



| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Handwriting | <p>Gross motor control activities.</p> <p>Fine motor control activities.</p> <p>Holding pencil.</p> | <p>Sit at a table, holding a pencil comfortably.</p> <p>Correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p> | | |
| Vocabulary, grammar and punctuation skills. | <p>Connecting one idea to another using a range of connectives.</p> <p>Offering explanations of</p> | <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using and.</p> <p>Beginning to</p> | <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and</p> | <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> | <p>Expanded noun phrases.</p> <p>Using range of punctuation: commas, hyphens, brackets, dashes, semi colons, colons.</p> <p>Bullet points.</p> | | |

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| | <p>how and why things may happen.</p> <p>Using past, present and future tenses correctly when expressing their feelings and ideas.</p> | <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Tier 2 vocabulary related to Antarctica and emperor penguins</p> | <p>apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Tier 2 vocabulary related to Africa and giraffes.</p> | <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech.</p> | <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> | | |
| Autumn 1 Topic | All About Me- Who am I? | Local Area- What was life like in Victorian times? | Significant people from the past- Do all superheroes wear capes? | Historical innovation and development- Are we civilised? | Romans | Earth and Space- Beyond our World? | Evolution Where did dinosaurs roam? |
| Reading Genre | Fiction - Traditional Tales | Fiction- Narrative - Traditional Tales | Narrative Non-Fiction | Narrative Historical fiction. | Diary Narrative Information Texts | Fiction Non-fiction. Poetry | Non-fiction - Historical and Explanation |

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| Books | <p>The Three Little Pigs</p> <p>Little Red Riding Hood</p> <p>Pete the Cat: Rocking in my School Shoes by Eric Litwin.</p> <p>The Colour Monster by Anna Llenas.</p> <p>Logos/ signs/symbols</p> | <p>Jolly Postman Janet and Allan Ahlberg</p> | <p>Magic Finger by Roald Dahl.</p> <p>Florence Nightingale Biography by Maria Isabel Sanchez Vegara</p> <p>Traction Man by Mini Grey.</p> <p>Little People Big Dreams by Maria Isabel Sanchez Vegara.</p> <p>Current Affairs</p> <p>Piglet Called Truffle by Helen Peters.</p> | <p>The Willow Pattern Story by Allan Drummond.</p> <p>Gilgamesh the King by Ludmila Zeman</p> | <p>Roman Diary of a Slave Girl by Richard Platt</p> <p>Escape from Pompeii by Christina Balit</p> <p>Roman Life by John Guy.</p> <p>A Roman Soldier's Handbook by Alison Hawes</p> <p>Eyewitness Ancient Rome by Dr Simon James</p> | <p>Cosmic in one giant leap for boy kind by Frank Cottrell Boyce.</p> <p>The Book of Bok: One Moon Rock's Journey Through Time and Space by Neil Armstrong.</p> <p>Spaced Out by Various Poets.</p> | <p>On the Origin of Species By Charles Darwin (retold by Sabina Radeva)</p> <p>Older than the Stars By Karen C. Fox</p> |
| Writing Genre | <p>Retelling stories.</p> <p>Self-portraits.</p> <p>Personal accounts.</p> | <p>Retelling stories</p> <p>Composing letters</p> <p>Writing in role for a range of purposes for writing.</p> | <p>Letter</p> <p>Diary entry.</p> <p>Writing a retelling.</p> | <p>Poetry</p> <p>Diaries</p> <p>Descriptive</p> | <p>Narrative</p> <p>Non-Chronological Reports</p> | <p>Narrative Writing</p> <p>Newspaper Report</p> <p>Poetry</p> | <p>Explanation text</p> <p>Narrative</p> |
| Composition Skills | <p>Learning and applying new vocabulary.</p> <p>Speaking in fuller sentences.</p> <p>Beginning to</p> | <p>Revising and rehearsing basic sentence composition - 'hold a sentence'</p> <p>Composing captions</p> <p>'Role on the wall'</p> <p>Writing in role</p> | <p>Hold a sentence.</p> <p>Capital letters and full stops.</p> | <p>Building a rich vocabulary.</p> <p>Creating a setting.</p> <p>Comprehension skills.</p> <p>Creating characters,</p> | <p>Planning</p> <p>Drafting</p> <p>Paragraphs</p> <p>Using headings, sub-headings and subject-specific vocabulary</p> | <p>Dialogue in narrative</p> <p>Setting the scene in narrative writing</p> | <p>Identifying the audience</p> <p>Selecting appropriate grammar and vocabulary</p> <p>Describe settings,</p> |

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| | <p>form lower case letters correctly.</p> <p>Spelling words phonetically by identifying sounds.</p> | | | setting and plot. | Proofreading | | characters and atmosphere |
| Vocabulary, grammar and punctuation skills. | <p>Break the flow of speech into words.</p> <p>Combine words to make a sentence.</p> <p>Learning new vocabulary.</p> | <p>Demarcating basic sentences with full stops.</p> <p>Capital letters for beginning of sentences and for 'I'</p> <p>Introducing and using adjectives</p> <p>Introducing conjunctions - and / because</p> | <p>Beginning to use range of punctuation. Capital letters, full stops, question marks and exclamation marks.</p> <p>Expanded noun phrases.</p> <p>Past and present tense.</p> <p>Subordination.</p> | <p>Using 'a' and 'an' correctly</p> <p>Capital letters and full stops.</p> | <p>Present and past tense</p> <p>Word classes: nouns, pronouns, verbs, adjectives and adverbs</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Conjunctions</p> | <p>Fronted Adverbials</p> <p>Relative Clauses</p> <p>Direct and Indirect Speech</p> | <p>Fronted adverbials</p> <p>Relative Clauses</p> <p>Synonyms</p> |
| Oracy | <p>Maintaining eye contact when being spoken to and engaging with a conversation.</p> <p>Describe an event to a partner or small group, using the word 'and' to elaborate.</p> | <p>Discussion and debate</p> <p>Performing nursery rhymes</p> <p>Conscience alley</p> <p>Royal Mail talk.</p> <p>Walk around local area</p> | <p>Debate and explanations of their views.</p> <p>Re telling stories orally.</p> <p>Voicing opinions.</p> <p>Book talk.</p> | <p>Producing and performing poems.</p> <p>Reading emotively within diaries.</p> <p>Assemblies.</p> <p>Comprehension</p> | <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Participate in discussions</p> | <p>Practicing and Performing Poetry</p> <p>Class Assembly</p> | <p>Debate and comparisons.</p> <p>Speeches for leadership roles, e.g. House Captains.</p> |

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| | <p>Turn taking.</p> <p>Asking for permission.</p> <p>Learning to not interrupt.</p> <p>Controlling the volume of their voice.</p> <p>Speaking in fuller sentences.</p> | | | | | | |
| Whole School Events related to Oracy/English | <p>National Poetry Day- 5th October</p> <p>Masses and Assemblies</p> <p>Presenting during Black History Month- October.</p> <p>Debating Club</p> <p>Nativity- EYFS and KS1</p> <p>Carol Concert- KS2</p> | | | | | | |

| Autumn 2 Spring 1 Topic | Celebrations - Why do we celebrate? | Victorians 'What was life like in Victorian times?' | Events beyond living memory- What makes a city? | Stone age to Iron age. | Exploring Our Planet Earth | Anglo Saxons and Vikings- A Kingdom United? | Conflict Can war be justified? |
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| Reading Genre | <p>Fiction</p> <p>Non-fiction - how different cultures celebrate.</p> | <p>Narrative</p> <p>Non Fiction - Victorian inventions, significant individuals - history link</p> | <p>Poetry- Shape Poetry</p> <p>Narrative- Story writing. (Claude)</p> <p>Non fiction - Chronological Report</p> | <p>Fiction</p> <p>Non-fiction - Newspaper</p> <p>Picture texts</p> | <p>Picture Fiction Texts. (Historical)</p> <p>Graphic Novel</p> <p>Geographical Picture Book</p> | <p>Poetry</p> <p>Non-fiction</p> | <p>Non-Fiction - Historical Fiction</p> <p>Plays</p> |
| Books | <p>Binny's Diwali - Thirty Umrigar</p> | <p>'Major Glad, Major Dizzy' by Jan Oke.</p> | <p>Claude in the City by Alex T Smith Fiction</p> | <p>Ugg the Stone age boy by Raymond Briggs.</p> | <p>Jemmy Button by Alix Barzelay (picture book,</p> | <p>Beowulf by Michael Morpurgo.</p> | <p>Memorial By Gary Crew & Shaun Tan</p> |

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| | The Jolly Christmas Postman- Allan and Janet Ahlberg. | 'Oliver Twist' by Charles Dickens. | Diary of Samuel Pepys | Pebble in my pocket by Meredith Hooper. Iron Man by Ted Hughes. | historical fiction) Arthur and the Golden Rope by Joe Todd-Stanton Here We Are by Oliver Jeffers | Beowulf (poem) Bede's Ecclesiastical History of England.. Viking Boy by Tony Bradman | Rose Blanche By Roberto Innocento & Ian McEwan MacBeth By William Shakespeare (comic version) Poems from the Second World War Selected by Gaby Morgan |
| Writing Genre | Labelling Letters Recount | Recounts - diary entry Creating dialogue for characters Missing toy posters Reading - zone of relevance | Poetry, shape poems, acrostic. Diary entries- Great Fire of London. Narrative- Story writing. Newspaper Reports. | Narrative Non-Chronological Reports Diaries Instructions Persuasive writing | Balanced Argument Narrative Persuasive Writing (Adverts) Newspapers Explanation text Letter | Poetry Recount Writing Instructions Persuasive Writing Explanatory Writing (information leaflets) | Free-verse poetry Instructional texts: Recipes Narratives Balanced arguments Newspaper reports |
| Composition Skills | Using new vocabulary in different contexts. Using talk to articulate how things might happen and to solve problems. | 'Hold a Sentence' Writing in role Using photographs of 'then and now' to find similarities and differences | Writing for different purposes. Planning and orally sharing writing. Making simple additions and revisions. Proof reading. | Specific vocabulary. Tenses. Past tense language. Emotive language. Creating characters, setting and plot. Planning & drafting | Paragraphs, simple organizational devices. Creating characters, setting and plot. Planning & drafting narrative.and | Figurative Language Poetic techniques (repetitions, rhythm, rhyme) Emotive Language | Describe settings, characters and atmosphere Integrating dialogue to convey character and advance the action Using technical vocabulary |

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| | <p>Articulating ideas to organise in speech before writing.</p> <p>Segmenting for spelling.</p> <p>Writing simple sentences with known letter-sound correspondences.</p> <p>Hold a sentence.</p> | | | narrative.and reports. | reports. | | |
| Vocabulary, grammar and punctuation skills. | <p>Using new vocabulary learnt.</p> <p>Sentence structure.</p> <p>Learning the difference between sounds/ words and sentences.</p> | <p>Demarcating sentences with correct punctuation</p> <p>Implementing questions and exclamations into a piece of writing</p> <p>Conjunctions</p> | <p>Capital letters, full stops and capital letters, exclamation marks, question marks and apostrophes for contraction and possession.</p> <p>Expanded noun phrases.</p> <p>Tenses.</p> | <p>Using paragraphs to group related ideas.</p> <p>Expressing time, place, and cause with conjunctions, adverbs, and prepositions</p> | <p>Conjunctions</p> <p>Fronted adverbials & use of commas</p> <p>Direct speech punctuation</p> <p>Use of adverbs and adjectives</p> <p>Prepositions</p> | <p>Modal Verbs</p> <p>Simple and Complex Sentences</p> | <p>Using a range of punctuation:</p> <ul style="list-style-type: none"> ● semi-colons ● colons ● dash ● brackets ● bullet points <p>Layout devices:</p> <ul style="list-style-type: none"> ● headings ● subheadings ● columns ● tables ● bullet points |
| Oracy | <p>Speak at an appropriate level so they can be heard by a small group.</p> | <p>Nativity</p> <p>Guildhall talk.</p> <p>Asking questions to visitors.</p> | <p>Performance Poetry.</p> <p>Fire Safety Talk.</p> <p>Nativity Performance.</p> | <p>Comprehension</p> <p>Performance of writing</p> <p>Drama</p> | <p>Participate in presentations (argument)</p> <p>Speak audibly & fluently</p> | <p>Practicing and Performing Poetry</p> <p>Performing persuasive</p> | <p>Remembrance Assembly</p> <p>Holocaust Memorial Assembly</p> |

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| | <p>Look at a speaker when being spoken to.</p> <p>Ask relevant questions about a story or experience.</p> <p>Use new vocabulary learnt.</p> <p>Take turns in speaking to maintain a conversation.</p> <p>Articulating ideas to organise in speech before writing.</p> | | <p>Drama.</p> <p>Planning and asking questions- fire fighter visits.</p> | | <p>Articulate and justify answers, arguments & Opinions.</p> | <p>speeches.</p> | <p>Performing poetry</p> |
| <p>Whole school Oracy/English opportunities.</p> | <p>Royal Society- Book Judging Panel Opportunities Debating Club Class assemblies and masses.</p> | | | | | | |

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| <p>Spring 2 Summer 1 Topic</p> | <p>People Who Help us - Why do people help us?</p> | <p>Antarctica and Africa 'How do different environments compare'</p> | <p>Locational knowledge and habitats. Lives of significant people. Changes within living memory and events beyond living</p> | <p>Rivers</p> | <p>Passion Play</p> | <p>Polar Exploration- Can a Polar Bear Eat a Penguin?</p> | <p>Rainforests How do rainforests affect the world?</p> |
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| | | | memory.What is the best way to travel? | | | | |
| Reading Genre | Fiction Non-Fiction | Non Fiction Narrative | Non-Fiction Narrative | Adventure fiction | Poetry | Non-fiction Fiction | Narrative - adventure |
| Books | Burglar Bill - Alan and Janet Ahlberg Cops and Robbers - Janet and Alan Ahlberg People Who Help Us Collection - Amanda Askew and Andrew Crowson. People Who Help Us Collection - Rebecca Hunter. | 'Emperor's Egg' by Martin Jenkins. 'One Day on Our Blue Planet in the Savannah' by Ella Bailey 'Handa's Surprise' by Eileen Browne | Zeraffa Giraffa Dianne Hofyemyr Amelia Earhart (Little People Big Dreams) Mrs Armitage's Wheels by Quentin Blake. Anything and Everywhere by Marc Martin The Journey by Aaron Becker The Other Side- Istvan Banyai | Oliver and the seawigs They Call Me River by Maciek Albrecht | Performance Poetry (Anthology) Class Text - The miraculous journey of Edward Tulane by Kate DiCamillo (journey, character growth) | Shackleton's Journey by <i>William Grill</i> <i>Sky Song by Abi Elphinstone</i> | Journey to the Last River By Unknown Adventurer Journey to the River Sea By Eva Ibbotson |
| Writing Genre | Fiction- Wanted posters, lists, speech, character description. Story writing. Non-fiction - fire safety posters, labeling | Non fiction - report on emperor penguins Fiction - drafting and composing stories in the style of 'Handa's Surprise' Non fiction report about lions | Non fiction- Report on giraffes. Non fiction- Persuasive writing. Fiction- Writing their on Zeraffa Giraffa. | Diary entries Persuasive writing Narrative writing | Poetry - based around character journeys and growth | Non- chronological reports Recount | Balanced arguments: Deforestation Formal letters to MPs Non-chronological reports: layers of the rainforest |

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| | uniform, health and safety instructions. | Kenning poem on an African animal | | | | | Poetry about animals in the rainforests Rainforest adventurer narratives |
| Composition Skills | <p>Participating in small and large group discussions, offering ideas and using new vocabulary.</p> <p>Offer explanations as to why things might happen.</p> <p>Offer their ideas and experiences using past, present and future tenses correctly.</p> <p>Listen to and talk about stories with repeating phrases to build familiarity when retelling a story.</p> <p>Developing storylines in their pretend play.</p> | <p>Composing and creating an information book about emperor penguins</p> <p>Drafting and composing a short story</p> | Formal Writing using subject specific vocabulary. | <p>Subject specific writing. E.G. diaries, newspapers etc.</p> <p>Creating characters, setting and plot.</p> | <p>Plan their writing (structure)</p> <p>Draft and write</p> <p>Edit and proofread</p> <p>Read their own writing aloud (performance)</p> | <p>Identify and plan for plan for audience.</p> <p>Development of ideas and research.</p> <p>Draft and write. Planning use of grammar and vocabulary.</p> <p>Organisational and presentational devices.</p> <p>Evaluation and editing work.</p> <p>Proof reading.</p> | <p>Setting descriptions</p> <p>Consciously choosing levels of formalities in writing</p> <p>Using research to inform writing</p> |

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| | <p>Re-reading what they have written to make sure it makes sense.</p> <p>Write sentences and phrases that can be read by themselves and others.</p> | | | | | | |
| Vocabulary, grammar and punctuation skills. | <p>Connecting one idea to another using a range of connectives.</p> <p>Offering explanations of how and why things may happen.</p> <p>Using past, present and future tenses correctly when expressing their feelings and ideas.</p> | <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using and.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Tier 2 vocabulary related to Antarctica and emperor penguins</p> | <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]. T he present and past tenses correctly and</p> | <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech.</p> | <p>Expanded noun phrases.</p> <p>Using range of punctuation: commas, hyphens, brackets, dashes, semi colons, colons.</p> <p>Bullet points.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> | | |

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| | | | <p>consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Tier 2 vocabulary related to Africa and giraffes.</p> | | | Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. | |
| Oracy | <p>Speak audibly so they can be heard by the class.</p> <p>Use connectives to offer further information whilst talking and to plan.</p> <p>Explain how or why something has happened.</p> <p>Suggest improvements to be made using 'if' and 'might'.</p> <p>Using and applying new vocabulary in a range of contexts.</p> | <p>Poetry by Heart Showcase.</p> <p>Reading aloud work in class.</p> <p>Class assemblies.</p> | <p>Poetry by Heart Showcase</p> <p>Reading aloud in class.</p> <p>Class assemblies.</p> | <p>Poetry by Heart showcase.</p> <p>Reading aloud in class.</p> <p>Class assemblies.</p> | <p>Oral rehearsal and performance (to an audience) of poetry and play - focused on intonation, clear diction and volume.</p> <p>Poetry by Heart Showcase.</p> <p>Class assemblies.</p> | <p>Poetry by Heart Showcase.</p> <p>Class assemblies.</p> | <p>Poetry by Heart Stations of the Cross Assembly.</p> |

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| Whole school Oracy/English opportunities. | Poetry by Heart- Poetry Showcase. Debating club. |
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| Summer 2 Topic | How have we grown? | Moon Landing 'How has space travel developed over time?' | Buildings and structures/locational knowledge- Is a castle a home? | The Shang Dynasty | Ancient Egypt | Around the World | Identity Who am I? |
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| Reading Genre | Non fiction. Fiction | Fiction - narram Non fiction - significant people (history link) | Fiction- narrative. | Non-Fiction Drama | Mystery Non-fiction | Fiction Autobiography. | Narratives from a range of cultures Non-fiction Biographies |
| Books | Non fiction - a range of books about Australia and Australian animals. Fiction - When i grow up by Tim Minchin | 'Man in the Moon' by Simon Bartram 'Beegu' by Alexis Deacon | Halibut Jackson David Lucas Fiction The robot and the Bluebird by David Lucas Fiction | The Shang Dynasty The Kite Rider Geraldine McCaughgrea The Shang Dynasty China Great Civilisations Tracey Kelly | Varjak Paw by S. F. Said (mystery, adventure) A Time Traveller's Notes and Observations of Ancient Egypt By H Gray DK Eyewitness Guide to Ancient Egypt Egyptian Life by John Guy | Here We Are: Notes for Living on Planet Earth by <i>Oliver Jeffers</i> The Colour of the Sun by <i>David Almond</i> | The Journey By Francesca Sanna The Fantastic Flying Books of Mr Morris Lessmore by W E Joyce (As well as short film) |
| Writing Genre | Factual and descriptive writing to make a passport. Recount of | Drafting and composing a story in the style of 'A Man on the Moon' | Instructions- Making a trebuchet. Non Fiction reports- Writing about Bluebirds. | Descriptive writing Persuasive. Narratives | Recount (Based on personal experience) Diary | Descriptive writing- Fantasy Stories. | Autobiographies Switched identity narratives |

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| | <p>their trip to australia.</p> <p>Future tense writing.</p> | | | | <p>Narrative</p> <p>Letter</p> <p>Instructions</p> | | <p>Recount about Fantastic Flying Books of Mr Morris Lessmore</p> <p>Letters to future schools</p> |
| Composition Skills | <p>Writes recognisable letters most of which are correctly formed. Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Writes simple phrases and sentences that can be read by themselves and others.</p> | <p>Composing sentences .</p> <p>Discuss writing.</p> <p>Read writing aloud.</p> | <p>Research</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Read aloud to others.</p> | <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plots.</p> <p>In non- narrative material, using simple organisational devices like headings and sub headngs.</p> | <p>Plan, draft and write.</p> <p>Use simple organisational devices (eg headings) in non-fiction</p> <p>Edit and proofread</p> | <p>Plan, drafting and writing. Discuss and record ideas.</p> <p>Identify audience.</p> <p>Orally rehearsing sentences building.</p> <p>Paragraphs.</p> <p>Creating settings, characters and plots.</p> <p>Writing longer passages.</p> <p>Evaluate and edit.</p> <p>Proof read and read aloud.</p> | <p>Consciously choosing levels of formalities in writing</p> <p>Organisational devices.</p> <p>Evaluate and edit.</p> <p>Proof read and read aloud.</p> |
| Vocabulary, grammar and punctuation skills. | <p>Gives explanations for why things might happen, making use of recently</p> | <p>Using 'and' to join clauses.</p> <p>Leaving spaces between words.</p> | <p>Using subordination. (when, if, that, because)</p> <p>Using range of punctuation.</p> | <p>Using inverted commas to punctuate speech</p> | <p>Apostrophes</p> <p>Plural and possessive 's'</p> <p>Pronouns and nouns for cohesion</p> | <p>Expanded noun phrases.</p> <p>Relative clauses.</p> | <p>Revision of skills taught previously</p> <p>Editing and improving work</p> |

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| | <p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p> <p>Children write recognisable letters, most of which are correctly formed.</p> <p>They spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children write simple phrases and sentences</p> | <p>Capital letters.</p> <p>Exclamation marks, full stops and question marks.</p> | <p>Expanded noun phrases.</p> | | <p>Standard English</p> | <p>Verbs to mark relationship of time.</p> | |
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| | <p>that can be read by others.</p> <p>Encouraged to use full stops, capital letters and finger spaces when writing simple sentences.</p> | | | | | | |
| Oracy | <p>Class assembly.</p> <p>Reading written work/ reading books/ explaining learning to peers and other adults around the school.</p> | <p>Class assembly.</p> <p>Reading work aloud.</p> | <p>Class assembly</p> <p>Reading work aloud.</p> | <p>Speeches.</p> <p>Class assembly.</p> <p>Reading work aloud.</p> | <p>Intonation and expression from reading standard and non-standard English.</p> | <p>Class assembly</p> <p>End of year production supporting Year 6.</p> | <p>End of Year Production</p> <p>Leavers Mass</p> <p>Meetings with Secondary Schools</p> |
| Whole school Oracy/English opportunities | <p>Class assemblies.</p> <p>Transition opportunities between children when moving classes.</p> <p>Masses.</p> <p>Debating club.</p> | | | | | | |