



*celebrating learning together in faith, hope and love*

## **CURRICULUM FRAMEWORK – ENGLISH**

<b>INTENT</b>		
<b>READING</b>	<b>WRITING</b>	<b>SPELLING</b>
Through a rich and varied reading curriculum we intend to instil a love and enjoyment of reading, encouraging all children to choose to read for pleasure and in the pursuit of knowledge across the curriculum. All children have the opportunity to read and explore a wide range of high-quality books and poetry, exposing them to a mix authors and genres to help them to discover their interests and preferences in reading. Where necessary, we will provide early interventions to support those children who find reading difficult to ensure that reading does not become a barrier for accessing learning in other subjects.	Through our writing curriculum we intend to inspire children to write, through a love of reading. We support children to confidently communicate their thoughts and ideas coherently and imaginatively first through the spoken word, then through writing. We intend for them to appreciate the value in writing that is imaginative, creative and engaging whilst recognising the importance of technical accuracy. We seek to instil an enjoyment of writing by exposing the children to a wide variety of text types and providing them with opportunities to write for a purpose that is meaningful to them. We seek creative ways to capture and inspire their imagination and show them how to structure their thoughts coherently. We value the different stages of the writing process, spending time teaching each stage explicitly, and sharing and celebrating final published pieces.	Our spelling curriculum intends to support children in a language-rich exploration of the origins and meaning of words, equipping them with the skills and strategies they need to help them to be able to spell words accurately whilst understanding their meaning and context. We intend to engage the children in their learning of spelling through games and investigate word activities and encourage them to spell accurately in their writing.
<b>PURPOSE</b>		
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.		
<b>EYFS</b>		
<b>Communication and Language: (proposed reforms)</b> <b>Listening, Attention and Understanding ELG</b> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately 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>Speaking</b> <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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <b>Literacy: (proposed reforms)</b> <b>Comprehension ELG:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; <ul style="list-style-type: none"> <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>Word Reading ELG:</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>Writing ELG:</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>Communication and Language: (current)</b> <b>Listening ELG:</b> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>• Give attention to what others say and respond appropriately, while engaged in another activity</li> </ul> <b>Understanding ELG:</b> <ul style="list-style-type: none"> <li>• Follow instructions involving several ideas or actions</li> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul> <b>Speaking ELG:</b> <ul style="list-style-type: none"> <li>• Express self effectively, showing awareness of listeners’ needs</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Develop own narratives and explanations by connecting ideas or events</li> </ul> <b>Literacy: (current)</b> <b>Reading ELG:</b> <ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Use phonics knowledge to decode regular words and read them aloud accurately</li> <li>• Read some common irregular words</li> <li>• Demonstrate and understanding when talking with others about what they have read</li> </ul> <b>Writing ELG:</b> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways which match their spoken sounds</li> <li>• Write some irregular common words</li> <li>• Write sentences which can be read by themselves and others</li> <li>• Some words are spelt correctly and others are phonetically plausible</li> </ul>

	Ourselfs and Our Families	Repeating Rhythms and Patterns	Traditional tales	Monsters and Aliens	Space	Christmas	Winter, Snow, Ice and Dark Nights	Chinese New Year and Dragons	Food	People Who Help Us	Superheroes	Life Cycles	On the Farm	Dinosaurs	Around the World
Key Texts	<ul style="list-style-type: none"> <li>Avocado Baby – John Burningham</li> <li>It's OK to be Different – Todd Parr</li> <li>Peace at Last – Jill Murphy</li> <li>Mum / Dad – Anthony Browne</li> <li>Families Like Ours</li> <li>The Same but Different Too – Karl Newson and Kate Hindley</li> <li>The Great Big Book of Families – Mary Hoffman</li> </ul>	<ul style="list-style-type: none"> <li>Little Rabbit Foo Foo – Michael Rosen</li> <li>We're Going on a Bear Hunt – Michael Rosen</li> <li>There was an Old Woman Who Swallowed a Fly</li> <li>Funnybones – Allan Ahlberg</li> <li>Brown Bear, Brown Bear, What do You See? – Eric Carle</li> <li>Where's Spot? – Eric Hill</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>Michael Rosen's Book of Very Silly Poems</li> </ul>	<ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Goldilocks and the Three Bears</li> <li>The Three Billy Goats Gruff</li> <li>Little Red Riding Hood</li> <li>Me and You – Anthony Browne</li> <li>Goldilocks and Just One Bear – Leigh Hodgkinson</li> <li>Three Little Rigs – David Gordon</li> <li>Troll Stroll – Eli Woolard</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>When Goldilocks went to the House of the Bears</li> <li>London Bridge is Falling Down</li> </ul>	<ul style="list-style-type: none"> <li>Bedtime for Monsters – Ed Vere</li> <li>Max the Brave – Ed Vere</li> <li>The Gruffalo – Julia Donaldson</li> <li>Two Monsters – David McKee</li> <li>A Monster Day at Work – Sarah Dyer</li> <li>Creepy Monsters, Sleep</li> <li>Yolen and Kelly Murphy</li> <li>Not Now, Bernard – David McKee</li> </ul>	<ul style="list-style-type: none"> <li>Goodnight Spaceman – Michelle Robinson and Nick East</li> <li>Toys in Space – Mini Grey</li> <li>Whatever Next – Jill Murphy</li> <li>Little Kids First Big Book of Space – Catherine D Hughes and David Aguilar</li> <li>100 Things to Know About Space – Alex Frith, Jerome Martin et al</li> <li>Here Come the Aliens – Colin McNaughton</li> <li>How to Catch a Star – Oliver Jeffers</li> <li>Look Inside Space by Rob Lloyd Jones</li> </ul>	<ul style="list-style-type: none"> <li>The Jolly Christmas Postman – Allan and Janet Ahlberg</li> <li>Harvey Slumfenburger's Christmas Present – John Burningham</li> <li>Christmas in Exeter Street – Diana Hendry and John Lawrence</li> <li>Dear Santa – Rod Campbell</li> <li>Mog's Christmas – Judith Kerr</li> <li>Father Christmas and the Snowman – Raymond Briggs</li> <li>Father Christmas Needs a Wee – Nicholas Allan</li> </ul>	<ul style="list-style-type: none"> <li>Bear's Winter House – John Yeoman and Quentin Blake</li> <li>Elmer and the Snow – David McKee</li> <li>Animals in Winter by Martha EH Rustad</li> <li>Orion and the Dark – Emma Yartlett</li> <li>Thinking About the Seasons in Winter – Clare Collinson</li> <li>Winnie in Winter – Valerie Thomas</li> <li>Here Comes Jack Frost – Kazuno Kohara</li> <li>One Snowy Night – Nick Butterworth</li> <li>Can't You Sleep Little Bear? – Nick Butterworth</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>I Made a Little Snowball by Shel Silverstein</li> <li>Here We Go Round the Mulberry Bush</li> </ul>	<ul style="list-style-type: none"> <li>Tell Me a Dragon – Jackie Morris</li> <li>The Dragon Machine – Helen Ward and Wayne Anderson</li> <li>Holidays and Festivals – Chinese New Year – Nancy Dickmann</li> <li>The Great Race – Dawn Casey</li> <li>The Race Across the River</li> <li>Dragonology – The Complete Book of Dragons – Dugald Steer</li> <li>Dragons and Other Creatures That Never Were – Eric Carle</li> <li>Mr Benn – Red Knight – David McKee</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>Puff the magic Dragon by Peter Yarrow and Leonard Lipton</li> <li>The Last Dragon – Judith Nicholls</li> <li>I Wish I Had a Dragon – Shel Silverstein</li> </ul>	<ul style="list-style-type: none"> <li>Do You Like Ketchup on Your Cornflakes? – Nick Sharratt</li> <li>Mr Wolf's Pancakes – Jan Fearnley</li> <li>The Gingerbread Man</li> <li>The Giant jam Sandwich – John Vernon Lord</li> <li>The Disgusting Sandwich – Gareth Edwards</li> <li>The Little red Hen</li> <li>The Gingerbread Man</li> <li>The Magic Porridge Pot</li> <li>A range of recipe books for children</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>Mix a Pancake – Christina Rossetti</li> <li>Lunchtime and Chocolate Cake – Michael Rosen</li> <li>What You Don't Know About Food – Florence Parry Heide</li> </ul>	<ul style="list-style-type: none"> <li>The Very Helpful Hedgehog – Rosie Wellesley</li> <li>You Choose – Anne Cottringer</li> <li>Zog – Julia Donaldson</li> <li>Mog at the Vet – Judith Kerr</li> <li>people Who Help Us – Vet / Dentist / Doctor / Nurse / Police Officer / Firefighter / Teacher by Rebecca Hunter</li> <li>The Tale of Tom Kitten – Beatrix Potter</li> <li>Hairy McClary – Rumpus at the Vet – Lynley Dodd</li> <li>Topsy and Tim go to the Dentist / Topsy and Tim meet the Police / Topsy and Tim meet the Firefighters – Jean and Gareth Andersen</li> </ul>	<ul style="list-style-type: none"> <li>Supertato – Sue Hendra</li> <li>Midnight Superhero – Anne Cottringer</li> <li>Super Daisy / Super Gran / Super Mum / Super Dad – Kes Gray</li> <li>Superworm – Julia Donaldson</li> <li>The Astonishing Secret of Awesome Man – Michael Chabon</li> </ul>	<ul style="list-style-type: none"> <li>The Bog Baby – Jeanne Willis</li> <li>the very Hungry Caterpillar – Eric Carle</li> <li>Caterpillars and Butterflies – Stephanie Turnbull</li> <li>Tadpole's Promise – Jeanne Willis</li> <li>Tadpoles and Frogs – Anna Milbourne</li> <li>The Butterfly Dance – Suzanne Burton</li> <li>Caterpillar, Butterfly and Growing Frogs – Vivian French</li> <li>Caterpillar to Butterfly / Tadpole to Frog – National Geographic Kids</li> <li>From Caterpillar to Butterfly – Gerald Legg</li> <li>The Teeny Weeny Caterpillar – Sheridan Cain</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>The Tadpole – Elizabeth Gould</li> <li>Caterpillar – Ian Lamont</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird Heard books and The Scarecrow's Wedding – Julia Donaldson</li> <li>Chicken Licken</li> <li>Lifecycles – Egg to Chicken – Camilla de la Bedoyere</li> </ul>	<ul style="list-style-type: none"> <li>Harry and the Bucketful of Dinosaurs – Ian Whybrow</li> <li>Tyrannosaurus Drip – Julia Donaldson</li> <li>You're Called What?! – Kes Gray and Nikki Dyson</li> <li>DK First Facts: Dinosaurs</li> <li>The Dirty Great Dinosaur – Matin Waddell</li> <li>Linus the vegetarian TRex – Robert neubecker</li> <li>Saturday Night at the Dinosaur Stomp – Carol Digory Shields</li> <li>Little Kids First Big Book of Dinosaurs – Catherine Hughes</li> <li>Ten Terrible Dinosaurs – Paul Strickland</li> </ul> <p><u>Poems</u></p> <ul style="list-style-type: none"> <li>Dinosaur Roar – Paul Strickland</li> </ul>	<ul style="list-style-type: none"> <li>The Everywhere Bear – Julia Donaldson</li> <li>What the Ladybird Heard on Holiday – Julia Donaldson</li> <li>Rainbow Fish – Marcus Pfister</li> <li>Flotsam – David Wiesner</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>Talk about self, likes and dislikes</li> <li>Talk about families, likes, dislikes, similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell or act a familiar story with a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>Retelling a traditional tale and with a twist</li> <li>Discuss a traditional tale and the actions of the characters</li> </ul>	<ul style="list-style-type: none"> <li>Express self effectively showing awareness of listeners' needs – description</li> <li>Develop own narratives using past and present and connecting ideas and events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the main features of a story</li> <li>Talk about a topic using extended vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Talk about own experiences of Christmas and winter traditions</li> <li>Discuss gift giving at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Discuss signs of winter using and extending associated vocabulary</li> <li>Discuss a story related to own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Listening and re-telling an oral story</li> <li>Expressing thoughts and feelings about dragons</li> <li>Describing dragons using a range of vocabulary and extended sentences</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the events in a story</li> <li>Discuss food preferences and choices</li> <li>Follow verbal instructions</li> <li>Give verbal instructions</li> </ul>	<ul style="list-style-type: none"> <li>Ask a question to a visitor using new vocabulary</li> <li>Discuss being helpful, saying 'sorry' and 'thank you'</li> </ul>	<ul style="list-style-type: none"> <li>Discuss everyday superpowers using extended vocabulary</li> <li>Explain and justify choices</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how animals change through growth from own observations</li> <li>Discuss promises and what they mean</li> </ul>	<ul style="list-style-type: none"> <li>Talk about personal experiences – what has happened, what is happening and what will happen in the future</li> <li>Express self effectively using past, present and future tense and descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>Use new topic vocabulary</li> <li>Create stories through talk and play</li> </ul>	<ul style="list-style-type: none"> <li>Use new topic vocabulary</li> <li>Describe locations and places</li> <li>Use the first person in past, present and future tenses</li> </ul>
Reading outcomes	<ul style="list-style-type: none"> <li>Read books about preferences with repetitive phrase</li> <li>Read words related to families and homes</li> </ul>	<ul style="list-style-type: none"> <li>Read repetitive phrases and discuss preferences relating to books</li> <li>Read a familiar story as a class using repeating parts to help</li> </ul>	<ul style="list-style-type: none"> <li>Read a traditional tale with repetitive phrases</li> <li>Sequence a traditional tale using words and picture cues</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ideas from books that have been shared</li> <li>Understand characters and settings, predicting what might happen next in a story</li> </ul>	<ul style="list-style-type: none"> <li>Sequence the main events in a story</li> <li>Know that information can be found in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Read repetitive phrases in greetings cards</li> <li>Read repetitive phrases in stories</li> </ul>	<ul style="list-style-type: none"> <li>Read words and sentences about winter</li> <li>Understand that phrases can be found from different sources</li> </ul>	<ul style="list-style-type: none"> <li>Read words and simple sentences that describe dragons</li> </ul>	<ul style="list-style-type: none"> <li>Read simple recipes</li> <li>Read sentences in a repetitive text</li> <li>Read simple lists</li> <li>Retell a familiar story using a story map</li> </ul>	<ul style="list-style-type: none"> <li>Read a repetitive text and read new vocabulary</li> <li>Read new words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Read words and sentences about everyday superheroes</li> </ul>	<ul style="list-style-type: none"> <li>Read and use vocabulary influenced by scientific books</li> <li>Read non-fiction books to learn new information</li> <li>Describe the main events in stories and demonstrate understanding when talking to others</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand simple sentences</li> <li>Describe the main events, characters and settings in a story they have read</li> <li>Consider the behaviour of difference characters</li> </ul>	<ul style="list-style-type: none"> <li>Read a story with questions</li> <li>Read words and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Read words, phrases and sentences</li> <li>Deduce information from a picture text</li> <li>Describe emotions and feelings of characters in a story</li> </ul>
Writing outcomes	<ul style="list-style-type: none"> <li>Own name and names of family members</li> <li>Names of family members and simple observations</li> </ul>	<ul style="list-style-type: none"> <li>Sequence the main events in a story using a story map template</li> <li>Create own version of a story using knowledge of the repeating patter</li> </ul>	<ul style="list-style-type: none"> <li>List features of homes and places a character could live</li> <li>Label building materials used in a story</li> <li>Write a caption about a home</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive vocabulary – colours, size, shape, texture etc – describe own monsters</li> <li>Monster poem using adjectives</li> </ul>	<ul style="list-style-type: none"> <li>List of equipment to take to space</li> <li>Short captions to match factual pictures</li> <li>Extended captions to describe a photograph</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple message in a greetings card</li> <li>Write a simple letter</li> <li>Write an address</li> </ul>	<ul style="list-style-type: none"> <li>Write captions for photographs with increasing independence</li> <li>Write simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Write captions to explain using new vocabulary</li> <li>Write descriptive captions about the appearance and characteristics of dragons</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple recipe</li> <li>Write a list of ingredients</li> <li>Write labels and captions for own designs</li> <li>Write simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Formulate and record a question</li> <li>Write a 'thank you' card</li> <li>Write a 'sorry' card</li> </ul>	<ul style="list-style-type: none"> <li>Write a description of own superpower</li> <li>Write a simple narrative using superhero characters</li> <li>Write simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences for a report</li> <li>Write own version of a familiar story</li> <li>Write a simple non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences for a recount</li> <li>Write own version of a familiar story</li> <li>Write a simple non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>Write a fact page about a dinosaur</li> <li>Write a story with up to three main parts</li> </ul>	<ul style="list-style-type: none"> <li>Postcards</li> <li>Addresses</li> <li>Diary</li> <li>Country profile</li> <li>Develop own story narrative with structure</li> </ul>
Context	<ul style="list-style-type: none"> <li>Lists and labels</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Lists, labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Developing narrative and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Lists, labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Letters and messages</li> </ul>	<ul style="list-style-type: none"> <li>Captions and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing and captions</li> </ul>	<ul style="list-style-type: none"> <li>Instructions and lists, story structure</li> </ul>	<ul style="list-style-type: none"> <li>Captions, questions, greetings cards, letters</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>Labels, captions, simple report writing, story writing</li> </ul>	<ul style="list-style-type: none"> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction texts and stories</li> </ul>	<ul style="list-style-type: none"> <li>Diary writing</li> <li>Postcards</li> <li>Information text</li> </ul>

KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><i>Me, Myself and I</i></p> <p><b>Key text:</b> A celebration of Children Everywhere – Moira Butterfield and Harriet Lynas</p> <p>Amazing Grace – Mary Hoffman</p> <p>Handa’s Surprise – Eileen Browne</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Story with predictable and patterned language</p> <p><b>Poetry:</b> Descriptive poem</p> <p><b>Text and Word:</b> How words can combine to make sentences.</p> <p><b>Punctuation:</b> Write in sentences using capital letters at the beginning and full stops at the end.</p> <p>Put a capital letter for I.</p>	<p><i>A Small Island</i></p> <p><b>Key text:</b> Beegu, The Man on the Moon, Baboon on the Moon (film)</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Fantasy story</p> <p><b>Non-fiction:</b> Recount of a school trip</p> <p><b>Text and Word:</b></p> <p>Sequencing sentences to form short narratives</p> <p><b>Punctuation:</b> Use question marks at the end of questions.</p>	<p><i>A Knight’s Tale</i></p> <p><b>Key text:</b> The Girl in the Castle inside the Museum, Kate Bernheimer</p> <p>George and the Dragon – Christopher Wormell</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Labels, lists and captions</p> <p><b>Non-fiction:</b> Information leaflet</p> <p><b>Text and Word</b></p> <p>Investigate how suffixes can be added to verbs (helping, helped, helper)</p> <p><b>Punctuation:</b></p> <p>Capital letters for I, names and at the beginning of a sentence.</p> <p>Full stops at the end of a sentence.</p>	<p><i>Enchanted Forest</i></p> <p><b>Key text:</b> The Extraordinary Gardener – Sam Boughton</p> <p>Once Upon a World scheme of Fairy Tales</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Traditional Tale</p> <p><b>Poetry:</b> Nursery rhyme / traditional poems</p> <p><b>Text and Word:</b></p> <p>Investigate how regular plural noun suffixes-s or -es (eg dog-dogs, wish-wishes)</p> <p><b>Punctuation:</b> Begin to use commas in lists.</p>	<p><i>Toy Story</i></p> <p><b>Key text:</b> Traction Man – Mini Grey, Naughty Bus – Jan Oke</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Instructions</p> <p><b>Narrative:</b> Adventure story</p> <p><b>Text and Word:</b></p> <p>Sequencing sentences to form short narratives</p> <p><b>Punctuation:</b></p> <p>Begin to use exclamation marks.</p>	<p><i>Shiver Me Timbers!</i></p> <p><b>Key text:</b> The Night Pirates, Peter Harris</p> <p>The Lighthouse Keeper’s Lunch - Ronda Armitage and David Armitage</p> <p><b>Writing outcomes:</b></p> <p><b>Poetry:</b> List poem</p> <p><b>Non-fiction:</b> Recount</p> <p><b>Text and Word:</b> Investigate how the prefix un- changes the meaning of verbs and adjectives.</p> <p><b>Punctuation:</b> Write in sentences using capital letters at the beginning and full stop at the end.</p>
Year 2	<p><i>It’s a Small World</i></p> <p><b>Key text:</b> Flat Stanley, Jeff Bridges</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Instructions (making a kite/sending a letter)and informal letters/emails.</p> <p><b>Poetry:</b> Nonsense poem</p> <p><b>Text and Word:</b></p> <p>The consistent use of present tense versus past tense throughout texts.</p> <p><b>Punctuation:</b> Write in sentences, using capital letters at the beginning and full stops at the end. Put a capital letter for I.</p>	<p><i>Fire! Fire!</i></p> <p><b>Key text:</b> The Owl Who Was Afraid of the Dark - Jill Tomlinson</p> <p><b>Writing outcomes:</b></p> <p><b>Poetry:</b> structured poems: acrostic poems and shape poems</p> <p><b>Non-fiction:</b> Recount- diary writing</p> <p><b>Text and Word:</b></p> <p>Using time adverbs.</p> <p><b>Punctuation:</b> Use question marks at the end of questions. Begin to use exclamation marks.</p>	<p><i>There’s No Place Like Home</i></p> <p><b>Key text:</b> The Three Little Wolves and the Big Bad Pig - Eugious Trivizas</p> <p>The True Story of the Three Little Pigs - Jon Scieszka and Lane Smith</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> traditional tales (Fairy Tale with a twist)</p> <p><b>Non-fiction:</b> Non-chronological report.</p> <p><b>Text and Word:</b> The continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p><b>Punctuation:</b> Use a capital letter for names (days, months, places and people).</p>	<p><i>London Calling</i></p> <p><b>Key text:</b> Claude in the City - Alex T. Smith</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Information leaflet</p> <p><b>Narrative:</b> Mystery story</p> <p><b>Text and Word:</b></p> <p>Use of suffixes –er and –est to form comparisons of adjectives and adverbs.</p> <p><b>Punctuation:</b> Use a capital letter for names (days, months, places and people).</p>	<p><i>Animal Kingdom</i></p> <p><b>Key text:</b> One Night, Far From Here – Julia Wauters</p> <p>Aesop’s Fables</p> <p><b>Writing outcomes:</b></p> <p><b>Poetry:</b> structured poems: Limericks</p> <p><b>Narrative:</b> Fables</p> <p><b>Text and Word:</b></p> <p>Formation of adjectives using suffixes such as –ful, -less</p> <p>Formation of nouns using suffixes such as –ness, -er.</p> <p><b>Punctuation:</b> Begin to use commas in lists.</p>	<p><i>Chocolate</i></p> <p><b>Key Text:</b> Charlie and the Chocolate Factory, Roald Dahl</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Explanations - flowchart of how chocolate is made/how machines work.</p> <p><b>Non-fiction:</b> Informal invitations</p> <p><b>Text and Word:</b></p> <p>Formation of adjectives using suffixes such as –ful, -less.</p> <p><b>Punctuation:</b> Begin to use commas in lists.</p>
KS2						
Year 3	<p><i>Rainforest Rescue</i></p> <p><b>Key Text:</b> Rainforest Rescue, J. Burchett and S. Vogler</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Non-chronological report</p> <p><b>Non-fiction:</b> Formal letters</p> <p><b>Text and Word:</b></p> <p>Introduction to paragraphs as a way to group related material.</p> <p><b>Punctuation:</b></p> <p>Use capital letters, full stops, question marks and capital letters consistently and accurately. Express time and clause using conjunctions.</p>	<p><i>The Stone Age</i></p> <p><b>Key text:</b> TIME HUNTERS: Stone Age Rampage, Chris Blake</p> <p>The Pebble in my Pocket: A History of Our Earth - Meredith Hooper &amp; Chris Coady</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Persuasive writing - advertisement</p> <p><b>Poetry:</b> Shape poems and calligrams</p> <p><b>Text and Word:</b> Use of determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p><b>Punctuation:</b> Use capital letters, full stops, question marks and capital letters consistently and accurately.</p>	<p><i>Food, Glorious Food</i></p> <p><b>Key text:</b> Horrid Henry Tricks the Tooth Fairy, Francesca Simon</p> <p>Chocolate Cake (poem) – Michael Rosen</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Instructions</p> <p><b>Poetry:</b> Free verse poetry</p> <p><b>Text and Word:</b> Headings and sub headings to aid presentation.</p> <p><b>Punctuation:</b></p> <p>Use apostrophes to show omission e.g. contractions (e.g. can’t).</p>	<p><i>Egyptology</i></p> <p><b>Key text:</b> Ancient Egyptian Myths – retold and illustrated by Marcia Williams</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Myth</p> <p><b>Non-fiction:</b> Fact-file about Ancient Egypt</p> <p><b>Text and Word:</b> Investigate word families based on common words.</p> <p><b>Punctuation:</b> Use speech marks to show direct speech. Use a comma to separate direct speech from a reporting clause.</p>	<p><i>Rise of the Robots</i></p> <p><b>Key text:</b> The Iron Man, Ted Hughes</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Plays</p> <p><b>Poetry:</b> Structured poem: Kennings</p> <p><b>Text and Word:</b> Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p><b>Punctuation:</b></p> <p>Use apostrophes to show omission i.e. Contractions (e.g. can’t) and possession.</p>	<p><i>Spy Kids</i></p> <p><b>Key text:</b> Planet Omar: Unexpected Super Spy – Zanib Mian</p> <p>Film: Pigeon Impossible (Literacy Shed)</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> adventure story</p> <p><b>Non-fiction:</b> Recount - diary</p> <p><b>Text and Word:</b> Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said).</p> <p><b>Punctuation:</b></p> <p>Use speech marks to show direct speech. Use a comma to separate direct speech from a reporting clause.</p>
Year 4	<p><i>Hail Caesar!</i></p> <p><b>Key text:</b> The Thieves of Ostia Novel by Caroline Lawrence</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Recount - newspaper article</p>	<p><i>India</i></p> <p><b>Key text:</b> Traditional Indian Tales</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Non-chronological report</p> <p><b>Narrative:</b> Fables</p>	<p><i>The Tudors in London</i></p> <p><b>Key text:</b> The Devil and His Boy by Anthony Horowitz</p> <p><b>Writing outcomes:</b></p>	<p><i>One World</i></p> <p><b>Key text:</b> Floodland – Marcus Sedgewick</p> <p><b>Writing outcomes:</b></p>	<p><i>How Does Your Garden Grow?</i></p> <p><b>Key text:</b> Tom’s Midnight Garden – Philippa Pearce</p> <p><b>Writing outcomes:</b></p>	<p><i>Ancient Greeks</i></p> <p><b>Key text:</b> Who Let the Gods Out</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Write own myth/legend</p> <p><b>Poetry:</b> poems around a theme</p>

	<p><b>Poetry:</b> Structured poetry - ballads</p> <p><b>Text and Word:</b> Appropriate choice of pronoun or noun across sentences.</p> <p><b>Punctuation:</b> Commas for different purposes in sentences.</p>	<p><b>Text and Word:</b> Use of paragraphs to organise ideas around a theme.</p> <p><b>Punctuation:</b> Use possessive apostrophes for singular possession (e.g. John's coat). Use possessive apostrophes for plural possession (e.g. the boys' coats, the children's books).</p>	<p><b>Narrative:</b> Descriptive writing: creating a historical setting</p> <p><b>Narrative:</b> Play scripts with historical setting</p> <p><b>Text and Word:</b> 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><b>Punctuation:</b> Use colons to introduce a list.</p>	<p><b>Poetry:</b> Structured poetry – Renga, Haiku and Cinquian</p> <p><b>Non-fiction:</b> Explanation texts</p> <p><b>Text and Word:</b> Use of paragraphs to organise ideas around a theme.</p> <p><b>Punctuation:</b> Use colons to introduce an explanation.</p>	<p><b>Non-fiction:</b> Advertisements - film trailer</p> <p><b>Narrative:</b> Fantasy story</p> <p><b>Text and Word:</b> 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><b>Punctuation:</b> Use punctuation marks consistently and accurately including: capital letters, full stops, question marks, exclamation marks, apostrophes (to show omission and possession) and speech marks (to show direct speech).</p>	<p><b>Text and Word:</b> The grammatical difference between plural and possessive –s.</p> <p><b>Punctuation:</b> Use commas after fronted adverbials.</p>
Year 5	<p><i>Crime and Punishment</i></p> <p><b>Key text:</b> The Highwayman, Alfred Noyes Dr Jekyll and Mr Hyde – Robert Louis Stevenson</p> <p><b>Writing outcomes:</b></p> <p><b>Poetry:</b> A narrative poem</p> <p><b>Narrative:</b> Mystery story</p> <p><b>Text and Word:</b> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p><b>Punctuation:</b> Use commas in complex sentences to separate different clauses. Swap the order of clauses in sentences to achieve different effects and mark clause boundaries with commas.</p>	<p><i>Dragon's Den</i></p> <p><b>Key text:</b> Kick – Mitch Johnson</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Persuasive writing: branding and pitching a product, writing a tv advertisement voiceover</p> <p><b>Non-fiction:</b> Debate</p> <p><b>Text and Word:</b> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p><b>Punctuation:</b> Semi-colons to separate items in a list/semi-colons to separate phrases in a list/semi-colons to introduce an explanatory clause.</p>	<p><i>What did the Victorians do for us?</i></p> <p><b>Key text:</b> Street Child - Berlie Doherty</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Historical Story Chapters</p> <p><b>Non-fiction:</b> Information report</p> <p><b>Text and Word:</b> Converting nouns and adjectives into verbs using suffixes e.g. –ate, -ise, -ify</p> <p><b>Punctuation:</b> Avoid using commas to separate sentences, instead using a connective with a comma or some proper sentence ending punctuation. Use commas for different purposes in a sentence.</p>	<p><i>Heartbeat</i></p> <p><b>Key text:</b> Pig-heart Boy – Malorie Blackman</p> <p>Romeo and Juliet, William Shakespeare</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> A play script</p> <p><b>Poetry:</b> A sonnet</p> <p><b>Text and Word:</b> Converting nouns and adjectives into verbs using suffixes e.g. –ate, -ise, -ify.</p> <p><b>Punctuation:</b> Commas in complex sentences. Use of commas to clarify meaning or ambiguity.</p>	<p><i>Creeping Coasts</i></p> <p><b>Key text:</b> Why the Whales Came – Michael Morpurgo</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> A recount.</p> <p><b>Non-fiction:</b> Explanation text – link to geography</p> <p><b>Text and Word:</b> Linking Ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly.</p> <p><b>Punctuation:</b> Use brackets, dashes and commas to show parenthesis.</p>	<p><i>Amazing Africa</i></p> <p><b>Key text:</b> The White Giraffe – Lauren St. John</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Story with issues / dilemmas</p> <p><b>Non-fiction:</b> Interviews</p> <p><b>Text and Word:</b> Verb prefixes: dis-, de-, mis-, over- and re-</p> <p><b>Punctuation:</b> Use of colons to introduce a quote. Use inverted commas to show a quotation or the title of a book or film.</p>
Year 6	<p><i>Tales of the Thames</i></p> <p><b>Key text:</b> The Wind in the Willows, Kenneth Grahame</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Argument – debate / speech</p> <p><b>Non-fiction:</b> Formal Persuasive Letter (of Complaint)</p> <p><b>Text and word:</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing).</p> <p><b>Punctuation:</b> Use punctuation marks consistently and accurately including: capital letters, full stops, question marks, exclamation marks, apostrophes (to show omission and possession), speech marks (to show direct speech), colons and semi-colons. Punctuation of bullet points to list information.</p>	<p><i>Your Country Needs You</i></p> <p><b>Key text:</b> Stay Where You Are, Then Leave – John Boyne</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Contemporary Fiction (updating to modern times)</p> <p><b>Poetry:</b> descriptive imagery</p> <p><b>Text and Word:</b> Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. 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 elision.</p> <p><b>Punctuation:</b> Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p>	<p><i>To Infinity and Beyond</i></p> <p><b>Key text:</b> The Jamie Drake Equation – Christopher Edge</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Recount - Newspaper reports</p> <p><b>Non-fiction:</b> Character / Instructions</p> <p><b>Narrative:</b> Science-fiction story</p> <p><b>Text and Word:</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure texts.</p> <p><b>Punctuation:</b> Use punctuation marks consistently and accurately including: capital letters, full stops, question marks, exclamation marks, apostrophes (to show omission and possession), speech marks (to show direct speech), colons and semi-colons. Punctuation of bullet points to list information</p>	<p><i>To Boldly Go</i></p> <p><b>Key text:</b> The Giant's Necklace – Michael Morpurgo</p> <p>Extracts from Scott's Diaries</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Non-chronological report</p> <p><b>Non-fiction:</b> Recount - Diary</p> <p><b>Text and Word:</b> Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. 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 elision.</p> <p><b>Punctuation:</b> How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark). Use inverted commas to show a word is being used ironically or oddly.</p>	<p><i>Lights! Camera! Action!</i></p> <p><b>Key text:</b> Holes, Louis Sacha</p> <p><b>Writing outcomes:</b></p> <p><b>Narrative:</b> Descriptive narrative</p> <p><b>Narrative:</b> Stories( with Flashbacks)</p> <p><b>Punctuation:</b> Use an ellipsis to show that a sentence is unfinished or that words are missing or to show the passing of time.</p>	<p><i>Back to the Future</i></p> <p><b>Key text:</b> Boy, Roald Dahl</p> <p><b>Writing outcomes:</b></p> <p><b>Non-fiction:</b> Recount - autobiography. Fact file</p> <p><b>Non-fiction:</b> Information- Biography</p> <p><b>Poetry:</b> free verse</p> <p><b>Punctuation:</b> Use of all punctuation consistently and accurately across a range of writing.</p>