the next word begins with a consonant or a vowel      | The grammatical difference between plural and possessive -s                                                                                                       | Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn]                                                     | Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated] |
| Grammar: Suffixes          | How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]<br><br>Suffixes that can be added to verbs where no change is needed in the spelling of root words [e.g. helping, helped, helper] | Formation of nouns using suffixes such as -ness, -er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs<br><br>Formation of adjectives using suffixes such as -ful, -less<br>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English | Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]                            | Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]                        | Converting nouns or adjectives into verbs using suffixes [e.g. -ate; -ise; -ify]<br><br>Verb prefixes [e.g. dis-, de-, mis-, over- and re-] | How words are related by meaning as synonyms and antonyms [e.g. big, large, little]                                                     |
| Grammar: Noun phrases      | Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car]                                                                                                                                                                | Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]                                                                                                                                                                         | Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] | (See relative clauses in Conjunctions)<br><br>Use of noun phrases to convey complicated information concisely                               | Use the full range of noun phrases to create descriptions in fiction and non-fiction                                                    |
| Grammar: Adverbial phrases | Use simple adverbs to sequence writing                                                                                                                                                                                                               | Use adverbs and simple adverbials to express time, place and manner                                                                                                                                                                                                                         | Use adverbial phrases to identify place, time, manner and frequency                                 | Fronted adverbials [e.g. Later that day, I heard the bad news.]                                                                                                   | Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs                                                          | Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs                                           |



## Steps in Progression Document Grammar

|                                       | Year 1                                                                                                                     | Year 2                                                                                                                                                                                         | Year 3                                                                                                                                                                                                    | Year 4                                                                                                                                                                                                                                                                                                                                       | Year 5                                                                                                                                                                             | Year 6                                                                                                                      |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar: Tense</b>                 | Use of the simple past tense (-ed), present tense and present progressive (-ing) where there is no change to the root word | Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]        | Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]                                                                    | Use of the simple future tense [e.g. we will learn about Vikings]                                                                                                                                                                                                                                                                            | Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]<br><br>Use of the future tense using a range of modal verbs | Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]                           |
| <b>Grammar: Sentence</b>              | How words can combine to make sentences<br><br>Using and to join single clause sentences                                   | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command<br><br>Creating multi-clause sentences using subordination and co-ordination | Create a range of multi-clause sentences using a wide range of conjunctions<br><br>Beginning a sentence with a subordinate clause                                                                         | Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]<br><br>Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]                   | Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose]                                                | Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up]                     |
| <b>Grammar: Sentence conjunctions</b> | Join words and joining clauses using and                                                                                   | Subordination (using when, if, that, because) and co-ordination (using or, and, but)                                                                                                           | Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] | Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs<br><br>Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however] | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun                                                                  | Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes |



## Steps in Progression Document Grammar

|                                                             | Year 1                                                                                                                                                                                                            | Year 2                                                                                                                                                                                                                                                                            | Year 3                                                                                                                                                                                                                                                                                    | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar: Punctuation</b>                                 | <p>Separate words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)</p> | <p>Apostrophes to mark where letters are missing in a wider range of words, (e.g. should've, would've, couldn't, let's)</p> <p>Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns (e.g. the girl's name, the children's playtime)</p> | <p>Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials</p>                                                                                                                                                                                                                                                                                          | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p>                                                                                                                           |
| <b>Grammar: Speech</b>                                      | <p>Read, explore and identify speech punctuation in books and modelled writing</p> <p>Use of some speech in writing but might not use inverted commas</p>                                                         | <p>Introduction to inverted commas to punctuate direct speech</p>                                                                                                                                                                                                                 | <p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</p>                                                                                       | <p>Use reporting clauses including relative clauses for description and specification</p> <p>Use inverted commas to punctuate quotes in non-fiction writing</p>                                                                                                                                                                                                                                                              | <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>                                                                                                                                                                                                                                                                                                                                               | <p>In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation</p>                                                                                                                                                                                                                            |
| <b>Grammar: Levels of formality and changes in register</b> | <p>Introduction to simple contracted forms using 'not' (e.g. can't, haven't and don't)</p>                                                                                                                        | <p>Contracted forms, e.g. (Let's get you an ice pack... They wouldn't have...if they hadn't... They've taken the sheep!)</p>                                                                                                                                                      | <p>Second person direct address to the reader, and some usage of first person (e.g. If you love a challenge - however difficult - then you will... Are you nervous about the London trip? When we arrived at school we...)</p>                                                            | <p>Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair]</p> <p>Vernacular (everyday) language, including idioms (e.g. ...do your bit for the war. ...the words are stuck in my throat.)</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> | <p>Some modal verbs in certain grammatical structures (Should it rain, we may have to cancel the picnic.)</p> <p>The personal pronoun 'one', (e.g. One should not be concerned about... It is better to do this oneself)</p> <p>Nominalisation (e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.)</p> <p>Multi-word vs precise verbs (Find out - discover; ask for - request; go in - enter)</p> | <p>Use of the passive to affect the presentation of information in a sentence (e.g. The window in the greenhouse was broken (by me) or it is widely believed that...)</p> <p>The difference between structures typical of informal and formal speech and writing (e.g. the use of question tags: He's your friend, isn't he?)</p> <p>Use of subjunctive forms (such as if I were or Were they to come in some very formal writing and speech)</p> |



## Steps in Progression Document Grammar

|                             | Year 1                                                                                                                              | Year 2                                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                | Year 4                                                                                                                                                                  | Year 5                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar: Text</b>        | Sequence sentences to form short narratives                                                                                         | <p>Correct choice and consistent use of present and past tenses including progressive forms throughout writing</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation                                                                                        | <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> | <p>Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]</p> | <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]</p> |
| <b>Grammar: Terminology</b> | letter<br>capital letter<br>word<br>singular<br>plural<br>sentence<br>punctuation<br>full stop<br>question mark<br>exclamation mark | noun<br>noun phrase<br>statement<br>question<br>exclamation<br>command<br>compound<br>suffix<br>adjective<br>adverb<br>verb<br>tense (past, present)<br>apostrophe<br>comma                                                    | preposition<br>conjunction<br>word family<br>prefix<br>clause<br>subordinate clause<br>direct speech<br>consonant<br>consonant letter<br>vowel<br>vowel letter<br>inverted commas (or 'speech marks') | determiner<br>pronoun<br>possessive pronoun<br>adverbial                                                                                                                | modal verb<br>relative pronoun<br>relative clause<br>parenthesis<br>bracket<br>dash<br>cohesion<br>ambiguity                                                                                                                                                           | subject<br>object<br>active<br>passive<br>synonym<br>antonym<br>ellipsis<br>hyphen<br>colon<br>semi-colon<br>bullet points                                                                                                                                                                                                                      |



## Steps in Progression Document Composition

|                                       | Year 1                                                                                           | Year 2                                                                                                                                              | Year 3                                                                                                              | Year 4                                                                                                                                                                                                                                   | Year 5                                                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Composition: Plan</b>              | Write about real events                                                                          | Write narratives about personal experiences and those of others (real and fictional)<br>Write poetry<br>Write for different purposes                | Discuss and recording ideas                                                                                         | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar                                                                                             | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own                                                                                    | Note and develop initial ideas, drawing on reading and research where necessary<br>In writing narratives, consider how authors have developed characters and settings                                                                                                                                                                                                                |
| <b>Composition: Draft &amp; write</b> | Say out loud what they are going to write about<br>Write down ideas<br>Orally rehearse sentences | Plan what they are going to write about<br>Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence | Compose and rehearse sentences orally (including dialogue)<br>In narratives, creating settings, characters and plot | Progressively build a varied and rich vocabulary and an increasing range of sentence structures<br>Organise paragraphs around a theme<br>In non-narrative material, using simple organisational devices [e.g. headings and sub-headings] | Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader<br>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action<br>Précis longer passages<br>Use a wide range of devices to build cohesion within and across paragraphs<br>Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining] |



## Steps in Progression Document Composition

|                                           | Year 1                                             | Year 2                                                                                                                                                                                                                                                                                                                                                            | Year 3                                                                                                                                                 | Year 4                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Composition: Evaluate &amp; edit</b>   | Re-reading to check that their writing makes sense | <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p> | <p>Suggest improvements to their own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p> | <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation</p> <p>Ensure the consistent or correct use of tense throughout a piece of writing</p> <p>Distinguish between the language of speech and writing and identify the level of formality required</p> | <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent or correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> |
| <b>Composition: Perform &amp; publish</b> | Read aloud what they have written                  | Read aloud what they have written with appropriate intonation to make the meaning clear                                                                                                                                                                                                                                                                           | Read aloud their own writing, to a group or the whole class, using appropriate intonation                                                              | Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear                                                                | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear                                                                                                                                                                                                                  | Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience                                                                                                                                                                                                                                                                                                                                 |



## Steps in Progression Document

### Word reading

|                                                                                                                              | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                        | Year 5                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                        |
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| <b>Reading</b><br><b>Word reading: Fluency</b>                                                                               | <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read aloud accurately books consistent with their developing phonic knowledge</p>                                                                                                                                                                                                                                                      | <p>Read most familiar words quickly and accurately, without overt blending</p> <p>Re-read familiar books to build up their fluency and confidence in word reading</p>                                                                                                                                                                                                                                                          | <p>Continue to build up their fluency, stamina and confidence in word reading</p>                                                                                                                             | <p>Continue to build up their fluency, stamina and confidence in reading increasingly longer texts</p>                                                                                                        | <p>Develop fluency, stamina and confidence in reading a wider range of longer texts</p>                                                                                                                       | <p>Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres</p>                                                                                               |
| <b>Reading</b><br><b>Word reading: Phonics, etymology and morphology</b><br>Refer to PoS Appendix 1 for detailed information | <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>Read words (incl. polysyllabic words) containing taught GPCs and -s, -es, -ing, -ed, -er and -est suffixes</p> <p>Compound words</p> | <p>Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> |



# Steps in Progression Document

## Word reading

Reading  
Word reading:  
Non-rule words

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Read the following common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> | <p>Read further common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> | <p>Read further common exception words:</p> <p>accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</p> | <p>Read further common exception words:</p> <p>actually), answer, appear, bicycle, breath, busy/business caught, century, circle, consider, describe, difficult, early, eight/ eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight</p> | <p>Read further common exception words:</p> <p>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle</p> | <p>Read further common exception words:</p> <p>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p> |



## Steps in Progression Document Comprehension

|                                                                  | Year 1                                                                                                                      | Year 2                                                                                                                                                                                                                                                                 | Year 3                                                                                                                                                                                      | Year 4                                                                                                                                                                                                           | Year 5                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Reading<br/>Comprehension:<br/>Reading for<br/>pleasure</b>   | Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences | Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends | Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends | Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Increase familiarity with a wide range of books, including myths, legends and traditional stories<br><br>Recommend books to their peers<br><br>Make comparisons across books | Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction<br><br>Recommend books to their peers, giving reasons<br><br>Make comparisons within and across books |
| <b>Reading<br/>Comprehension:<br/>Structure</b>                  | Recognise and join in with predictable phrases                                                                              | Be introduced to non-fiction books structured in different ways                                                                                                                                                                                                        | Read books that are structured in different ways                                                                                                                                            | Read a wider range of books that are structured in different ways and read for a range of purposes                                                                                                               | Read books that are structured in different ways and read for a range of purposes                                                                                                                                                                                                                      | Read books that are structured in different ways and read for a range of purposes                                                                                                                                                                                                                                                                           |
| <b>Reading<br/>Comprehension:<br/>Poetry &amp; rhymes</b>        | Appreciate and recite some rhymes and poems                                                                                 | Recognise simple recurring literary language<br><br>Build a further repertoire of poems learnt by heart, reciting with intonation                                                                                                                                      | Prepare poems and play scripts to read aloud and to perform, using intonation<br><br>Recognise some different forms of poetry (e.g. free verse)                                             | Prepare poems and play scripts to read aloud and perform, using intonation, tone and action<br><br>Recognise some different forms of poetry (e.g. narrative poetry)                                              | Learn a range of poetry by heart<br><br>Prepare poems and plays to read aloud and to perform, using intonation, tone and volume                                                                                                                                                                        | Learn a wider range of poetry by heart<br><br>Prepare poems and plays to read aloud and to perform, using intonation, tone and volume                                                                                                                                                                                                                       |
| <b>Reading<br/>Comprehension:<br/>Understanding<br/>language</b> | Discuss word meanings, linking new meanings to those already known                                                          | Discuss and clarify the meanings of words and their favourite words and phrases                                                                                                                                                                                        | Discuss words and phrases that capture the reader's interest<br><br>Use dictionaries to check the meaning of words that they have read                                                      | Discuss words and phrases that capture the reader's interest and imagination<br><br>Use dictionaries to check the meaning of words that they have read                                                           | Discuss and evaluate how authors use language, including figurative language                                                                                                                                                                                                                           | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader                                                                                                                                                                                                                                          |



## Steps in Progression Document Comprehension

|                                                  | Year 1                                                                              | Year 2                                                                                                           | Year 3                                                                                                            | Year 4                                                                                                                           | Year 5                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                                                          |
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| Reading<br>Comprehension:<br>Understand          | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity | Check that the text makes sense to them, discuss their understanding and predict the meaning of new words         | Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context                 | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context<br><br>Identify how language, structure and presentation contribute to meaning | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words<br><br>Identify how language, structure and presentation contribute to meaning |
| Reading<br>Comprehension:<br>Identify & retrieve | Draw on what they already know (e.g. they are sad)                                  | Draw on what they already know or on background information and vocabulary                                       | Identify how language and structure contribute to meaning<br><br>Retrieve and record information from non-fiction | Identify how language, structure, and presentation contribute to meaning<br><br>Retrieve and record information from non-fiction | Distinguish between statements of fact and opinion<br><br>Provide reasoned justifications for their views                                                                                       | Distinguish between statements of fact, opinion and bias<br><br>Provide reasoned justifications for their views                                                                                                                                                 |
| Reading<br>Comprehension:<br>Inference           | Make simple inferences about characters                                             | Make inferences on the basis of what is being said and done                                                      | Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences              | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence      | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations                                                      | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text                                                                                     |
| Reading<br>Comprehension:<br>Prediction          | Predict what might happen based on previous experience                              | Predict what might happen on the basis of what has been read so far                                              | Predict what might happen from details stated                                                                     | Predict what might happen from details stated and implied                                                                        | Predict what might happen from details stated and implied and knowledge of other texts                                                                                                          | Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons                                                                                                                                             |



## Steps in Progression Document Comprehension

|                                          | Year 1                                                                                                                                                      | Year 2                                                                                                                                             | Year 3                                                                                                   | Year 4                                                                                                                                             | Year 5                                                                                                                                                                   | Year 6                                                                                                                                                                            |
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| Reading<br>Comprehension:<br>Discussion  | Discuss the significance of the title and events<br><br>Participate in discussion about what is read to them, taking turns and listening to what others say | Answer and ask questions<br><br>Participate in discussion about books, poems and other works, taking turns and listening to what others say        | Ask questions to improve their understanding of a text<br><br>Participate in discussion about books      | Ask questions to improve their understanding of a text<br><br>Participate in discussion about books, taking turns and listening to what others say | Ask questions to improve their understanding<br><br>Participate in discussions about books, building on their own and others' ideas                                      | Ask questions to improve their understanding<br><br>Participate in discussions about books, building on their own and others' ideas and challenging views courteously             |
| Reading<br>Comprehension:<br>Explanation | Explain clearly their understanding of what is read to them                                                                                                 | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss their understanding of what they have read through discussion, and written responses | Explain and discuss their understanding of what they have read through discussion, reading journals and written responses                          | Explain and discuss their understanding of what they have read, including through presentations and debates                                                              | Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary          |
| Reading<br>Comprehension:<br>Summarising | Be familiar with a wide range of key stories and their characteristics                                                                                      | Discuss the sequence of events in books and how information is related                                                                             | Identify main ideas and summarise them                                                                   | Identify main ideas drawn from more than one paragraph and summarise them                                                                          | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br><br>Retrieve and record information from non-fiction | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br><br>Retrieve, record and present information from non-fiction |
| Reading<br>Comprehension:<br>Themes      | Discuss the main ideas in stories                                                                                                                           | Discuss the meaning, main ideas and morals in stories                                                                                              | Identify themes and conventions in some books                                                            | Identify themes and conventions in a wide range of books                                                                                           | Identify and discuss themes and conventions in a wider range of books                                                                                                    | Identify and discuss themes and conventions across all reading                                                                                                                    |



## Steps in Progression Document

### Transcription - Spelling

|                                                                                                                          | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 3                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                | Year 6                                                                                                                                                                                                                  |
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| <b>Transcription</b><br><br><b>Spelling: Patterns</b><br><br>Refer to PoS Appendix I for detailed information            | Words containing each of the 40+ phonemes already taught<br>Apply simple spelling rules and guidance<br><br>/t/, /l/, /z/, /z/ and /k/ spelt ff, ll, ss, zz and ck<br><br>/ŋ/ spelt n before k<br><br>-tch<br><br>/v/ at the end of words<br><br>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/e/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/o/), oa, oe, ou, ow (/əʊ/), ow (/oʊ/), ue, ew, ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/eə/), are (/ɛə/), Words ending -y (/i:/ or /ɪ/) | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly<br><br>Apply spelling rules<br><br>/dʒ/ spelt as ge or dge at the end of words, (or g before e, i and y)<br><br>/r/ spelt kn or gn<br>/r/ spelt wr, at the start of words<br><br>/l/ or /ə/ spelt -le,<br>/l/ or /ə/ spelt -el<br>/l/ or /ə/ spelt -al at the end of words<br><br>words ending -il<br>/a/ spelt -y at the end of words<br>/ɜ:/ spelt a before l / ll<br>/s/ spelt c before e/ly<br><br>/r/ spelt o<br>/i:/ spelt -ey<br>/ə/ spelt a after w/qu<br>/ɜ:/ spelt or after w<br>/ɜ:/ spelt ar after w<br>/ʒ/ sound spelt s | Spell words that are often misspelt<br><br>Apply spelling rules patterns to spell new words<br><br>The /t/ sound spelt y elsewhere than at the end of words<br><br>Words with endings sounding like /ʒə/ or /tʃə/, -sure, -ture                                                                   | Spell words that are often misspelt<br><br>Apply spelling rules patterns to spell new words<br><br>The /r/ sound spelt ou                                                  | Spell some words with 'silent' letters [e.g. knight, psalm, solemn]<br><br>Use knowledge of morphology and etymology to spell words<br><br>/k/ spelt ch<br>/j/ spelt ch<br>/g/ spelt -gue<br>/k/ spelt -que<br>/s/ spelt sc<br>/t/ spelt ei, eigh, ey | Spell some words with 'silent' letters [e.g. knight, psalm, solemn]<br><br>Use knowledge of morphology and etymology and know some words need to be learnt specifically<br><br>/i:/ spelt ei after c letter-string ough |
|                                                                                                                          | New consonant spellings ph and wh<br><br>Using k for the /k/ sound                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                            |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                         |
| <b>Transcription</b><br><br><b>Spelling: Prefixes / suffixes</b><br><br>Refer to PoS Appendix I for detailed information | Division of words into syllables<br>Use the prefix un-<br><br>Use -ing, -ed, -er and -est where there is no change to the root [e.g. helping, helped, helper, quicker, quickest]                                                                                                                                                                                                                                                                                                                                    | Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Use further prefixes and suffixes and understand how to add them<br><br>Adding suffixes beginning with vowel letters to words of more than one syllable<br><br>un-, in-, re-, sub-, inter-, super-, anti-, auto-,<br>-ation, -ly, -tion, -sion, -ssion, -cian, -ous, -sure, -ture, -ically, -icly | Use further prefixes and suffixes and understand how to add them<br><br>l, in- becomes il<br>m or p, in- becomes im-<br>r, in- becomes ir-<br>-sure, -ture, -ically, -icly | Use further prefixes and suffixes and understand the guidance for adding them<br><br>-able/-ably, -ible/-ibly, -cious, -tious, -tial, -cial                                                                                                           | Use further prefixes and suffixes and understand the guidance for adding them<br><br>-spelt, -tion, -sion, -ssion, -cian, -ant, -ance/-ancy, -ent, -ence/-ency, -fer                                                    |



## Steps in Progression Document

### Transcription - Spelling

|                                                                                                                             | Year 1                                                                                                                                                                                                                        | Year 2                                                                                                                                                                                                                                                         | Year 3                                                                                                                                                                            | Year 4                                                                                                                                                                      | Year 5                                                                                                                                                                             | Year 6                                                                                                                                                                                     |
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| <b>Transcription</b><br><b>Spelling: Homophones</b><br>Refer to PoS Appendix 1 for detailed information                     | Learn to spell some words that will later be identified as homophones, [e.g. to, of, were, I, your, no, by, here, there, where, one]<br><br>Using letter names to distinguish between alternative spellings of the same sound | Learn some words with alternative graphemes for known phonemes<br><br>Distinguish between homophones and near-homophones<br><br>there/their/they're, here/hear, sun/son, quite/quiet, see/sea, bare/bear, one/won, to/too/two, be/bee, blue/blew, night/knight | Spell further homophones:<br><br>accept/except, ball/bawl, brake/break, grate/great, here/hear, knot/not, mail/male, meat/meet, missed/mist, plain/plane, scene/seen, whose/who's | Spell further homophones:<br><br>affect/effect, berry/bury, fair/fare, groan/grown, heel/heal/he'll, main/mane, medal/meddle, peace/piece, rain/rein/reign, weather/whether | Continue to distinguish between homophones and other words which are often confused<br><br>advice/advice, licence/license, prophecy/prophecy, guessed/guest, led/lead, past/passed | Continue to distinguish between homophones and other words which are often confused<br><br>device/devise, practice/practise, farther/father, heard/herd, morning/mourning, precede/proceed |
| <b>Transcription</b><br><b>Spelling: Plurals &amp; apostrophes &amp; hyphens</b>                                            | Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs                                                                                                      | Learning to spell more words with contracted forms<br><br>Learning the possessive apostrophe (singular) [e.g. the girl's book]                                                                                                                                 | Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]                            | Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]                         | Revise the possessive apostrophe and apostrophes for contraction<br><br>Use of the hyphen to form compound adjectives                                                              | Revise the possessive apostrophe and apostrophes for contraction<br><br>Use of the hyphen to avoid awkward repeated vowels in prefixed words                                               |
| <b>Transcription</b><br><b>Spelling: Dictionaries &amp; thesauruses</b><br>Refer to PoS Appendix 1 for detailed information | Name the letters of the alphabet:<br><br>Naming the letters of the alphabet in order                                                                                                                                          | Learn new ways of spelling phonemes for which one or more spellings are already known and spell words including these                                                                                                                                          | Use the first two letters of a word to check its spelling in a dictionary                                                                                                         | Use the first three letters of a word to check its spelling in a dictionary                                                                                                 | Use the first three letters of a word to check spelling, meaning or both of these in a dictionary<br><br>Use a thesaurus to identify synonyms                                      | Use the first four letters of a word to check spelling, meaning or both of these in a dictionary<br><br>Use a thesaurus to identify appropriate synonyms and antonyms                      |



## Steps in Progression Document

### Transcription - Spelling

|                                                                                                                                            | Year 1                                                                                                                                                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Transcription</b><br><br><b>Spelling: Dictation &amp; recall</b><br><br>Refer to PoS Appendix I for detailed information                | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far                                                                                                                                                                                                                  | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far                                                                                                                                                                                                                                                                                                                                  | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far                                                                                                                                                                                                                                                                                                                                                                                                                     | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far                                                                                                                                                                                                                                                                                                                                                                                                                 | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically                                                                                                                                                                                                                                                                                                                                                                                                                                            | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Transcription</b><br><br><b>Spelling: Common exception &amp; spelling words</b><br><br>Refer to PoS Appendix I for detailed information | The days of the week<br><br>Common exception words:<br><br>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/ or others, according to the programme used | Common exception words:<br><br>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas | Learn LKS2 spelling words:<br><br>accident(ally), address, appear, believe, breath, build, calendar, centre, certain, complete, continue, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/ although, through, weight | Learn LKS2 spelling words:<br><br>actual(ly), answer, arrive, bicycle, breathe, busy/business, caught, century, circle, consider, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/ women | Learn UKS2 spelling words:<br><br>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience*, controversy, correspond, definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht | Learn UKS2 spelling words:<br><br>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediately, interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle |



## Steps in Progression Document

### Transcription - Handwriting

|                                                                                             | Year 1                                                                                                                                                                                                                  | Year 2                                                                                                                                                                                                                                              | Year 3                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                   | Year 5                                                                                                                                                              | Year 6                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transcription</b><br><b>Handwriting:</b><br><b>Formation &amp; orientation</b>           | <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>                                                          | <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined as they begin to write with greater fluency</p>                                                                                           | <p>Write legibly and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> | <p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> |
| <b>Transcription</b><br><b>Handwriting:</b><br><b>Legibility, control &amp; consistency</b> | <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> | <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>                                           | <p>Increase the legibility and consistency of their handwriting (e.g. by ensuring that the spacing and size of letters is even)</p>                               | <p>Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> | <p>Make writing consistent and legible when writing with a range of implements</p>                                                                                  | <p>Choose the writing implement that is best suited for a task</p>                                                                                                            |