

English: Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	Traditional Tales The Jolly Postman or Other People's Letters – Janet & Allan Ahlberg Goldilocks & The Three Bears Jack & The Beanstalk	Traction Man is Here Toys in Space Biscuit Bear – Mini Grey	The Emperor's Egg – Martin Jenkins The Odd Egg – Emily Gravett Penguin Small – Mick Inkpen	The Town Mouse and The Country Mouse A Walk in London	Where the Wild Things Are - Maurice Sendak Grandpa's Island – Benji Davies	The Lighthouse Keeper's Lunch Series: Ronda & David Armitage Poetry The Owl & the Pussy Cat- Edward Lear & Charlotte Voake
Suggested genres for writing	Writing to entertain: stories (basic sentences) Writing to inform- recount (cooking/porridge) Writing to inform: lists (body parts for science)	Writing to entertain: stories (basic sentences) Writing to inform: lists/labels Writing to entertain- character description	Writing to entertain: stories – retell and innovate Writing to inform: non chronological report about the Arctic.	Writing to entertain: character descriptions Writing to entertain: stories Writing to inform- recount (trip)	Writing to entertain: poetry and stories Writing to entertain: character descriptions Writing to inform: non chronological report on plants.	Writing to entertain: poetry and stories Writing to explain: instructions on how to make a sandwich Writing to inform: letter to Mr Grinling from the seagulls.
Outdoor learning opportunities	visit to the post box	toy shop	seasonal walk	trip to London	Woodland Wild Rumpus	
Cultural Capital / Enrichment	Role play area/ Making porridge for bears. Scheduled library time Family Stay & Read Focus author: Malorie Blackman	Role play area Scheduled library time Family Stay & Read Focus author: Benjamin Zephaniah	Role play area Scheduled library time Family Stay & Read Focus author: Carol Ann Duffy	Role play area Scheduled library time Family Stay & Read Focus author: Michael Morpurgo	Role play area Scheduled library time Family Stay & Read Focus author: Onjali Q Rauf	Role play area Scheduled library time Family Stay & Read Focus author: Roald Dahl

	Discovery Programme - Access to pop up book hut	Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Discovery Programme – Pop up book shop (free books for all children) World Book Day	Discovery Programme – Pop up book shop (free books for all children)	Discovery Programme – Book Bundles (free books for all children)	Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ compose a sentence orally before writing. ➤ say a sentence out loud before writing it – oral rehearsal. ➤ sequence sentences to form short narratives. ➤ read their writing to check that it makes sense to themselves and to an adult. ➤ to begin to independently make a change to their writing so that they make their writing better. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. ➤ start to engage readers in stories and news telling by using adjectives to describe. ➤ begin to write for different purposes: poetry, instructions, letter. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ use simple sentence structures that are accurately punctuated with a capital letter and a full stop. ➤ use simple conjunctions (and, but) to link ideas in sentences. ➤ form simple compound sentences. ➤ use capital letters for names, places, the days of the week and the personal pronoun 'I'. ➤ use finger spaces. ➤ use full stops to end sentences. ➤ use question marks and exclamation marks. 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell words containing each of the 40+ phonemes taught ➤ spell common exception words ➤ spell the days of the week ➤ name the letters of the alphabet in order ➤ use letter names to distinguish between alternative spellings of the same sound ➤ spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red ➤ make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations. 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ➤ use the prefix un– ➤ use –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 					

Letter formation and handwriting	<ul style="list-style-type: none">➤ sit correctly at a table, holding a pencil comfortably and correctly – BBC position.➤ continue to develop tripod grip of a pencil/pen.➤ write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.➤ form digits 0-9.
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	Traditional Tales with a Twist The Little Red Hen (Makes a Pizza) – Philemon Sturges & Amy Walrod Jack & The Baked Beanstalk – Colin Stimpson	Beatrix Potter The Tale of Peter Rabbit The Tale of Benjamin Bunny Non Fiction Famous Victorians	Bob and The Moon Tree Mystery & other stories/poems by Simon Bartram	Claude in the City – Alex T Smith The Baker’s Boy & the Great Fire of London- Tom & Tony Bradman	How to Train Dragons Information books on growing plants	Amazing Grace – Mary Hoffman & Caroline Binch Grace & Family Gregory Cool The Further Adventures of the Owl & the Pussy Cat Julia Donaldson & Edward Voake
Suggested genres for writing	Writing to entertain: story Writing to inform: instructions on how to make a pizza Writing to inform: poster on healthy eating.	Writing to entertain: character descriptions/story Writing to inform: Letter Writing to inform: non-chronological report about Queen Victoria	Writing to entertain: story/diary entry Write to inform/entertain: postcard from the moon Writing to persuade: advert – going to the moon. Writing to entertain: poetry, Michael Rosen materials poem	Writing to entertain: character descriptions/story Writing to inform: postcard/ tour guide of London Writing to inform: diary of Great Fire of London (recount).	Writing to entertain: pie poetry and descriptive writing. Writing to inform: explanation text on growing plants	Writing to entertain: setting descriptions Writing to inform: Letter from Gambia Writing to inform: non-chronological report about The Gambia Writing to entertain: poetry
Outdoor learning opportunities	pizza making	use our garden to enhance descriptive writing		boat trip on the River Thames	planting in the garden	
Cultural Capital / Enrichment	Scheduled library time Family Stay & Read Focus author: Malorie Blackman	Scheduled library time Family Stay & Read Focus author: Benjamin Zephaniah	Scheduled library time Family Stay & Read Focus author: Carol Ann Duffy	Scheduled library time Family Stay & Read Focus author: Michael Morpurgo	Scheduled library time Family Stay & Read Focus author: Onjali Q Rauf	Scheduled library time Family Stay & Read Focus author: Roald Dahl

	Discovery Programme - Access to pop up book hut	Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Discovery Programme – Pop up book shop (free books for all children) World Book Day	Discovery Programme – Pop up book shop (free books for all children)	Discovery Programme – Book Bundles (free books for all children)	Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ write narratives about personal experiences and those of others (real and fictional). ➤ plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps. ➤ sequence what they want to say sentence by sentence. ➤ make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ➤ read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. ➤ check for errors in spelling, grammar and punctuation with the help of an adult where necessary. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. ➤ use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. ➤ read aloud what they have written with appropriate intonation to make the meaning clear. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ use the present tense and the past tense mostly correctly and consistently. ➤ form sentences with different forms: statement, question, exclamation, command. ➤ use co-ordination (or/and/but). ➤ use some subordination (when/if/ that/because). ➤ use expanded noun phrases to describe and specify (e.g. the blue butterfly). ➤ use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> ● capital letters, full stops, question marks and exclamation marks; ● commas to separate lists; ● apostrophes to mark singular possession and contractions. 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ segment spoken words into phonemes and represent these by graphemes, spelling many correctly ➤ learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ➤ learn to spell common exception words ➤ distinguish between homophones and near homophones 					
Other word building spelling	<ul style="list-style-type: none"> ➤ learning the possessive apostrophe (singular) ➤ learn to spell more words with contracted forms ➤ add suffixes to spell longer words, including –ment, –ness, –ful, – less, –ly ➤ show awareness of silent letters in spelling e.g. knight, write ➤ use –le ending as the most common spelling for this sound at the end of words ➤ apply spelling rules and guidelines from Appendix 1 					

**Letter formation
and handwriting**

- sit correctly at a table, holding a pencil comfortably and correctly – BBC position.
- master the tripod grip of a pen/pencil.
- form lower case letters of the correct size, relative to one another.
- use spacing between words that reflects the size of the letters.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- begin to use the diagonal and horizontal strokes needed to join letters.

Year 3 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	The Green Ship – Quentin Blake	Zeraffa Giraffa - Dianne Hofmeyr & Jane Ray Egyptian Cinderella – Shirley Climo & Ruth Heller Non Fiction linked to Ancient Egypt	The Iron Man – Ted Hughes Poetry by Ted Hughes Pebble in my Pocket – Meredith Hooper	Ug Boy Genius of the Stone Age – Raymond Briggs Stone Age Boy – Satoshi Kitamura Stone Girl Bone Girl – Laurence Anholt	Into the Forest – Anthony Browne Hansel and Gretel – Michael Morpurgo & Emma Chicester-Clark	The Man Who Walked Between the Towers Traditional/Folk Tales from North/South America (History/Geography) Biographies of Famous Americans (History/Geography) What a Wonderful World – Louis Armstrong
Suggested genres for writing	Writing to entertain: story including setting description Writing to inform: letter Writing to inform: nutrition	Writing to entertain: character including setting description Writing to persuade: letter to the pharaoh to keep/send Zeraffa Writing to inform: Non-Chronological report on Ancient Egypt	Writing to entertain: character description Writing to entertain: story and list poem Writing to persuade: letter to people of the town to rescue or destroy the Iron Man. Writing to inform: explanation text on how fossils are formed/ journey of a rock	Writing to entertain: setting description into full narrative Writing to inform: non-chronological report on The Stone Age	Writing to entertain: setting description into full narrative Writing to entertain: adverbial poetry Writing to entertain/inform: diary entry Writing to inform: explanation text on seed dispersal.	Writing to inform: first person account (recount) Writing to inform: eye witness account Writing to inform: newspaper report Writing to entertain: poetry on What a Wonderful World
Outdoor learning opportunities	Building a green ship		Rock finding	firepit	Woodland area	
Cultural Capital / Enrichment	Scheduled library time Family Stay & Read Focus author: Malorie Blackman	Scheduled library time Family Stay & Read Focus author: Benjamin Zephaniah	Scheduled library time Family Stay & Read Focus author: Carol Ann Duffy	Scheduled library time Family Stay & Read Focus author: Michael Morpurgo	Scheduled library time Family Stay & Read Focus author: Onjali Q Rauf	Scheduled library time Family Stay & Read Focus author: Roald Dahl

	Discovery Programme - Access to pop up book hut	Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Discovery Programme – Pop up book shop (free books for all children) World Book Day	Discovery Programme – Pop up book shop (free books for all children)	Discovery Programme – Book Bundles (free books for all children)	Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ use ideas from their own reading and modelled examples to plan their writing. ➤ begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. ➤ organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end). 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ➤ use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). ➤ make deliberate, ambitious word choices to add detail. ➤ create settings, characters and plot in narratives. ➤ begin to use dialogue to convey a character. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. ➤ use 'a' or 'an' correctly throughout a piece of writing. ➤ use simple conjunctions confidently and accurately. ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. ➤ use a range of conjunctions, adverbs and prepositions to show time, place and cause. ➤ use the full range of punctuation from previous year groups. ➤ Punctuate direct speech using inverted commas (speech marks). 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell further homophones. ➤ spell words that are often misspelt. (Appendix 1) 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them. ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary. 					
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters. ➤ Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					

	Focus author: Malorie Blackman Discovery Programme - Access to pop up book hut	Focus author: Benjamin Zephaniah Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Focus author: Carol Ann Duffy Discovery Programme – Pop up book shop (free books for all children) World Book Day	Focus author: Michael Morpurgo Discovery Programme – Pop up book shop (free books for all children)	Focus author: Onjali Q Rauf Discovery Programme – Book Bundles (free books for all children)	Focus author: Roald Dahl Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	In addition to KS1 knowledge, children know how to: <ul style="list-style-type: none"> ➤ use ideas from their own reading and modelled examples to plan their writing. ➤ begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. ➤ organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end). 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ➤ use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). ➤ make deliberate, ambitious word choices to add detail. ➤ create settings, characters and plot in narratives. ➤ begin to use dialogue to convey a character. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. ➤ use 'a' or 'an' correctly throughout a piece of writing. ➤ use simple conjunctions confidently and accurately. ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. ➤ use a range of conjunctions, adverbs and prepositions to show time, place and cause. ➤ use the full range of punctuation from previous year groups. ➤ Punctuate direct speech using inverted commas (speech marks). 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell further homophones. ➤ spell words that are often misspelt. (Appendix 1) 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them. ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary. 					
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters. ➤ Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					

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Planning, drafting and editing	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ➤ consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ proofread and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc) ➤ write a range of narratives that are well- structured and well-paced. ➤ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ➤ use dialogue to convey a character and to start to advance the action. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ maintain an accurate tense throughout a piece of writing. ➤ use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’. ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. ➤ consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. ➤ Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. ➤ consistently use apostrophes for singular and plural possession. ➤ to use a colon and semi colon for lists. 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell further homophones ➤ spell words that are often misspelt (Appendix 1) 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them. ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary. 					
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. ➤ continue to increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					

	Focus author: Malorie Blackman Discovery Programme - Access to pop up book hut	Focus author: Benjamin Zephaniah Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Focus author: Carol Ann Duffy Discovery Programme – Pop up book shop (free books for all children) World Book Day	Focus author: Michael Morpurgo Discovery Programme – Pop up book shop (free books for all children)	Focus author: Onjali Q Rauf Discovery Programme – Book Bundles (free books for all children)	Focus author: Roald Dahl Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ➤ consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ proofread and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc.) ➤ write a range of narratives that are well- structured and well-paced. ➤ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ➤ use dialogue to convey a character and to start to advance the action. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ maintain an accurate tense throughout a piece of writing. ➤ use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’. ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. ➤ consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. ➤ Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. ➤ consistently use apostrophes for singular and plural possession. ➤ to use a colon and semi colon for lists. 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell further homophones ➤ spell words that are often misspelt (Appendix 1) 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them. ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary. 					
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. ➤ continue to increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					

Year 5 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	Skellig – David Almond	The Adventures of Odysseus – Hugh Lupton	The London Eye Mystery - Siobhan O'Dowd	Ice Trap! Shackleton's Incredible Expedition – Meredith Hooper Shackleton's Journey - William Grill	The Piano (film) – Aidan Gibbons The Varmints – Helen Ward	Kensuke's Kingdom – Michael Morpurgo Around the World – non-fiction texts
Suggested genres for writing	<p>Writing to entertain: Setting and character description (Writing to inform - diary)</p> <p>Writing to entertain: narrative including dialogue</p> <p>Writing to persuade/ balanced argument: shall they move Skellig or should they tell an adult about Skellig</p> <p>Writing to inform: Non-Chronological report (Science big write or Owls)</p>	<p>Writing to persuade: letter to Odysseus to persuade him to come home.</p> <p>Writing to entertain: narrative (based on The Cyclops story).</p> <p>Writing to discuss: balanced argument – Which state is better: Athens or Sparta?</p> <p>Writing to inform: Non-Chronological report on Ancient Greece.</p>	<p>Writing to inform: newspaper report (boy goes missing from the London Eye).</p> <p>Writing to persuade: leaflet to come to London.</p> <p>Writing to inform: diary entry from Ted's perspective.</p>	<p>Writing to persuade: advert to encourage people to join his expedition.</p> <p>Writing to persuade: letter from a candidate to give reasons as to why they would be suitable for the expedition.</p> <p>Writing to inform: Diary entry from Shackleton's perspective.</p> <p>Writing to entertain: poetry on Antarctica</p> <p>Writing to inform: Non-Chronological report on Antarctica or climate change</p>	<p>Writing to entertain: narrative</p> <p>Writing to entertain: poetry</p> <p>Writing to discuss: balanced or biased argument on saving the countryside/developing the area (in the form of a speech/letter/newspaper report)</p> <p>Writing to inform: explanation text on pollination.</p>	<p>Writing to entertain: narrative</p> <p>Writing to inform: newspaper report (boy goes overboard)</p> <p>Writing to inform: diary entry</p> <p>Writing to explain: instructions – how to survive at sea/on a desert island.</p> <p>Writing to persuade: why should we protect the Amazon?</p>

Outdoor learning opportunities	Use of garden area		visit to London Eye		Observation of plants and pollinators.	
Cultural Capital / Enrichment	<p>Scheduled library time</p> <p>Family Stay & Read</p> <p>Focus author: Malorie Blackman</p> <p>Discovery Programme - Access to pop up book hut</p>	<p>Scheduled library time</p> <p>Family Stay & Read</p> <p>Focus author: Benjamin Zephaniah</p> <p>Discovery Programme - Access to pop up book hut</p> <p>Reading/ Writing workshops for parents</p>	<p>Scheduled library time</p> <p>Family Stay & Read</p> <p>Focus author: Carol Ann Duffy</p> <p>Discovery Programme – Pop up book shop (free books for all children)</p> <p>World Book Day</p>	<p>Scheduled library time</p> <p>Family Stay & Read</p> <p>Focus author: Michael Morpurgo</p> <p>Discovery Programme – Pop up book shop (free books for all children)</p>	<p>Scheduled library time</p> <p>Family Stay & Read</p> <p>Focus author: Onjali Q Rauf</p> <p>Discovery Programme – Book Bundles (free books for all children)</p>	<p>Scheduled library time</p> <p>Family Stay & Read</p> <p>Focus author: Roald Dahl</p> <p>Discovery Programme – Book Bundles (free books for all children)</p>
Planning, drafting and editing	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ➤ consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. ➤ proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. ➤ link ideas across paragraphs using cohesive devices. ➤ proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. ➤ use dialogue to convey a character and to advance the action. ➤ perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ➤ ensure the consistent and correct use of tense throughout all pieces of writing. ➤ use a range of conjunctions accurately, varying the position within the sentence. ➤ use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). ➤ use relative clauses beginning with a relative pronoun with confidence. ➤ to use the passive voice. ➤ use commas consistently to clarify meaning or to avoid ambiguity. ➤ use brackets, dashes or commas to indicate parenthesis. 					

	<ul style="list-style-type: none"> ➤ use a colon and semi colon in lists to separate clauses.
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters ➤ continue to distinguish between homophones and other words which are often confused ➤ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them. ➤ use dictionaries to check the spelling and meaning of words. ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. ➤ begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.

Year 5 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	The Princess's Blankets – Carol Ann Duffy Poetry by Carol-Ann Duffy The Highway Man – Alfred Noyes	Billy the Kid - Michael Morpurgo (Year 5) Goodnight Mister Tom – Michelle Magorian (Year 6)	The Rabbits – Sean Marsden & Shaun Tan The Viewer – Gary Crewe & Shaun Tan The Lost Thing – Shaun Tan	Floodland – Marcus Sedgwick	The Piano (film) – Aidan Gibbons The Varmints – Helen Ward	1001 Arabian Nights Golden Age of Islamic Civilisation – non-fiction texts
Suggested genres for writing	Writing to entertain: simile poetry Writing to persuade: letter to the king (use of modal verbs) Writing to entertain: narrative – ending Writing to entertain: setting description Writing to entertain – suspense narrative Writing to inform: Non-Chronological report (Science big write)	Writing to inform: letter from Billy to family Writing to entertain/inform: historical narrative Writing to inform: Non-Chronological report on the Blitz Writing to inform: letter as an evacuee	Writing to discuss: balanced or biased argument on whether the developments they have made are harmful or beneficial (in the form of a speech/ letter/ newspaper report) Writing to entertain: Setting description Writing to entertain: suspense narrative	Writing to entertain: narrative to move the action on Writing to explain: instructions – how to survive Writing to Inform: diary Writing to inform: Non-Chronological report on climate change	Writing to entertain: narrative (flashbacks) Writing to entertain: poetry Writing to discuss: balanced or biased argument on saving the countryside/developing the area (in the form of a speech/letter/newspaper report) Writing to inform: explanation text on pollination.	Writing to entertain: narrative Writing to inform: Non-Chronological report on Bagdad
Outdoor learning opportunities				build a shelter/ make a fire at the firepit	Observation of plants and pollinators.	
Cultural Capital / Enrichment	Scheduled library time Family Stay & Read Focus author: Malorie Blackman	Scheduled library time Family Stay & Read Focus author: Benjamin Zephaniah	Scheduled library time Family Stay & Read	Scheduled library time Family Stay & Read	Scheduled library time Family Stay & Read	Scheduled library time Family Stay & Read Focus author: Roald Dahl

	Discovery Programme - Access to pop up book hut	Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Focus author: Carol Ann Duffy Discovery Programme – Pop up book shop (free books for all children) World Book Day	Focus author: Michael Morpurgo Discovery Programme – Pop up book shop (free books for all children)	Focus author: Onjali Q Rauf Discovery Programme – Book Bundles (free books for all children)	Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ➤ consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. ➤ proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. ➤ link ideas across paragraphs using cohesive devices. ➤ proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. ➤ use dialogue to convey a character and to advance the action. ➤ perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ➤ ensure the consistent and correct use of tense throughout all pieces of writing. ➤ use a range of conjunctions accurately, varying the position within the sentence. ➤ use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). ➤ use relative clauses beginning with a relative pronoun with confidence. ➤ to use the passive voice. ➤ use commas consistently to clarify meaning or to avoid ambiguity. ➤ use brackets, dashes or commas to indicate parenthesis. ➤ use a colon and semi colon in lists to separate clauses. 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters ➤ continue to distinguish between homophones and other words which are often confused ➤ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them. ➤ use dictionaries to check the spelling and meaning of words. ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. 					

**Letter formation
and handwriting**

- confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.
- begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.

Year 6 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	Skellig – David Almond	The Adventures of Odysseus – Hugh Lupton	The London Eye Mystery - Siobhan O'Dowd	Ice Trap! Shackleton's Incredible Expedition – Meredith Hooper Shackleton's Journey - William Grill Macbeth – William Shakespeare	The Way Home – Libby Hathorn The Spider and the Fly – Mary Howitt	Macbeth – William Shakespeare Kensuke's Kingdom – Michael Morpurgo Around the World – non-fiction texts
Suggested genres for writing	<p>Writing to entertain: Setting and character description (Writing to inform - diary)</p> <p>Writing to entertain: narrative including dialogue</p> <p>Writing to persuade/balanced argument: shall they move Skellig or should they tell an adult about Skellig</p> <p>Writing to inform: Non-Chronological report (Science big write or Owls)</p>	<p>Writing to persuade: letter to Odysseus to persuade him to come home.</p> <p>Writing to entertain: narrative (based on The Cyclops story).</p> <p>Writing to discuss: balanced argument – Which state is better: Athens or Sparta?</p> <p>Writing to inform: Non-Chronological report on Ancient Greece.</p>	<p>Writing to inform: newspaper report (boy goes missing from the London Eye).</p> <p>Writing to persuade: leaflet to come to London.</p> <p>Writing to inform: diary entry from Ted's perspective.</p>	<p>Writing to persuade: advert to encourage people to join his expedition.</p> <p>Writing to persuade: letter from a candidate to give reasons as to why they would be suitable for the expedition.</p> <p>Writing to inform: Diary entry from Shackleton's perspective.</p> <p>Writing to entertain: poetry on Antarctica</p> <p>Writing to inform: Non-Chronological report Antarctica on climate change</p>	<p>Writing to inform: diary entry</p> <p>Writing to inform: non – chronological report on homelessness</p> <p>Writing to entertain: character description</p> <p>Writing to entertain: narrative</p> <p>Writing to inform: recount as a witness statement for a court (formal)</p>	<p>Writing to entertain: narrative (both texts)</p> <p>Writing to inform: diary entry</p> <p>Writing to explain: instructions – how to survive at sea/on a desert island.</p> <p>Writing to persuade: why should we protect the Amazon?</p>

Outdoor learning opportunities	Marchants Hill – school journey Use of garden area.		visit to London Eye			
Cultural Capital / Enrichment	Scheduled library time Family Stay & Read Focus author: Malorie Blackman Discovery Programme - Access to pop up book hut	Scheduled library time Family Stay & Read Focus author: Benjamin Zephaniah Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Scheduled library time Family Stay & Read Focus author: Carol Ann Duffy Discovery Programme – Pop up book shop (free books for all children) World Book Day	Scheduled library time Family Stay & Read Focus author: Michael Morpurgo Discovery Programme – Pop up book shop (free books for all children)	Scheduled library time Family Stay & Read Focus author: Onjali Q Rauf Discovery Programme – Book Bundles (free books for all children)	Scheduled library time Family Stay & Read Focus author: Roald Dahl Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ note down and develop initial ideas, drawing on reading and research where necessary. ➤ use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ➤ use a wide range of devices to build cohesion within and across paragraphs. ➤ consistently proofread for spelling and punctuation errors. ➤ make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ➤ recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. ➤ edit independently. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ➤ distinguish between the language of speech and writing and to choose the appropriate level of formality. ➤ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. ➤ use the subjunctive form in formal writing. ➤ use the perfect form of verbs to mark relationships of time and cause. ➤ use the passive voice accurately within appropriate pieces. ➤ use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.) ➤ use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. 					

Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters. ➤ continue to distinguish between homophones and other words which are often confused. ➤ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them. ➤ use dictionaries to check the spelling and meaning of words. ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. ➤ choose the writing implement which is best suited for a task.

Year 6 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	The Princess's Blankets – Carol Ann Duffy Poetry by Carol-Ann Duffy Cosmic – Frank Cottrell Boyce Cosmic Disco – Grace Nicholls	Billy the Kid - Michael Morpurgo (Year 5) Goodnight Mister Tom – Michelle Magorian (Year 6)	The Rabbits – Sean Marsden & Shaun Tan The Viewer – Gary Crewe & Shaun Tan	Floodland – Marcus Sedgwick	The Way Home – Libby Hathorn The Spider and the Fly – Mary Howitt	Macbeth – William Shakespeare 1001 Arabian Nights Golden Age of Islamic Civilisation – non-fiction texts
Suggested genres for writing	Writing to entertain: simile poetry Writing to persuade: letter to the king (use of modal verbs) Writing to entertain: non-narrative – ending Writing to entertain: setting description Writing to entertain – suspense narrative Writing to inform: Non-Chronological report /explanation text(Science big write)	Writing to inform: letter from Billy to family Writing to entertain/inform: historical narrative Writing to inform: Non-Chronological report on the Blitz Writing to inform: letter as an evacuee	Writing to discuss: balanced or biased argument on whether the developments they have made are harmful or beneficial (in the form of a speech/ letter/ newspaper report) Writing to entertain: Setting description Writing to entertain: suspense narrative	Writing to entertain: narrative to move the action on Writing to explain: instructions – how to survive Writing to Inform: diary Writing to inform: Non-Chronological report on climate change	Writing to inform: diary entry Writing to inform: non – chronological report on homelessness Writing to entertain: character description Writing to entertain: narrative Writing to inform: recount as a witness statement for a court (formal)	Writing to entertain: narrative Writing to inform: Non-Chronological report on Bagdad
Outdoor learning opportunities	Marchants Hill – school journey			build a shelter/ make a fire at the firepit		
Cultural Capital / Enrichment	Scheduled library time Family Stay & Read Focus author: Malorie Blackman	Scheduled library time Family Stay & Read Focus author: Benjamin Zephaniah	Scheduled library time Family Stay & Read Focus author: Carol Ann Duffy	Scheduled library time Family Stay & Read Focus author: Michael Morpurgo	Scheduled library time Family Stay & Read Focus author: Onjali Q Rauf	Scheduled library time Family Stay & Read Focus author: Roald Dahl

	Discovery Programme - Access to pop up book hut	Discovery Programme - Access to pop up book hut Reading/ Writing workshops for parents	Discovery Programme – Pop up book shop (free books for all children) World Book Day	Discovery Programme – Pop up book shop (free books for all children)	Discovery Programme – Book Bundles (free books for all children)	Discovery Programme – Book Bundles (free books for all children)
Planning, drafting and editing	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ note down and develop initial ideas, drawing on reading and research where necessary. ➤ use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ➤ use a wide range of devices to build cohesion within and across paragraphs. ➤ consistently proofread for spelling and punctuation errors. ➤ make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ➤ recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. ➤ edit independently. 					
Audience, purpose and structure	<ul style="list-style-type: none"> ➤ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ➤ distinguish between the language of speech and writing and to choose the appropriate level of formality. ➤ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 					
Sentence Structure (including punctuation and grammar)	<ul style="list-style-type: none"> ➤ ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. ➤ use the subjunctive form in formal writing. ➤ use the perfect form of verbs to mark relationships of time and cause. ➤ use the passive voice accurately within appropriate pieces. ➤ use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.") ➤ use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. 					
Phonics and whole word spelling	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters. ➤ continue to distinguish between homophones and other words which are often confused. ➤ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. 					
Other word building spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them. ➤ use dictionaries to check the spelling and meaning of words. ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. 					
Letter formation and handwriting	<ul style="list-style-type: none"> ➤ choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. ➤ choose the writing implement which is best suited for a task. 					