

## Wyborne School Curriculum

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# English

# By the end of Year 6 our children say...

Wyborne School  
Curriculum

I like that we visit the local library and celebrate World Book Day. I enjoy the Book Fairs and author visits.

I like using core texts in our writing lessons because it makes our writing purposeful.

I like special events at school that make writing more fun.

I like story time because we get to experience a variety of authors that we wouldn't always get a chance to read ourselves.

I like using DERIC in our reading lessons because it helps me to understand what I'm reading and which skills I need to use.

I like reading because it helps me to understand the world around me and I get to imagine far away places.

I like that we write in all subjects, not just English lessons.

I like that I get the chance to debate and talk about my ideas for writing.

I like learning different vocabulary to use in my writing to make it more interesting.

# Reading



## Reading Intent

### What are we trying to achieve for our learners through our reading curriculum?

At Wyborne Primary School, reading is paramount and is a key driver for our curriculum.

It is our intention to ensure that by the end of their primary education, all pupils are fluent, independent and confident readers across the curriculum preparing them well for their move to secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live; to establish an appreciation and passion for reading; to gain knowledge across the curriculum; and to develop their inference and comprehension skills. We are committed to providing vocabulary rich, challenging and enjoyable reading material for all of our pupils.

## Implementation

### How will we provide a high-quality reading curriculum?

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in EYFS and Year 1 then reviewed and reinforced in Year 2 through Little Wandle Letters and Sounds Revised. Staff systematically teach learners the relationship between phonemes and the written spelling patterns, or graphemes, which represent them. Timely intervention is planned for those children who are working below expected levels as soon as needs are identified and for some, phonic teaching will continue beyond Year 2.
- In Year 1 and until the end of the spring term in Year 2, reading lessons take place daily in the form of small group guided reading sessions, with individual intervention for those children who need extra support. Banded books will be chosen, ensuring that they clearly support phonics learning.
- From the summer term of Year 2 until the end of Year 6, reading will be taught through whole class sessions, following the DERIC system. Years 2, 3 and 4 will have 30 minute daily reading sessions. Years 5 and 6 will have two one-hour and one 30 minute reading lessons per week. The texts studied will be taken from our school reading spine as well as texts carefully selected by teachers. Children needing extra support will receive intervention. The whole class reading sessions introduce pupils to a variety of genres and are used to teach a range of techniques, which enable children to comprehend the meaning of what they read.
- All classrooms have their own class reading areas with a variety of books, available for children to borrow and take home to read for pleasure.
- Teachers regularly read to children in all year groups, with story time scheduled for 15-20 minutes daily. We also use a core text approach for our writing curriculum pupils are exposed to a number of rich texts daily.

## Impact

### How will we assess our reading curriculum?

- Phonics is tracked half termly and the tracking is analysed to inform teaching and the need for intervention
- Reading sessions are planned using the National Curriculum objectives and class teachers assess the children's progress using on-going assessment for learning. Intervention will be provided for any children not achieving at least age related expectations.
- Termly assessments will be carried out using comprehension test papers and Target Tracker statements.

## EYFS Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>EYFS Comprehension and Word Reading</b></p>	<p><b><i>Suggested texts to read aloud to the EYFS:</i></b></p>	<p><b><u>ELG</u></b></p>	<p><b>Key Skills:</b></p>
<p>In Nursery, phonics will be taught daily with children choosing sharing stories to take home.</p> <p>In Reception, reading will be taught daily through Little Wandle Letters and Sounds Revised phonics lessons and group reading with an adult 3 times per week using phonetically matched books. Children will choose sharing stories to take home as well as having access to the Ebook library.</p> <p>In Nursery there will be a story time at the end of both the morning and afternoon sessions.</p> <p>In Reception there will be two stories read aloud daily.</p> <p>Texts will be chosen by class teachers from the suggested book list as well as books of their own choice, to promote the love of reading and to expose the pupils to range of genres and language.</p>	<p>Brown Bear, Brown Bear, What Do You See?            Where’s Spot?            Guess How Much I Love You            The Little Red Hen            The Very Hungry Caterpillar            Clifford the Big Red Dog            Owl Babies            Where the Wild Things Are            Winnie the Pooh            The Tale of Peter Rabbit            Stone Soup            Not Now Bernard            There was an Old Lady who Swallowed a Fly            The Tiger Who Came to Tea            The Gruffalo            Winnie the Witch            The Elephant and the Bad Baby            We’re Going on a Bear Hunt            Handa’s Surprise            The Owl Who Was Afraid of the Dark            I Will Never Eat a Tomato            Rosie’s Walk            One Snowy Night            Dear Zoo</p>	<p><b>Comprehension</b></p> <p>Children at the expected level of development will</p> <p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>- Anticipate – where appropriate – key events in stories;</p> <p>- Use and understand recently introduced vocabulary during</p>	<p><b><u>ELG Word Reading</u></b></p> <p><b><u>Development Matters 2021 Age 3-4</u></b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> <p>Development Matters 2021 Reception</p> <p>Read individual letters by saying the sounds for them.</p>

	<p>The Rainbow Fish          Dogger          Farmer Duck          Once There Were Giants          I am Brown          Rainbow Hands          Julian is a Mermaid          Nen and the Lonely Fisherman          Love makes a Family          I Like to be Kind</p>	<p>discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b></p> <p>Children at the expected level of development will:</p> <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> </ul> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>
		<p>Information texts          Explanation texts          A range of</p>	<p><b>Fluency</b></p> <hr/> <p><b>Understanding reading</b></p>

		narrative types Poetry	
			<b>Spoken Language</b> Development Matters 2021: 3 and 4 Year Olds Engage in extended conversations about stories, learning new vocabulary. Early Talk Boost intervention will take place in Nursery 3 times per week each session of nursery. Children are identified through teacher observations and assessment.

## Year 1 Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>Year 1 Reading</b></p>	<p><b>The rationale behind the book lists:</b>  <i>Research has shown that children should have access to five types of text in order to navigate the path towards become a successful, confident, fluent reader. Therefore throughout each year, the children will experience texts from each of the five types, either as a reading text or as a story time text. These are the five text types:</i></p> <p><b>.Archaic Language</b>  <i>Children need to be exposed to these texts, where the vocabulary is different to that used in more modern day texts, in order to develop proficiency with antiquated forms of expression to be able to access texts they will encounter through their education beyond primary school.</i></p> <p><b>Non-Linear Time Sequences</b>  <i>These texts offer the children the opportunity to experience books where the time passes without consistency.</i></p> <p><b>Narratively Complex</b>  <i>Children need to be exposed to texts where there may be more than one narrator, a non-human narrator or a narrator who is unreliable.</i></p> <p><b>Figurative/Symbolic Text</b>  <i>These are allegorical or symbolic texts and they provide a complexity that fluent readers must experience and understand.</i></p> <p><b>Resistant Texts</b>  <i>These texts are not straightforward to infer and are designed to resist easy meaning-making by readers so you have to assemble meaning around nuances, hints, uncertainties and clues.</i></p>	<p>Text types to be used in the teaching of reading</p>	<p><b>NC Key Skills:</b></p> <p><b>Decoding (word reading)</b></p> <p>Apply phonic knowledge and skills as the route to decode words          Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes          Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught          Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word          Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings          Read other words of more than one syllable that contain taught GPCs          Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)          Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words          Re-read these books to build up their fluency and confidence in word reading.</p>
<p>In Year 1, reading will be taught following the Little Wandle Letters and Sounds Revised model of group reading (3x per week) phonetically decodable texts, selected by the class teacher to support phonics teaching.</p> <p>A range of texts will also be chosen from the list below throughout the year (at least two from each section) to read aloud to the class during daily story time sessions. Teacher’s own choice of quality texts is also encouraged to promote reading for pleasure.</p>	<p><b>The Three Billy Goats Gruff</b>  <b>The Tale of Peter Rabbit</b>  <b>The Ugly Duckling</b>  <b>The Little House</b>  <b>The Cat in the Hat</b>  <b>Goodnight Moon</b>  <b>The Little Prince</b>  <b>A range of traditional stories</b>  <b>Make Way for the Little Ducklings</b>  <b>The Stinky Cheese Man and Other Fairly Stupid Tales</b>  <b>And the Dish Ran Away with the Spoon</b>  <b>The Very Smart Pea and the Princess to Be</b>  <b>Grandpa</b>  <b>One Candle</b></p>	<p>Information texts</p> <p>Explanation texts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p><b>Attitudes to reading</b></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently          Being encouraged to link what they read or hear read to their own experiences          Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics          Recognising and joining in with predictable phrases          Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known (E)</p> <p><b>Understanding reading</b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher (R)          Checking that the text makes sense to them as they read and correcting inaccurate reading (D)          Discussing the significance of the title and events (R)          Making inferences on the basis of what is being said and done (I)          Predicting what might happen on the basis of what has been read so far (I)</p>



<p> <b>Hey Little Ant</b>  <b>Come Away From the Water, Shirley</b>  <b>The Three Little Wolves and the Bug</b>  <b>Bad Pig</b>  <b>Owl Babies</b>  <b>The Tiger Who Came to Tea</b>  <b>Slug Needs a Hug</b>  <b>Scissors (poem)</b>  <b>The Lotus Seed</b>  <b>Under the Love Umbrella</b>  <b>Chocolate Me</b>  <b>The Same but Different Too</b>  <b>The Book With No Pictures</b>  <b>The Colour Monster</b>  <b>Not Now Bernard</b>  <b>Ning Nang Nong (poem)</b> </p>			<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them. (E)</p> <hr/> <p><b>Spoken Language</b></p> <p>Select and use appropriate register for effective communication.</p> <p>Use spoken language to imagine and explore ideas.</p> <p>Use spoken language to develop spoken language through speculation and exploring ideas.</p>
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## Year 2 Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>Year 2 Reading</b></p>	<p><b>The rationale behind the book lists:</b></p> <p><i>Research has shown that children should have access to five types of text in order to navigate the path towards become a successful, confident, fluent reader. Therefore throughout each year, the children will experience texts from each of the five types, either as a reading text or as a story time text. These are the five text types:</i></p> <p><b>.Archaic Language</b> <i>Children need to be exposed to these texts, where the vocabulary is different to that used in more modern day texts, in order to develop proficiency with antiquated forms of expression to be able to access texts they will encounter through their education beyond primary school.</i></p> <p><b>Non-Linear Time Sequences</b> <i>These texts offer the children the opportunity to experience books where the time passes without consistency.</i></p> <p><b>Narratively Complex</b> <i>Children need to be exposed to texts where there may be more than one narrator, a non-human narrator or a narrator who is unreliable.</i></p> <p><b>Figurative/Symbolic Text</b> <i>These are allegorical or symbolic texts and they provide a complexity that fluent readers must experience and understand.</i></p> <p><b>Resistant Texts</b> <i>These texts are not straightforward to infer and are designed to resist easy meaning-making by readers so you have to assemble meaning around nuances,</i></p>	<p>Text types to be used in the teaching of reading</p>	<p><b>NC Key Skills:</b></p> <p><b>Decoding (word reading)</b></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
<p><b>The Magic Faraway Tree</b></p> <p><b>The Tale of Peter Rabbit</b></p> <p><b>Aesop’s Fables</b></p> <p><b>The Frog Prince</b></p> <p><b>The Owl and the Pussycat</b></p> <p><b>Where the Wild Things Are</b></p> <p><b>The More it Snows (poem)</b></p> <p><b>Who Has Seen the Wind?</b></p> <p><b>A range of traditional stories</b></p> <p><b>The Night Before Christmas</b></p> <p><b>Voices in the Park</b></p> <p><b>The Trouble with Trolls</b></p> <p><b>Black and White</b></p> <p><b>Three Brave Women</b></p>	<p><b>Information texts</b></p> <p><b>Explanation texts</b></p> <p><b>Instruction texts</b></p> <p><b>A range of narrative types</b></p> <p><b>Poetry</b></p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p><b>Attitudes to reading</b></p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related. (R)</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognize simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary. (E)</p> <p>Discuss their favourite words and phrases (C)</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Understanding reading</b></p>

<p><b>The Summer My Father Was Ten</b>  <b>Fantastic Mr Fox</b>  <b>The Very Smart Pea and the Princess to Be</b>  <b>The Day the Crayons Quit</b>  <b>The True Story of the Three Little Pigs</b>  <b>Grandad's Island</b>  <b>Wanted: The Perfect Pet</b>  <b>The Heart and the Bottle</b>  <b>Dinosaurs and All That Rubbish</b>  <b>I Do Not Mind You Winter Wind (poem)</b>  <b>Red Kite/Blue Kite</b>  <b>This Love</b>  <b>My Hair</b>  <b>Saturday</b>  <b>Pink is for Boys</b>  <b>Look Up</b>  <b>Lost and Found</b>  <b>Tadpole's Promise</b>  <b>Wolves</b>  <b>The Red Tree</b>  <b>Mirror</b></p>	<p><i>hints, uncertainties and clues.</i></p>		<p>Draw on what they already know or on background information and vocabulary provided by the teacher. (R)  Check that the text makes sense to them as they read and correcting inaccurate reading. (D)  Make inferences on the basis of what is being said and done. (I)  Answering and asking questions. (R) Predict what might happen on the basis of what has been read so far (I)  Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. (E)</p> <p><b>Spoken Language</b></p> <p>Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Select and use appropriate register for effective communication. Use spoken language to imagine and explore ideas. Consider and evaluate different viewpoints. Use spoken language to develop spoken language through speculation and exploring ideas.</p>
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## Year 3 Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>Year 3 Reading</b></p>	<p><b>The rationale behind the book lists:</b>  <i>Research has shown that children should have access to five types of text in order to navigate the path towards become a successful, confident, fluent reader. Therefore throughout each year, the children will experience texts from each of the five types, either as a reading text or as a story time text. These are the five text types:</i></p> <p><b>.Archaic Language</b>  <i>Children need to be exposed to these texts, where the vocabulary is different to that used in more modern day texts, in order to develop proficiency with antiquated forms of expression to be able to access texts they will encounter through their education beyond primary school.</i></p> <p><b>Non-Linear Time Sequences</b>  <i>These texts offer the children the opportunity to experience books where the time passes without consistency.</i></p> <p><b>Narratively Complex</b>  <i>Children need to be exposed to texts where there may be more than one narrator, a non-human narrator or a narrator who is unreliable.</i></p> <p><b>Figurative/Symbolic Text</b>  <i>These are allegorical or symbolic texts and they provide a complexity that fluent readers must experience and understand.</i></p> <p><b>Resistant Texts</b>  <i>These texts are not straightforward to infer and are designed to resist easy meaning-making by readers so you have to assemble meaning around nuances, hints, uncertainties and clues.</i></p>	<p>Text types to be used in the teaching of reading</p>	<p><b>NC Key Skills:</b></p> <p><b>Decoding (word reading)</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet          Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
<p><b>Alice’s Adventures in Wonderland</b>  <b>Just William</b>  <b>Peter Pan</b>  <b>The House at Pooh Corner</b>  <b>The Emperor’s New Clothes</b>  <b>How the Camel got his Hump</b>  <b>The Velveteen Rabbit</b>  <b>The Midnight Fox</b>  <b>The Butterfly Lion</b>  <b>Farm Boy</b>  <b>Dominic Grows Sweetcorn</b>  <b>Max and the Millions</b>  <b>Toys Go Out</b>  <b>The World According to Humphrey</b>  <b>Woof</b>  <b>Nim’s Island</b>  <b>Revolting Rhymes</b>  <b>The Tunnel</b>  <b>The Iron Man</b>  <b>Ducks Ditty (poem)</b></p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>Play Scripts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>Play Scripts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p><b>Attitudes to reading</b></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          Reading books that are structured in different ways and reading for a range of purposes          Using dictionaries to check the meaning of words that they have read (E)          Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally          Identifying themes and conventions in a wide range of books          Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action          Discussing words and phrases that capture the reader’s interest and imagination (E) (C)          Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understanding reading</b></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (E)          Asking questions to improve their understanding of a text          Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (I)          Predicting what might happen from details stated and implied (I)          Identifying main ideas drawn from more than one paragraph and summarising these (R)</p>

<p><b>The Proudest Blue</b>  <b>Cloud Busting</b>  <b>Topsy Turvy World (poem)</b></p>			<p>Identifying how language, structure, and presentation contribute to meaning (E)  Retrieve and record information from non-fiction (R)  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
			<p><b>Spoken Language</b></p> <p>Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary.  Select and use appropriate register for effective communication.  Give well-structured explanations for different purposes.  Use spoken language to imagine and explore ideas.  Consider and evaluate different viewpoints.  Articulate arguments and opinions.</p>

## Year 4 Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>Year 4 Reading</b></p> <p>In Year 4, reading will be taught daily through whole class reading, using a mixture of whole texts, extracts, short films or photographs. A range of texts will also be chosen from the list below throughout the year (at least two from each section) to read aloud to the class during daily story time sessions. Teacher’s own choice of quality texts is also encouraged to promote reading for pleasure.</p>	<p><b>The rationale behind the book lists:</b></p> <p><i>Research has shown that children should have access to five types of text in order to navigate the path towards become a successful, confident, fluent reader. Therefore throughout each year, the children will experience texts from each of the five types, either as a reading text or as a story time text. These are the five text types:</i></p> <p><b>.Archaic Language</b></p> <p><i>Children need to be exposed to these texts, where the vocabulary is different to that used in more modern day texts, in order to develop proficiency with antiquated forms of expression to be able to access texts they will encounter through their education beyond primary school.</i></p> <p><b>Non-Linear Time Sequences</b></p> <p><i>These texts offer the children the opportunity to experience books where the time passes without consistency.</i></p> <p><b>Narratively Complex</b></p> <p><i>Children need to be exposed to texts where there may be more than one narrator, a non-human narrator or a narrator who is unreliable.</i></p> <p><b>Figurative/Symbolic Text</b></p> <p><i>These are allegorical or symbolic texts and they provide a complexity that fluent readers must experience and understand.</i></p> <p><b>Resistant Texts</b></p> <p><i>These texts are not straightforward to infer and are designed to resist easy meaning-making by readers so you have to assemble meaning around nuances, hints, uncertainties and clues.</i></p>	<p>Text types to be used in the teaching of reading</p>	<p><b>NC Key Skills:</b></p> <p><b>Decoding (word reading)</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
<p><b>Charlotte’s Web</b></p> <p><b>The Railway Children</b></p> <p><b>Five Children and It</b></p> <p><b>Mary Poppins</b></p> <p><b>The Lion the Witch and the Wardrobe</b></p> <p><b>A Bear Called Paddington</b></p> <p><b>How Doth the Little Crocodile (poem)</b></p> <p><b>The Firework Maker’s Daughter</b></p> <p><b>Fortunately the Milk</b></p> <p><b>Walk Two Moons</b></p> <p><b>The Legend of Captain Crow’s Teeth</b></p> <p><b>The Witches</b></p> <p><b>The Five Realms: The Legend of Podkin One-Ear</b></p> <p><b>Max and the Millions</b></p> <p><b>The Case of the Lost Boy</b></p> <p><b>The Boy at the Back of the Class</b></p> <p><b>Love That Dog</b></p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>Journalistic writing</p> <p>Play Scripts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p><b>Attitudes to reading</b></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read (E)</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader’s interest and imagination (E) (C)</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understanding reading</b></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (E)</p> <p>Asking questions to improve their understanding of a text ®</p> <p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (I)</p> <p>Predicting what might happen from details stated and implied (I)</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these (R)</p>	

<p>Catch a Little Rhyme (poem)  Dream Variations (poem)  The Tunnel  The Mysteries of Harris Burdick  Something Told the Wild Geese  (poem)  The Voices series</p>			<p>Identifying how language, structure, and presentation contribute to meaning (E)  Retrieve and record information from non-fiction (R)  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
			<p><b>Spoken Language</b></p> <p>Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary.  Select and use appropriate register for effective communication.  Give well-structured explanations for different purposes.  Use spoken language to imagine and explore ideas.  Consider and evaluate different viewpoints.  Articulate arguments and opinions.</p>

## Year 5 Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>Year 5 Reading</b></p>	<p><b>The rationale behind the book lists:</b></p> <p><i>Research has shown that children should have access to five types of text in order to navigate the path towards become a successful, confident, fluent reader. Therefore throughout each year, the children will experience texts from each of the five types, either as a reading text or as a story time text. These are the five text types:</i></p> <p><b>.Archaic Language</b></p> <p><i>Children need to be exposed to these texts, where the vocabulary is different to that used in more modern day texts, in order to develop proficiency with antiquated forms of expression to be able to access texts they will encounter through their education beyond primary school.</i></p> <p><b>Non-Linear Time Sequences</b></p> <p><i>These texts offer the children the opportunity to experience books where the time passes without consistency.</i></p> <p><b>Narratively Complex</b></p> <p><i>Children need to be exposed to texts where there may be more than one narrator, a non-human narrator or a narrator who is unreliable.</i></p> <p><b>Figurative/Symbolic Text</b></p> <p><i>These are allegorical or symbolic texts and they provide a complexity that fluent readers must experience and understand.</i></p> <p><b>Resistant Texts</b></p> <p><i>These texts are not straightforward to infer and are designed to resist easy meaning-making by readers</i></p>	<p>Text types to be used in the teaching of reading</p>	<p><b>NC Key Skills:</b></p> <p><b>Decoding (word reading)</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p>
<p>In Year 5, reading will be taught through whole class reading sessions, timetabled for at least two and a half hours a week, using a mixture of whole texts, extracts, short films or photographs.</p> <p>A range of texts will also be chosen from the list below throughout the year (<u>at least two</u> from each section) to read aloud to the class during daily story time sessions. Teacher’s own choice of quality texts is also encouraged to promote reading for pleasure.</p>	<p><b>Tom’s Midnight Garden</b></p> <p><b>Around the World in 80 Days</b></p> <p><b>The Highwayman</b></p> <p><b>The Merry Adventures of Robin Hood</b></p> <p><b>The Secret Garden</b></p> <p><b>The Adventures of Tom Sawyer</b></p> <p><b>White Fang</b></p> <p><b>If (poem)</b></p> <p><b>Wind in the Willows</b></p> <p><b>The Tyger (poem)</b></p> <p><b>Silver Fin</b></p> <p><b>1000 Year Old Boy</b></p> <p><b>The Clockwork Sparrow</b></p> <p><b>Wolf in the White Van</b></p> <p><b>The Eye of the North</b></p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>Journalistic writing</p> <p>Play Scripts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p><b>Attitudes to reading</b></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><b>Understanding reading</b></p>



<p>Wonder  Clockwork  Pax  Not the End of the World  A Series of Unfortunate Events  Tin  Northern Lights  Who Let the Gods Out?  Where the Mountain Meets the Moon  Harry Potter series  In Flanders Fields (poem)  Silver (poem)  The Girl of Ink and Stars  Sky in the Pie (poem)  Jabberwocky (poem)</p>	<p><i>so you have to assemble meaning around nuances, hints, uncertainties and clues.</i></p>		<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (E)  Asking questions to improve their understanding (R)  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I)  Predicting what might happen from details stated and implied (I)  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (R)  Identifying how language, structure and presentation contribute to meaning (C)  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (C)  Distinguish between statements of fact and opinion (R)  Retrieve, record and present information from non-fiction(R)  Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously  Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes (E)  Provide reasoned justifications for their views (I)</p> <p><b>Spoken Language</b></p> <p>Ask relevant questions to extend their knowledge and understanding.  Use spoken language to develop understanding through speculating and hypothesising.  Select and use appropriateness registers for effective communication.  Give well-structured explanations for different purposes.  Consider and evaluate different viewpoints, attending to and building on the contribution of others.  Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary.  Speak audibly and fluently using an increasing command of the English language</p>
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## Year 6 Reading Overview: Key Skills & Knowledge

<p><b>Texts</b></p> <p>DERIC skills will be taught through whole class / group reading sessions (year group dependent)</p>	<p><b>D – Decoding words</b></p> <p><b>E –Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)</b></p> <p><b>R – Retrieving information (understand, sequence, summarise, retrieve and record information from texts, including non-fiction and dictionaries)</b></p> <p><b>I – Interpreting information (draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence)</b></p> <p><b>C – Choice (Explain and comment on the writers’ use of language, structure and presentation and the overall impact on the reader – thinking about the choices made)</b></p>		
<p><b>Year 6 Reading</b></p> <p>In Year 6, reading will be taught through whole class reading sessions, timetabled for at least two and a half hours a week, using a mixture of whole texts, extracts, short films or photographs.</p> <p>A range of texts will also be chosen from the list below throughout the year (<u>at least two</u> from each section) to read aloud to the class during daily story time sessions. Teacher’s own choice of quality texts is also encouraged to promote reading for pleasure.</p>	<p><b>The rationale behind the book lists:</b></p> <p><i>Research has shown that children should have access to five types of text in order to navigate the path towards become a successful, confident, fluent reader. Therefore throughout each year, the children will experience texts from each of the five types, either as a reading text or as a story time text. These are the five text types:</i></p> <p><b>.Archaic Language</b></p> <p><i>Children need to be exposed to these texts, where the vocabulary is different to that used in more modern day texts, in order to develop proficiency with antiquated forms of expression to be able to access texts they will encounter through their education beyond primary school.</i></p> <p><b>Non-Linear Time Sequences</b></p> <p><i>These texts offer the children the opportunity to experience books where the time passes without consistency.</i></p> <p><b>Narratively Complex</b></p> <p><i>Children need to be exposed to texts where there may be more than one narrator, a non-human narrator or a narrator who is unreliable.</i></p> <p><b>Figurative/Symbolic Text</b></p> <p><i>These are allegorical or symbolic texts and they provide a complexity that fluent readers must experience and understand.</i></p> <p><b>Resistant Texts</b></p> <p><i>These texts are not straightforward to infer and are designed to resist easy meaning-making by readers</i></p>	<p>Text types to be used in the teaching of reading</p>	<p><b>NC Key Skills:</b></p> <p><b>Decoding (word reading)</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p>
<p><b>The Hobbit</b></p> <p><b>A Christmas Carol</b></p> <p><b>Tell-Tale Heart</b></p> <p><b>The Raven</b></p> <p><b>White Fang</b></p> <p><b>Moonfleet</b></p> <p><b>Journey to the Centre of the Earth</b></p> <p><b>Oliver Twist</b></p> <p><b>Just So Stories</b></p> <p><b>A Ballad of London (poem)</b></p> <p><b>An Eagle in the Snow</b></p> <p><b>Holes</b></p> <p><b>Time Travelling with a Hamster</b></p> <p><b>Below Zero</b></p> <p><b>Cosmic</b></p> <p><b>Omar’s Bad Day</b></p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>Journalistic writing</p> <p>Play Scripts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p>Information texts</p> <p>Explanation texts</p> <p>Instruction texts</p> <p>Journalistic writing</p> <p>Play Scripts</p> <p>A range of narrative types</p> <p>Poetry</p>	<p><b>Attitudes to reading</b></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><b>Understanding reading</b></p>

<p>Sky Song Cogheart Once Black Beauty All the Things That Could Go Wrong A Tale Dark and Grimm The Lost Thing The Giver Skellig A Ballad of London (poem) Daffodils (poem) The Arrival The Girl od Ink and Stars The Lie Tree The Arrival Jabberwocky (poem) The Pobble Who Had No Toes (poem) Noughts and Crosses Oh My Gods</p>	<p><i>so you have to assemble meaning around nuances, hints, uncertainties and clues.</i></p>		<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (E) Asking questions to improve their understanding (R) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I) Predicting what might happen from details stated and implied (I) Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (R) Identifying how language, structure and presentation contribute to meaning (C) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (C) Distinguish between statements of fact and opinion (R) Retrieve, record and present information from non-fiction(R) Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes (E) Provide reasoned justifications for their views (I)</p> <p><b>Spoken Language</b></p> <p>Ask relevant questions to extend their knowledge and understanding. Use spoken language to develop understanding through speculating and hypothesising. Select and use appropriateness registers for effective communication. Give well-structured explanations for different purposes. Consider and evaluate different viewpoints, attending to and building on the contribution of others. Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary. Speak audibly and fluently using an increasing command of the English language</p>
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# Writing

Saturday 9th February 2019

THE LIBRARY OF  
EVERYTHING  
RAGGED BOOKS

Dear Mr Sergeant, Staff and Children at Wyborne,  
I thought I should write to explain that the Library of Everything decided over the weekend that it was time to move on. As you know the library lands in places where the children have fantastic imaginations in order to collect new stories for its empty shelves. I have been overwhelmed by the variety of amazing, interesting and well-written stories that I have been given already. Thank you.

I never quite know when the Library will move but I believe we are currently travelling North as my room has become decidedly chilly and I have had to dig out my thick jumpers. I hope it's not the Arctic!

However, just before we were about to leave, the library shifted as it does. One of the books fell off the shelves in the Mythology Department on the fourth floor. It was a book about Theseus and the Minotaur. Unfortunately, the Minotaur escaped the book and caused havoc. He wrecked the department - books have been damaged - the shelves have toppled over - it's in a terrible mess and in no fit state to travel and join us on our journey to a new location. On top of this the Minotaur has gone missing. I'm sure he will return. Therefore, at present, the department is stuck.

Gillian, one of our librarians, who many of you spoke to on the telephone, has volunteered to remain at Wyborne to tidy and repair the damage. As the Library of Everything left, Gillian's room decided to settle in your Reception area - I hope you don't mind. You won't see much of Gillian during the day as she will be busy in Mythology. She asked if you would look after her room during the day - she'll be no trouble and as soon as the Minotaur returns and the department is back to normal, she will be gone.

When the library reaches its destination and you and Gillian know where we are, keep writing stories and leave them with Gillian - she will package them and send them on. As a token of thanks, I have left you a gift of some of my favourite books from our modern section - I hope you enjoy reading them. Thank you once again.

M's Peabody.

## Writing

### Intent

#### What are we trying to achieve for our learners through our writing curriculum?

At Wyborne Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting. Our pupils will develop a love and passion for writing as they experience a range of teaching approaches and opportunities for purposeful writing.

### Implementation

#### How will we provide a high-quality writing curriculum?

At Wyborne Primary School, we use the core text approach to structure our writing curriculum. The pupils will be exposed to and experience a variety of writing genres, covering the National Curriculum objectives, throughout the time they are studying their core texts. The core text approach is used as a starting point for planning bearing in mind the 2014 National Curriculum objectives. Teachers will use their professionalism and creativity to provide stimulating opportunities for the children to write. Writing also takes place across the curriculum in order that children are able to apply their understanding in other subjects – links are wherever possible to ensure writing is purposeful and children are able to write in depth. Teachers are given a list of non-negotiable texts that must be used as a core text and a writing stimulus at some point in the year. Teachers can then choose other texts to use at their discretion to fit the termly whole school themes and their individual year group needs, ensuring that the National Curriculum objectives are taught and so that the children are well prepared for future learning

Early writing is taught through early mark making in EYFS, moving on to letter formation in correspondence with Little Wandle Letters and Sounds Revised. This process continues into Year 1, where children are encouraged to use the sounds they have been taught.

Our teachers demonstrate a good model for writing and provide opportunities for interaction. Specific strategies such as planning, drafting and redrafting are taught and shared and. Modelling is used across all stages of the curriculum and it is at the teacher's discretion to what extent this is carried out.

Expectations are clearly stated and the objectives, purposes and audience for writing are made explicit. This should be achieved by sharing the aims of the lesson clearly before the lesson starts. Teachers must provide support systems for children's writing within the class to enable them to work independently. This may include word lists, spelling banks, sound symbol sheets etc. Writing frames will be used where appropriate.

Extended writing lessons are planned to enable children to produce longer more detailed pieces of work. These extended pieces of writing could be linked to the core text in English or as part of another curriculum area.

#### Grammar, Punctuation and Spelling

In Years 2 to 6, spelling is taught following the No Nonsense framework. Spellings are taught and practised in class as well as sent home as part of home-learning, with the teaching of spellings recorded in spelling journal books.

Grammar and punctuation are taught through grammar lessons as well as apart of writing lessons and identified as a part of reading sessions. The National Curriculum objectives for GPS are covered in each year group and staff have been provided with a progression document for grammar.

### Impact

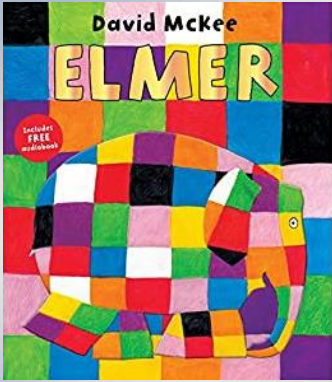
#### How will we assess our writing curriculum?

Writing is assessed using the statements from Target Tracker, as well as the end of key stage frameworks for Years 2 and 6. Teacher feedback is provided to support children in making improvements to their writing and ensuring they understand why they need to make these improvements. Internal and external moderation exercises ensure consistency and accuracy.


## Nursery Writing Overview: Key Skills & Knowledge

Over the year the children will be given planned opportunity to write in the following writing genres: shared writing (stories, poems, journals, information booklets etc), captions, speech and thought bubbles, story maps, recipes, cards and invitations, labels.

Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Nursery Core Texts	Writing Outcomes	Subject Rationale: How does this work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	ELG	NC Key Skills: EYFS Communication and Language: Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. Showing understanding of prepositions; beginning to understand 'why' and 'how' questions.
<p><b>Elmer</b></p> 	<p>Shared Journal</p> <p>Poetry</p> <p>Speech/Thought Bubbles</p> <p>Caption Writing</p> <p>Recipe Writing</p> <p>Card Writing</p> <p>Own and Class made books</p>	<p><i>This text engages children with a story with which they will empathise; It provides the opportunity to encourage collaborative narrative play; To explore, develop and sustain ideas through talk; To enjoy listening to and using spoken and written language in play and learning; To use language to imagine and recreate roles and experiences; To explore the story through play, role-play and storytelling; To write for meaning and purpose in a variety of narrative and non-narrative forms.</i></p>	<p>Children at the expected level of development will:</p> <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> <p>Statement and questions</p> <p>Describing human characteristics</p> <p>Expressing emotional states</p> <p>Language of empathy</p> <p>Book talk</p>	<p>Writing Transcription and Composition</p> <p><b>From Development Matters 2021 3-4-year olds</b></p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p>Speaking and listening</p>
<p><b>The Hungry Caterpillar</b></p>	<p>Shared Journal</p>	<p><i>The children will have the opportunity</i></p>	<p>Past tense narrative</p>	<p>Writing Transcription and Composition</p>

	<p>Speech/Thought Bubbles</p> <p>Map making</p> <p>Caption Writing</p> <p>Bookmaking</p>	<p><i>to listen with enjoyment and respond to the book, through retelling and re-enacting the story; To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print; To get to know the story really well and be able to revisit it in a variety of ways; To think and talk confidently about their response to the book, the story and illustrations, and the meanings; To explore the structure through story mapping and storytelling; To write for meaning and purpose in narrative and non-narrative forms; To create a book of the story through shared writing and illustration using a variety of materials eg collage, painting.</i></p>	<p>Precise language using prepositions and adverbials</p> <p>Book talk</p>	<p>Speaking and listening</p>
<p><b>Yucky Worms</b></p> 	<p>Shared Journal</p> <p>Thought Bubbles</p> <p>Messages to worms</p> <p>Caption Writing</p> <p>Shared Poem</p> <p>Information Writing</p> <p>Bookmaking</p>	<p><i>To write for meaning and purpose in a variety of non -narrative forms; To know where information can be found in non-fiction texts; To know that information can be retrieved from a variety of sources; To use talk to give explanations and opinions; To listen to books attentively and respond to what they have heard; To identify some of the features of non-fiction texts; To talk to reflect on past experiences; To sustain relevant listening, responding to what they have heard with relevant comments and questions; To use vocabulary influenced by books; To enjoy an increasing range of books</i></p>	<p>Explanation text</p> <p>Technical, descriptive and positional language</p> <p>Book talk</p>	<p>Writing Transcription and Composition</p> <p>Speaking and listening</p>
<p><b>We're Going on a Bear Hunt</b></p>	<p>Shared Journal</p> <p>Shared write of an alternative story based on the original</p> <p>Recipe writing</p>	<p><i>This text provides the opportunity to listen with enjoyment and respond to the book, through retelling and re-enacting the story; To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print; To revisit the story and become familiar</i></p>	<p>Past tense patterned narrative</p> <p>Lists and ordinal language</p> <p>Book talk</p>	<p>Writing Transcription and Composition</p> <p>Speaking and listening</p>

	<p>Story map</p> <p>Bookmaking</p>	<p><i>with the print through a book-based game; To think about their response to the book, the story and illustrations, and the meanings; To explore the structure through story mapping and storytelling; To write their own story and recipe; To create a book of the story through shared writing and illustration using a variety of materials e.g. collage, painting.</i></p>		
<p><b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p><i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i></p>		
<p>Other suggested texts: Where's Spot, Dear Zoo, You Choose, Jasper's Beanstalk, The Ladybird Heard, The Gigantic Turnip, Hairy Maclary, Each Peach Pear Plum, Hug, The Train Ride, Come On, Happy Birthday Maisy, Aaaaaarrgggh Spider, Handa's Surprise, Zog, LuLu Gets a Cat, Puffin Peter, So Much, Here We Are, You Choose, Funny Bones, Hugless Douglas, Colour Monster, Bob's Blue Period, Brown Bear Brown Bear What Cam You See?, Rama and Sita, The Nativity</p>				

### Reception Writing Overview: Key Skills & Knowledge

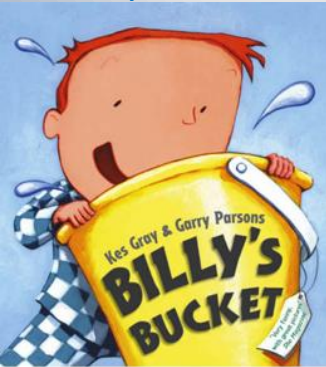
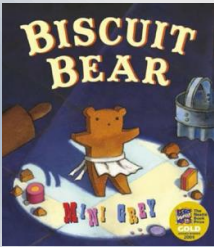
Over the year the children will be given planned opportunity to write in the following writing genres:

Opportunities to write simple sentences, recounts, stories built around toys, labels and captions, simple explanations, opportunities to express themselves, answers to how and why questions.

Children will also have opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Reception Core Texts	Writing	Subject Rationale: How does this	ELG	Development Matters 2021 - Reception
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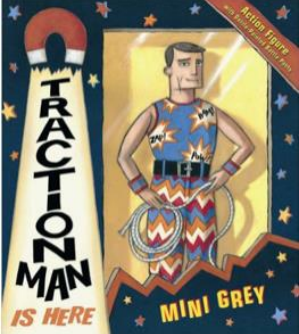
<p>Teachers will plan their writing curriculum based around the list of non-negotiable core texts as well as books of their choice, which will fit with our termly whole school themes or will meet the needs of their individual year group and curriculum areas.</p> <p>Fiction, non-fiction and poetry texts will be used as a stimulus for writing.</p>	<p><b>Genres</b></p>	<p>work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?</p>	<p>Children at the expected level of development will:</p> <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>	<p>Children at the expected level of development will:</p> <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>
<p><b>Billy's Bucket</b></p> 	<p>Labels Lists Captions Poetry Shared story map Information writing</p>	<p><i>This text provides the opportunity to listen with enjoyment and respond to the book, through retelling and re-enacting the story; To get to know the story really well and be able to revisit it in a variety of ways; To think and talk confidently about their response to the book, the story and illustrations, and the meanings; To explore the structure through storytelling; To write for meaning and purpose in narrative, poetic and non-narrative forms; To create a non-fiction text, inspired by the story, through shared writing and illustration.</i></p>	<p>Simple narrative voice</p> <p>Past tense consistency and conjunctions in telling personal stories</p> <p>Word collections: exploring colloquial language of families, synonyms</p> <p>Language related to size and comparison</p> <p>Apostrophe for possession</p>	
<p><b>Biscuit Bear</b></p> 	<p>Shared Journal</p> <p>Shared write of part of the story based on children's predictions</p> <p>Recipe writing Story map</p> <p>Bookmaking</p>	<p><i>This text provides opportunities for the children to listen with enjoyment and respond to stories and to make up their own stories, songs, rhymes and poems; To enjoy listening to and using spoken and written language in play and learning; To use language to imagine and recreate roles and experiences; To talk confidently about picture books using prediction, asking questions, making connections with their own experience; To think about the story meanings conveyed in the illustrations; To explore the</i></p>	<p>Simple narrative voice</p> <p>Past tense consistency and conjunctions in telling personal stories</p> <p>Word collections: exploring colloquial language of families, synonyms</p> <p>Language related to size and comparison</p>	

		<p><i>story through role-play, storytelling. To create and write their own stories.</i></p>	<p>Apostrophe for possession</p>	
<p>Naughty Bus</p> 	<p>Shared Journal</p> <p>Speech/Thought Bubbles</p> <p>Song writing</p> <p>Caption Writing</p> <p>Own and Class Books</p>	<p><i>This texts enables to think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience; To encourage collaborative narrative play; To develop sustained story making and storytelling; To enjoy listening to and using spoken and written language in play and learning; To use language to imagine and recreate roles and experiences; To think about the story meanings conveyed in the illustrations; To explore the story through play, role-play and storytelling; To write for meaning and purpose in a variety of narrative and non-narrative forms</i></p>	<p>Strong narrative voice addressing the reader</p> <p>Past and present tense, including progressive</p> <p>Adverbial phrases</p> <p>Subordinate and co-ordinating clauses</p> <p>Visual patterns in words</p> <p>Plural suffixes</p>	<p>Writing Transcription and Composition</p> <p>Speaking</p>
<p>A Great Big Cuddle</p> 	<p>Experience and appreciation of a wider range of poetry</p> <p>Create word and phrase collections and playing with words.</p> <p>Understanding and appreciation of the power of illustration</p> <p>Deeper understanding of meanings and poet's intent through performance of poems.</p> <p>Mastery of language in pieces of writing.</p> <p>Understanding of poetic devices and</p>	<p><i>This text provides the opportunity to listen with enjoyment, join in and respond to poetry; to develop spoken language and understanding through visualising, artwork, drama and dance; to talk about personal experiences of the world in relation to those of the poems; to bring a poem to life by reading aloud together, responding to rhythm, rhyme and pattern; to clarify word meanings and understanding of poetic language and devices through recital and performance; to explore and play with language; to compose own rhymes and poems; to begin to develop a repertoire and appreciation of a wide range of poetry; to make choices in selecting poems for anthologies.</i></p>	<p>Expressive and figurative language</p> <p>Neo-language Language and word play</p> <p>Expanded noun phrases</p> <p>Investigating spelling patterns</p> <p>Visualising Reader response</p>	

	structure and seeing oneself as a poet by composing poems inspired by the collection			
<b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i>		
Other suggested texts: Owl Babies, The Gruffalo, Handa's Surprise, Mr Grumpy's Outing, Rosie's Walk, Six Dinner Sid, Mrs Armitage on Wheels, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon, Shhh, Ruby's Worry, Stanley's Stick, Bedtime for Monsters, No Dinner! The Story of the Old Woman and the Pumpkin, Surprising Sharks, Astro Girl, Augustus and his Smile, Beware of the Crocodile, Blue Penguin, Tanka Tanka Skunk, The Bog Baby, Oh George, Julian's Mermaid, The Mega Magic Hair Swap				

## Year 1 Writing Overview: Key Skills & Knowledge

Over the year the children will be given planned opportunity to write in the following writing genres: Traditional and fairytales, narrative with predictable and patterned language, narratives with fantasy worlds, narratives with familiar settings, character and setting descriptions; instructions, labels, lists and captions, letters, information texts, dictionary work, invitations, scientific diaries, persuasive texts, recounts; poetry on a theme, using the senses, pattern and rhyme. Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

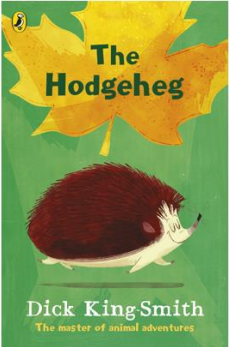
Year 1 Core Texts	Writing Genres	Subject Rationale: How does this work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	Language Competency	NC Key Skills: GPS:
<p>Teachers will plan their writing curriculum based around the list of non-negotiable core texts as well as books of their choice, which will fit with our termly whole school themes or will meet the needs of their individual year group and curriculum areas.</p> <p>Fiction, non-fiction and poetry texts will be used as a stimulus for writing.</p>				<p><b>Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</b></p> <p><b>Combining words to make sentences; joining words and joining clauses using 'and'.</b></p> <p><b>Sequencing sentences to form short narratives.</b></p> <p><b>Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'.</b></p> <p><b>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b></p>
<p><b>Traction Man</b></p> 	<p>Writing in Role</p> <p>Caption Writing</p> <p>Letter Writing</p> <p>Narrative Writing</p> <p><b>Extended Writing Outcome: Comic strip</b></p>	<p><i>This text provides the opportunity for children to write in role in order to explore and develop empathy for characters; To explore, interpret and respond to a picture book ; To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience; To explore the story through a variety of teaching approaches including drama and role-play; To identify with and develop connections with key characters in order to deepen reader response and experience the pleasure that can be derived from engaging with a quality text; To write in role in order to explore and develop empathy for characters</i></p> <p><i>Potential links with toys from the past in history and DT - moving toys.</i></p>	<p>Present tense including progressive form</p> <p>Adjectives and adverbial phrases</p> <p>Dialogue Statement and exclamation sentences – patterns, prosody</p> <p>Practising segmenting and investigating spelling patterns</p> <p>Compounding words</p> <p>Book Talk</p>	<p><b>Writing Transcription and Composition</b></p> <p>Draft and write by composing and rehearsing sentences orally</p> <p>Sequence sentences to form short narratives</p> <p>In narrative create settings, characters and plot</p> <p>Write for different purposes including about fictional personal experiences and fictional narratives</p> <p>Re-read writing to check it makes sense and make simple revisions</p> <p><b>Speaking and listening</b></p> <p>Participate in discussion about what is read, taking turns and listening to what others say</p> <p>Listen and respond appropriately to adults and peers</p> <p>Articulate and justify answers and opinions ☑ Speak audibly and fluently with an increasing command of Standard English</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p> <p>Participate in discussion about what is read, taking turns and listening to what others say ☑</p> <p>Listen and respond appropriately to adults and peers</p> <p>Articulate and justify answers and opinions</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>
<p><b>Beegu</b></p>	<p>Writing in role</p> <p>Free verse poetry</p> <p>Instructional</p>	<p><i>The purpose of this text is to enable children to explore a high quality picture book which allows them to put themselves inside the story and empathise with characters and their issues and dilemmas; To engage with illustrations throughout a picture book to</i></p>	<p>Past tense consistency</p> <p>Subordinate and co-ordinate clauses (including fronted adverbials)</p> <p>Dialogue</p> <p>Debate Question and</p>	<p><b>Writing Transcription and Composition</b></p> <p>Children should...</p> <ul style="list-style-type: none"> <li>- say out loud what they are going to write about</li> <li>- compose a sentence orally before writing it</li> <li>- sequence sentences to form short narratives ☑ re-read what they have written to check that it makes sense</li> <li>-discuss what they have written with the teacher or other pupils</li> </ul>

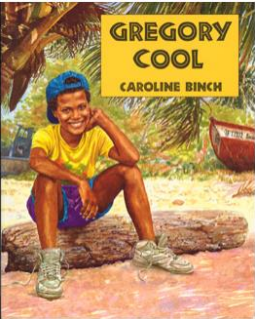
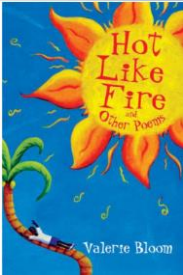
	<p>writing</p> <p>Letter Writing</p> <p>Playscript</p> <p>Extended writing</p> <p>outcome: Guide to Earth</p>	<p><i>explore and recognise the added layers of meaning these can give to our interpretation of a text; To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives; To develop creative responses to the text through drama, poetry, storytelling and artwork; To write in role in order to explore and develop empathy for characters</i></p> <p><i>Excellent opportunities to make links to science.</i></p>	<p>command sentences – patterns, prosody</p> <p>Comparatives and superlatives – suffixes</p> <p>Practising segmenting</p> <p>Narrative voice</p>	<ul style="list-style-type: none"> <li>-read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>-draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</li> <li>-sequence sentences to form short narratives</li> <li>- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</li> <li>-reread and evaluate writing to check it makes sense and make simple revisions</li> <li>- read writing aloud with appropriate intonation to make the meaning clear</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Listen and respond appropriately to adults and peers</li> <li>- ask relevant questions to extend knowledge and understanding</li> <li>- consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>- participate in discussions, performances, role-play, improvisations and debate about what has been read</li> <li>- use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
	<p>Extended vocabulary and language - annotations on artwork</p> <p>Setting description</p> <p>Poetry</p> <p>Information writing</p> <p>Dictionary work</p> <p>Extended writing</p> <p>outcome: explanation text</p>	<p><i>The Emperor's Egg enables children to develop creative responses to a text through drama, music, dance and artwork; To explore and develop ideas through discussion; To compose and perform their own poetry; To become familiar with the features of information texts; To conduct research in order to contribute a page to a class information text</i></p> <p><i>This book allows children to develop their researching skills and information writing through response to the text and further research using high quality non-fiction books and video footage.</i></p> <p><i>There is the opportunity for purposeful curriculum links with science and geography.</i></p>	<p>Explanation voice</p> <p>Present tense including progressive form</p> <p>Prepositional and noun phrases Verb choices</p> <p>Proper nouns</p> <p>Subordinate and co-ordinate clauses (including fronted adverbials)</p> <p>Question and statement sentences – patterns, prosody</p> <p>Investigating spelling patterns</p> <p>Book Talk</p>	<p><b>Writing transcription and composition</b></p> <ul style="list-style-type: none"> <li>☑ develop positive attitudes and stamina for writing by writing poetry</li> <li>☑ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally</li> <li>☑ write for different purposes including poetry</li> <li>☑ reread and evaluate writing to check it makes sense and make simple revisions</li> <li>☑ read writing aloud with appropriate intonation to make the meaning clear</li> <li>☑ use new and familiar punctuation correctly</li> <li>☑ use sentences in different forms</li> <li>☑ expand noun phrases to describe and specify</li> <li>☑ learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>☑ learn how to use the present and past tenses correctly and consistently including the progressive form</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Listen and respond appropriately to adults and peers</li> <li>- ask relevant questions to extend knowledge and understanding</li> <li>- consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>- participate in discussions, performances, role-play, improvisations and debate about what has been read</li> <li>- use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
	<p>Writing about real experiences</p> <p>Organising ideas in writing</p> <p>Writing poetic words and phrases</p> <p>Free verse poetry</p>	<p><i>This text enables children to make choices in selecting poems for anthologies; To explore, interpret and respond to poetry; To explore rhythm, rhyme and pattern in a range of poems; To respond to and play with language in poetry; To use poetry as a stimulus for art; To perform in response to poetry; To compose and perform own poetry</i></p> <p><i>This text has strong links to the outdoor environment, seasonal</i></p>	<p>Poetic Language</p> <p>Expressive and figurative language</p> <p>Language for effect – prosody and choice creating meaning</p> <p>Language and word play</p> <p>Expanded noun phrases</p> <p>Investigating spelling patterns</p>	<p><b>Writing transcription and comprehension</b></p> <ul style="list-style-type: none"> <li>- Develop positive attitudes and stamina for writing by writing poetry</li> <li>- draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally</li> <li>- write for different purposes including poetry</li> <li>-reread and evaluate writing to check it makes sense and make simple revisions</li> <li>- read writing aloud with appropriate intonation to make the meaning clear</li> <li>-use new and familiar punctuation correctly – Use sentences in different forms</li> <li>- expand noun phrases to describe and specify</li> <li>-learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- learn how to use the present and past tenses correctly and consistently including the progressive form</li> </ul> <p><b>Speaking and Listening</b></p>

	Poetry performances  Extended writing outcome: poetry in a range of forms	<i>experiences and natural materials.</i>	Book Talk  Explanation	<ul style="list-style-type: none"> <li>- Listen and respond appropriately to adults and peers</li> <li>- ask relevant questions to extend knowledge and understanding ☑ consider and evaluate viewpoints, attending to and building on the contributions of others ☑ participate in discussions, performances, role play, improvisations and debate about what has been read</li> <li>- prepare and learn poems for performance ☑ use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
<b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i>		
Other suggested texts: The Squirrels who Squabbled, The Koala who Could, The Lion Inside, The Way Home for Wolf, The Dark, Patta's Pumpkin, Claude in the City, One Day on our Blue Planet: In the Savannah, 10 Things I Can do to Help my World, A Necklace of Raindrops, I Want My Hat Back, Lila and the Secret of the Rain, Man on the Moon, Olga da Polga, Orion and the Dark, The Bee Who Spoke, The Princess and the White Bear King, The Robot and the Bluebird, The Snail and the Whale, The Storm Whale, The Story Tree, Zerraffa Giraffa, Peace at Last, The Tiger who Came to Tea, Elmer, Dogger, The Three Little Wolves and the Big Bad Pig, Lila and the Secret of Rain, Perfectly Norman, The Patchwork quilt, Include African and European folk tales in our traditional tales unit, Link with religious festivals eg Rama and Sita				

## Year 2 Writing Overview: Key Skills & Knowledge

Over the year the children will be given planned opportunity to write in the following writing genres: Traditional stories, different stories by the same author, narratives with familiar settings, character / setting descriptions, extended narratives, significant authors, narratives from other cultures; instructions, information texts, recounts, letters (informal), invitations, lists, explanation texts, research of facts; poems on a theme, poetry using the senses, pattern and rhyme. Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Year 2 Core Texts	Writing Genres	Subject Rationale: How does this work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	Language Competency	NC Key Skills: GPS:
<p>Teachers will plan their writing curriculum based around the list of non-negotiable core texts as well as books of their choice, which will fit with our termly whole school themes or will meet the needs of their individual year group and curriculum areas.</p> <p>Fiction, non-fiction and poetry texts will be used as a stimulus for writing.</p>				<p><b>Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b></p> <p><b>Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</b></p> <p><b>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</b></p> <p><b>Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</b></p>
<p><b>The Hodgehog</b></p> 	<p>List writing Writing in role Dialogue Information posters Character description Newspaper report Narrative Research of facts Extended writing outcome: Information report about hedgehogs</p>	<p><i>Dick King Smith is considered a significant author so this book provides an excellent starting point for looking at his other works. Some areas of the text are challenging for Y2 pupils so it is perfect to boost vocabulary. Work around this text could link to cross curricular work about living things, the environment and the local area with strong links therefore to Science, Geography and PSHE and Citizenship. There are opportunities for ICT through research into hedgehogs and presentation of information. The Role play area could become a road safety office or possibly a hedgehog protection centre.</i></p>	<p>Expanded noun phrases  Subordinate and co-ordinate clauses  Dynamic and stative verbs  Dialogue  Past tense, including present perfect and progressive  Plurals  Investigating spelling patterns  Book Talk</p>	<p><b>Writing Transcription and Composition</b></p> <ul style="list-style-type: none"> <li>- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally sequence sentences form short narratives</li> <li>- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</li> <li>- reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>-read writing aloud with appropriate intonation to make the meaning clear;</li> <li>- use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul> <p><b>Speaking and listening</b></p> <p>Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas.</p>
<p><b>The Mousehole Cat</b></p>	<p>Retelling Song writing Character description Writing in role Poetry Setting</p>	<p><i>This text enables pupils to talk confidently about picture books and their own response; To explore ways in which pictures and illustrations can convey atmosphere and meaning; To read with increasing independence ;To explore the story through drama,</i></p>		<p><b>Writing Transcription and Composition</b></p> <ul style="list-style-type: none"> <li>- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally sequence sentences form short narratives</li> <li>- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</li> <li>- reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>-read writing aloud with appropriate intonation to make the meaning clear;</li> <li>- use new and familiar punctuation correctly; use sentences in different forms; expand noun</li> </ul>

	<p>description</p> <p><b>Extended writing outcome: extended narrative</b></p>	<p><i>dance and music ;To draw the narrative shape of the story and to write their own stories from more than one viewpoint.</i></p> <p><i>There are links to be made with geographical studies about the seaside. This will also provide a basis for Year 6 when the pupils will study coasts and coastal defences in more detail.</i></p>		<p>phrases to describe and specify; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses.</p> <p><b>Speaking and listening</b></p> <p>Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas.</p>
<p><b>Gregory Cool</b></p> 	<p>Poetry</p> <p>Story maps</p> <p>Fact files</p> <p>Instructions</p> <p>Writing in role</p> <p>Character descriptions</p> <p>Narrative descriptions</p> <p>Diary entry</p> <p>Biography</p> <p><b>Extended writing outcome: Extended Narrative (sequel)</b></p>	<p><i>This text allows children to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; Progressively building a varied and rich vocabulary and an increasing range of sentence structures; Assess the effectiveness of their own and others' writing and suggesting improvements.</i></p> <p><i>There are excellent links with geography, particularly the study of islands and contrasting localities.</i></p>	<p>Storytelling language</p> <p>Expanded noun phrases</p> <p>Subordinate and co-ordinate clauses</p> <p>Present and past, including progressive</p> <p>Dialogue</p> <p>Investigating spelling patterns</p> <p>Book Talk</p>	<p><b>Writing Transcription and Composition</b></p> <ul style="list-style-type: none"> <li>- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally sequence sentences form short narratives</li> <li>- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</li> <li>- reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>-read writing aloud with appropriate intonation to make the meaning clear;</li> <li>- use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul> <p><b>Speaking and listening</b></p> <p>Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas.</p>
<p><b>Hot Like Fire</b></p> 	<p>Poems inspired by the collection</p> <p>Descriptive paragraphs</p> <p>Constructing debating arguments</p>	<p><i>The anthology engages children in enjoying poems from a cultural perspective and enables them to enjoy the sounds of language through a range of dialects. The themes and style of the poems offer inspiration to young budding poets and serve as a model for the development of their own poetry writing. Through the inspiration of</i></p>	<p>Poetic language</p> <p>Language and word play: homophones</p> <p>Neo-language and nonsense words</p> <p>Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters</p> <p>Syllabification for spelling</p>	<p><b>Writing transcription and composition</b></p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Speaking and Listening</b></p>



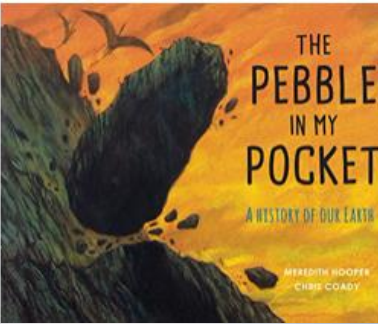
	<p>Note taking</p> <p>Extended writing outcome: Poetry in different forms</p>	<p><i>the poetry, children will be encouraged to deepen their understanding of, 'geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.'</i></p>	<p>Word families in context Narrative poetry Figurative language Invitations</p>	<p>Participate actively performance, discussion and debate Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance Select and use appropriate registers for effective communication.</p>
<p><b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p><i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i></p>		

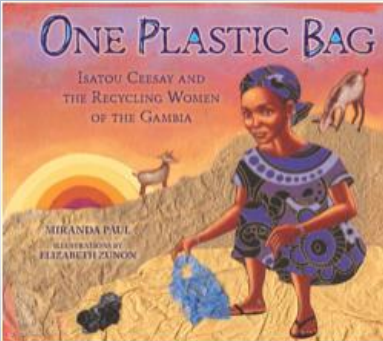
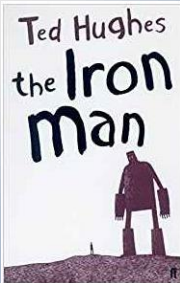
Other suggested texts:

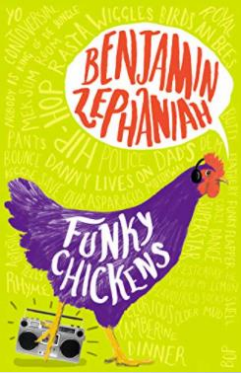
The Lonely Beast, One Night not Far From Here, Mister Seahorse, The Katie Morag series, Gorilla, Little Beauty (Anthony Brown author study), The Frog Prince, The Last Wolf, The Secret of Black Rock, Julia Donaldson's Poems to Perform, Rapunzel, The Jolly Postman, Where the Wild Things Are, The Magic Finger, Meerkat Mail, Amazing Grace, Who's Afraid of the Big Bad Book?, The Fantastic Mr Fox, The Owl who Was Afraid of the Dark, The Tear Thief, Aesop's Fables, The Owl and the Pussy Cat, The Trouble with Trolls, Three Brave Women, The Day the Crayons Quit, Tadpole's Promise, Mirror

## Year 3 Writing Overview: Key Skills & Knowledge

Over the year the children will be given planned opportunity to write in the following writing genres: Narratives with familiar settings, narrative - myths and legends, narrative - adventure and mystery, dialogue and play scripts, character and setting descriptions; instructional writing, information texts, author studies, informal and formal letters, non-chronological reports, chronological reports, recounts; performance poetry, shape poetry, calligrams, poems using language play. Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Year 3 Core Texts	Writing Genres	Subject Rationale: How does this work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	Language Competency	NC Key Skills: GPS:
<p>Teachers will plan their writing curriculum based around the list of non-negotiable core texts as well as books of their choice, which will fit with our termly whole school themes or will meet the needs of their individual year group and curriculum areas.</p> <p>Fiction, non-fiction and poetry texts will be used as a stimulus for writing.</p>				<p><b>Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</b></p> <p><b>Expressing time, place and cause using conjunctions, adverbs or prepositions.</b></p> <p><b>Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</b></p> <p><b>Introduction to inverted commas to punctuate direct speech.</b></p> <p><b>Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</b></p>
<p><b>Pebble in my Pocket</b></p> 	<p>Free Verse Poetry</p> <p>Blackout Poetry</p> <p>Narrative</p> <p>Recount</p> <p>Explanatory Text</p> <p>Writing in Role</p> <p>Persuasive (Leaflet)</p> <p>Information Writing</p> <p>Narrative</p> <p>Historical Recount</p> <p>Persuasive letter</p> <p>Free Writing</p> <p><b>Extended writing outcome: information booklet</b></p>	<p><i>As this text covers such a wide historical period, children's work in literacy would significantly benefit from opportunities in other curricular areas to expand and develop knowledge and expertise in Science, History and Geography in particular.</i></p>	<p>Non-fiction explanatory voice</p> <p>Formal tone and register</p> <p>Passive and active</p> <p>Consistent present tense</p> <p>Paragraphs to organise ideas</p> <p>Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Hypotheses and questions – adverbs indicating possibility</p> <p>Descriptive and scientific language – verb prefixes</p> <p>Precise vocabulary choice of nouns, pronouns and determiners for cohesion</p> <p>Commas and parenthesis to clarify meaning Morphology – plurals</p>	<p><b>Writing Transcription and Composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, using their own research if necessary.</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Participate actively in collaborative conversations</li> <li>Use spoken language to develop understanding through imagining and exploring ideas Select and use appropriate registers for effective communication</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining</li> </ul>

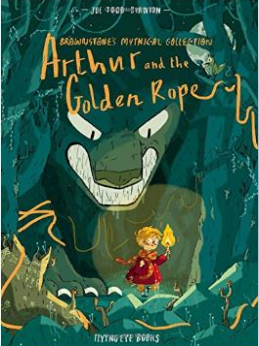
				and exploring ideas Participate in discussions, performances, role play, improvisations and debates
<b>One Plastic Bag</b>	Notes	<p><i>The book supports the study of the value of innovation, perseverance, community initiatives and creative problem solving. Pupils can explore author intent, significance of the themes and the impact on the reader. The pupils will have the opportunity to explore themes and issues, and develop and sustain ideas through discussion; To develop creative responses to the text ; To write with confidence for real purposes and audiences.</i></p> <p><i>This text provides excellent links with geography, particularly environmental issues.</i></p> <p><i>This will provided a background knowledge for when the pupils are in Year 6, learning about natural resources.</i></p>	Present tense including progressive	<b>Writing transcription and composition</b>
	Presentation		Precise and memorable description: expanded verb, adverbial and noun phrases	<b>Children should plan their writing by:</b> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, using their own research if necessary.
	Leaflet		Determiners Paragraphs to organise ideas Hypotheses and questions	<b>Children should draft and write by:</b> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader
	Booklet		Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives	<b>Children should evaluate and edit by:</b> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof read for spelling and punctuation errors
	Poster		Word families in context	<b>Speaking and Listening</b>
	TED talk script			-Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
	Poem			
	Clothes label			
	Instruction			
	Manual			
	<b>Extended writing outcome: Advertising Campaign</b>			
<b>Iron Man</b>	Annotated drawings	<p><i>This text provides the opportunity to enjoy a story and discuss its meanings; To explore narrative plot, settings, characters and draw inferences to aid understanding; To broaden understanding of writers' use of language and build a varied vocabulary; To write non-fiction texts based on fictional experiences; To write newspaper reports based on the narrative. The narrative is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own narrative and non-fiction writing.</i></p> <p><i>There are potential links with other areas of the curriculum, for example science (in particular forces and</i></p>	Narrative voice	<b>Writing transcription and composition</b>
	Recounts (diary entries)		Fronted adverbials and conjunctions in co-ordinating and relative clauses	Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs around a theme In non-narrative use simple organisational devices Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors
	Persuasive letter		Debate, argument and persuasive language - Modal verbs and subjunctives	<b>Speaking and Listening</b>
	List poetry			
	Questions		Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases	
	Newspaper report		Imagined and improvised dialogue – inverted commas	Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions


		<i>magnets) and DT.</i>	<p>Command sentences</p> <p>Paragraphs for cohesion</p> <p>Metaphor and imagery</p> <p>Verbs</p> <p>Non-fiction explanatory voice</p> <p>Formal tone and register</p> <p>Hypotheses and questions – adverbs indicating possibility</p>	<p>Use spoken language to develop understanding through speculating, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Consider and evaluate different viewpoints, attending to the contributions of others</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>
<p><b>Funky Chicken</b></p> 	<p>Descriptive paragraphs</p> <p>Dialect study</p> <p>Constructing debating arguments</p> <p>Note taking</p> <p>Extended writing outcome: Poetry in to perform</p>	<p><i>This poetry text builds on the Valerie Bloom study from Year 2.</i></p> <p><i>The text focuses on a wonderfully irreverent collection of poetry for young people, touching on anything from vegetables to the Queen and from sewage to the sun. The children will have the chance to write poetry in a variety of forms using a range of techniques.</i></p>	<p>Neo-language and nonsense words</p> <p>Visual patterns in rhyming words – onset and rime</p> <p>Onomatopoeia – consonant clusters</p> <p>Syllabification for spelling</p> <p>Word families in context</p> <p>Narrative poetry</p> <p>Figurative language</p> <p>Invitations</p> <p>Dialect</p>	<p><b>Writing transcription and composition</b></p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Speaking and Listening</b></p> <p>Participate actively performance, discussion and debate</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance</p> <p>Select and use appropriate registers for effective communication.</p>
<p><b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p><i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i></p>		
<p>Other suggested texts:  Tom's Sausage Lion, Into the Forest, Varjak Paw, The Sheep Pig, The Abominables, The Battle of Bubble and Squeak, Ug, Fly Eagle Fly, Sun is Laughing (poetry), Leon and the Place Between, Stig of the Dump, Lob, The Green Ship, The Tin Forest, The Velveteen Rabbit, The Butterfly Lion, Cloud Busting, Matilda, Pugs of the Frozen North, Escape to Pompeii,</p>				

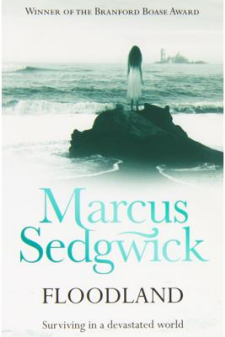
## Year 4 Writing Overview: Key Skills & Knowledge

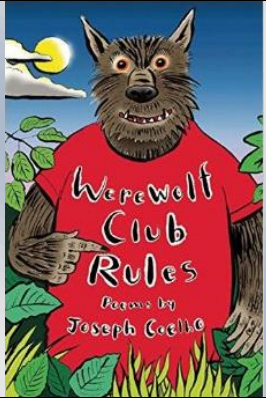
Over the year the children will be given planned opportunity to write in the following writing genres: Narrative with a historical setting, narrative which raise issues or dilemmas, narrative in an imaginary world, narrative from other cultures, play scripts, narratives from different viewpoints, character / setting descriptions, diaries, information texts, newspaper, persuasive texts, explanation texts, letters formal and informal, recount, note taking, leaflets, performance poetry, creating images, exploring form, language play

Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Year 4 Core Texts	Writing Genres	Subject Rationale: How does this work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	Language Competency	NC Key Skills: GPS Grammatical difference between plural and possessive '-s' Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial.
<p><b>Arthur and the Golden Rope</b></p> 	<p>Free Verse Poetry Script for Advertisement Narrative Voice: Storytelling Newspaper Article Writing in Role: journal Letter Writing Kenning Non-Chronological Report Book Trailer Narrative with a historical setting Extended writing outcome: Comic Book Writing</p>	<p><i>This text provides opportunity to explore the language choices authors make and the interrelationship between words and illustrations in a picture book. There is much opportunity to extend the sessions through cross-curricular learning. A wider study of Norse gods and monsters would provide children with a rich bank of knowledge and understanding to draw from in understanding the text and imagining their own stories. They will have the opportunity to plan, draft and edit their writing, making improvements when needed. They will explore themes and issues, and develop and sustain ideas through discussion and develop creative responses to the text through drama, storytelling and artwork. They will have the opportunity to compose writing for a wide variety of purposes, further developing skills they have previously explored. They will write in role in order</i></p>	<p>Narrative voice  Fronted adverbials and conjunctions in co-ordinating clauses  Debate, argument and persuasive language - Modal verbs and subjunctives  Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases  Imagined and improvised dialogue – inverted commas  Command sentences</p>	<p>Writing Transcription and composition</p> <p><b>Children should plan their writing by:</b> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Children should draft and write by:</b> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader</p> <p><b>Children should evaluate and edit by:</b> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof read for spelling and punctuation errors</p> <p>Speaking and listening</p>

		<p><i>to explore and develop empathy for characters</i></p> <p><i>Other opportunities for curriculum links:</i>  <i>Geography – study of Iceland</i>  <i>Art and Design – Icelandic art or watercolours of the Northern Lights</i>  <i>PSHE – perseverance and determination</i></p>	<p>Paragraphs for cohesion</p>	<ul style="list-style-type: none"> <li>- Listen and respond appropriately to adults and their peers</li> <li>-Participate actively in collaborative conversations</li> <li>-Use spoken language to develop understanding through imagining and exploring ideas</li> <li>-Select and use appropriate registers for effective communication</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions.</li> </ul>
<p><b>Wild Robot</b></p> 	<p>Drawing and annotating  Role on the wall and characterisation  A variety of information texts, including digital  The robot's backstory  Robot's Log entries - descriptive observations  Advisory emails  Poetry  Storymapping  Survival manual  Interview questions for Hotseating  Thought tracking  Writing in role – log entry, letters and notes  Monologue  Poster for #Think.  Help. Change campaign  Robot stories  Play script  Party preparations  Environmental impact report  Book Review  Extended writing outcome:  Narrative – story sequel</p>	<p><i>The book supports the study of the value of helping others, of belonging, of community and of nature and of conservation. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing. The characterisation and setting are supported by a wealth of illustration, which can be explored and discussed alongside the text.</i></p> <p><i>The text provides excellent links with science, particularly Living Things and their Habitats. There are also links to be made with settlements in geography and ample opportunities for incorporating computing skills.</i></p>	<p>Narrative voice  Consistent past tense; progressive and perfect</p> <p>Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases</p> <p>Imagined and improvised dialogue – inverted commas</p> <p>Paragraphs, parenthesis and commas for cohesion</p> <p>Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Debate, argument and persuasive language – subjunctives, modal verbs, active and passive</p>	<p><b>Writing Transcription and composition</b></p> <ul style="list-style-type: none"> <li>-Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-In narrative create settings, characters and plot</li> <li>-Develop creative and imaginative writing by adopting, creating and sustaining a range of roles</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-Participate actively in collaborative conversations</li> <li>-Use spoken language to develop understanding through imagining and exploring ideas</li> <li>-Select and use appropriate registers for effective communication</li> </ul>
<p><b>Floodland</b></p>	<p>Letter writing  Writing in role  Poetry  Persuasive speeches  Narrative - Free writing opportunities  Newspaper report  Extended writing outcome: Non-fiction – non chronological</p>	<p><i>This text will enable the children to develop creative responses to the text through drama, storytelling and artwork; to write in role in order to explore and develop empathy for characters; to write with confidence for real purposes and audiences. The dilemmas and challenges experienced by the protagonists allow</i></p>	<p>Narrative voice</p> <p>Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Debate, argument and persuasive language - Modal</p>	<p><b>Writing transcript and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas</li> <li>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> </ul>

	<p>report</p>	<p>children to explore character development, emotional response and setting in narrative fiction. There is much opportunity to extend the sessions through cross-curricular learning. A wider study of climate change and environmental movements would provide children with a rich bank of knowledge and understanding to draw from in understanding the text.</p>	<p>verbs and subjunctives</p> <p>Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases</p> <p>Imagined and improvised dialogue – inverted commas</p> <p>Command sentences</p> <p>Paragraphs for cohesion</p> <p>Metaphor and imagery</p> <p>Verbs</p> <p>Non-fiction explanatory voice</p> <p>Formal tone and register</p> <p>Hypotheses and questions – adverbs indicating possibility</p>	<p>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>- using a wide range of devices to build cohesion within and across paragraphs;</p> <p>- using further organisational and presentational devices to structure text and to guide the reader</p> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing;</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing;</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;</li> <li>- proof-reading for spelling and punctuation errors</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, responding to texts</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>
<p><b>Werewolf Club Rules (poetry)</b></p>	<p>Poetry to perform</p> <p>Text marking</p> <p>Drafting, redrafting and writing poetry</p> <p>Extended writing outcome: poetry in various forms</p>	<p>The text is designed so that the children's experience of this collection, and their understanding of one poet's voice and use of language, will support them to use similar techniques, poetic devices and wordplay in their own writing. Lots of the poems in the collection are based on the poet's real experiences or experiences the children can easily relate to. Some of the issues and themes contained in the poems will provide an excellent stimulus for group discussions in PSHE sessions that will allow for the children to explore and extend discussions around issues brought out in the poems This text also</p>	<p>Poetic language</p> <p>Language and word play: Homophones</p> <p>Visual patterns in rhyming words – onset and rime</p> <p>Onomatopoeia – consonant clusters</p> <p>Syllabification for spelling Narrative poetry</p> <p>Figurative language</p> <p>Using language for</p>	<p><b>Writing transcription and composition</b></p> <ul style="list-style-type: none"> <li>-Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>-Evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>-Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-Participate actively in performance, discussion and debate.</li> <li>-Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance.</li> <li>-Select and use appropriate registers for effective communication.</li> </ul>



*provides links with life cycles of plants and animals in science and atlas work in geography.*

intent and effect on the reader  
Language for the printed page and that to be heard

**WHOLE SCHOOL TOPIC TBC X 3 per year.** See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.

Dependent on topic

*As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = **The history of treating facial disfigurement** was studied. This will be dependent on the changing topics.*

**Other suggested texts:**


Macbeth, Tales told in Tents, Hot Like Fire (poetry), KrindleKrax, How to Train a Dragon, Ice Palace, Belonging, The Tudors (non-fiction text), Anglo Saxon Boy, The Firework Maker's Daughter, Voices in the Park, Just So Stories, Charlotte's Web, Wind in the Willows, The Lady of Shallot, Treason, My Friend Walter, King Arthur and the Knights of the Round Table, The Dragon's Hoard, The Sword in the Stone, The Dragon Slayer, Arthur (Michael Morpurgo)

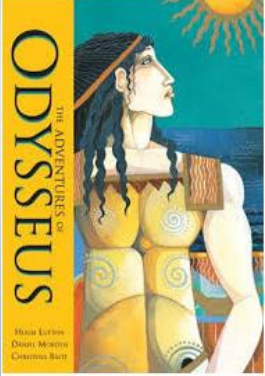


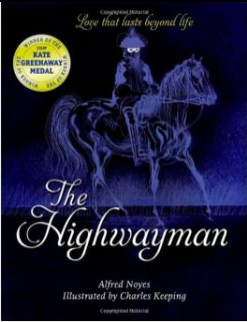
## Year 5 Writing Overview: Key Skills & Knowledge

Over the year the children will be given planned opportunity to write in the following writing genres: Narrative – myths, fables and legends, setting descriptions, narratives from other cultures, film narrative, play scripts, recounts – diary; instructional writing, author study, non-chronological reports, explanation texts, recounts, persuasive texts, informal and formal letter writing; poetic style, narrative poetry, performance poetry.

Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Year 5 Core Texts	Writing Genres	Subject Rationale: How does this work support children’s wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	Language Competency	NC Key Skills: GPS Converting nouns of adjectives into verbs using suffixes; verb prefixes. Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
<p><b>When the Sky Falls</b></p> 	<p>Writing in role - diaries, informal letters</p> <p>Newspaper</p> <p>Poetry</p> <p>Explanation</p> <p>Persuasive writing</p> <p>Narrative</p> <p>Extended writing outcome: Non-chronological report</p>	<p><i>When the Sky Falls offers the opportunity for the pupils to engage with a story with which they will empathise; To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives; To develop creative responses to the text through drama, storytelling and artwork; To compose poetry and to write in role in order to explore and develop empathy for characters; To write with confidence for real purposes and audiences.</i></p> <p><i>The book supports teachers to teach about character development, emotional response and changes of setting in narrative fiction. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing.</i></p> <p><i>This book provides excellent links to history, in particular World War Two and evacuation.</i></p>	<p>Narrative voice</p> <p>Past and present tense, including progressive</p> <p>Dialogue</p> <p>Paragraphs for cohesion</p> <p>Conjunctions and fronted adverbials</p> <p>Debate, discussion and dilemma: subjunctive, modal verbs, passive and active</p> <p>Imagined and improvised dialogue – informal and formal speech</p>	<p><b>Writing Transcription and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others’ writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments about the text</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions ☑ Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances and debates</li> <li>Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>Select and use appropriate registers for effective communication</li> </ul>

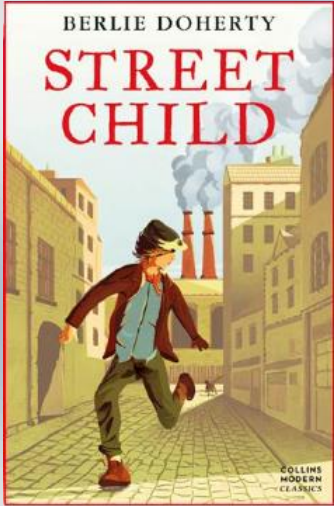
				Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama
<p><b>The Adventures of Odysseus</b></p> 	<p>Information posters</p> <p>Letters</p> <p>Annotated storyboards</p> <p>Diaries</p> <p>Speeches</p> <p>Notes for a debate</p> <p>Newspaper articles</p> <p>Extended writing outcome: Narrative – Ancient Greek myth</p>	<p><i>In this retelling of Homer's epic poem The Odyssey, tells the story of Odysseus's return home to Ithaca from fighting in the Trojan wars. The stories cover themes of good and evil, the nature of heroism, taking responsibility for our actions within a classic voyage and return narrative.</i></p> <p><i>The text provides opportunities for pupils to explore a variety of writing genres and to develop children's skills as storytellers.</i></p> <p><i>There are potential curriculum links with history, in particular a study on Ancient Greece, art and music.</i></p>	<p>Traditional tale voice</p> <p>Consistent past tense, including progressive</p> <p>Descriptive language and precise vocabulary choice</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Morphology – plurals Plural possession – apostrophes</p>	<p><b>Writing Transcription and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>-Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- Speak audibly and fluently with an increasing command of Standard English</li> <li>- Participate in discussions, presentations, performances and debates</li> <li>- Consider and evaluate different viewpoints, attending to and build on the contributions of others</li> </ul>
<p><b>The Highwayman</b></p>	<p>Metaphors and similes</p> <p>Writing in role</p>	<p><i>This narrative poem, written in 1913, tells a tragic tale of love, jealousy and bravery. The text exposes the children to evocative language, a powerful rhythm and strong patterning, it is ideal for performance.</i></p>	<p>Poetic language</p> <p>Language and word play: Homophones</p> <p>Visual patterns in</p>	<p><b>Writing Transcription and composition</b></p>

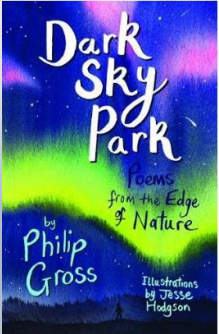

	<p>Persuasive letter writing</p> <p>Dialogue</p> <p><b>Extended writing outcome: narrative poem</b></p>	<p><i>This text provides excellent links to PSHE.</i></p>	<p>rhyming words – onset and rime</p> <p>Onomatopoeia – consonant clusters</p> <p>Syllabification for spelling Narrative poetry</p> <p>Figurative language Using language for intent and effect on the reader Language for the printed page and that to be heard</p>	<p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others’ writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>-Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- Speak audibly and fluently with an increasing command of Standard English ☑</li> <li>- Participate in discussions, presentations, performances and debates</li> <li>- Consider and evaluate different viewpoints, attending to and build on the contributions of others</li> </ul>
<p><b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p><i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i></p>		
<p><b>Other suggested texts:</b> Journey to the River Sea, The Explorer, Running Wild, Cloud Forest (Non-fiction), The Lion and the Unicorn, Cosmic, Who Let the Gods Out, Cosmic Disco (poetry), There’s a Boy in the Girl’s Bathroom, The Promise, The King of the Sky, Varmints, The Last Wild, Rose Blanche, Clockwork, Tom’s Midnight Garden, The Midnight Fox, Wolf Brother, If, Pax, Northern Lights, Sky in the Pie (poem), Kensuke’s Kingdom</p>				

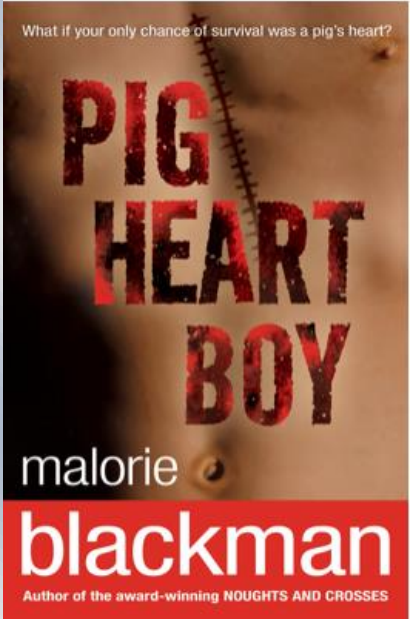
## Year 6 Writing Overview: Key Skills & Knowledge

Over the year the children will be given planned opportunity to write in the following writing genres: Narratives with flashbacks, setting and character descriptions, recount – diaries, split narratives, extended narratives; autobiographies and biographies, journalistic writing, argument, author study, formal / impersonal writing, persuasive writing, recounts, non-chronological reports; poetic imagery, narrative poetry, finding a voice, poet study.

Children will also be given opportunities to write in other genres consolidating and extending previous learning building upon prior learning as befits the stimulus from the core texts studied.

Year 6 Core Texts	Writing Genres	Subject Rationale: How does this work support children's wider reading and writing journey? What does it build upon and what does it prepare them for in the future (proximal role of the content). How does it link with the wider curriculum?	Language Competency	NC Key Skills: GPS Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
<p>Teachers will plan their writing curriculum based around the list of non-negotiable core texts as well as books of their choice, which will fit with our termly whole school themes or will meet the needs of their individual year group and curriculum areas.</p> <p>Fiction, non-fiction and poetry texts will be used as a stimulus for writing.</p>				
 <p><b>Street Child</b> BERLIE DOHERTY <b>STREET CHILD</b></p>	<p>Annotation</p> <p>Biography</p> <p>Captions</p> <p>Family Tree</p> <p>Glossary</p> <p>Non-Fiction – information reports</p> <p>Informal letters</p> <p>Note Taking</p> <p>Pen Portraits</p> <p>Narrative Poetry</p> <p>Recount – Diary</p> <p>Monologue</p>	<p><i>This text provides the opportunity to engage with and respond to an emotive and gripping story with memorable characters with whom they will empathise; To draw inferences about characters' feelings, thoughts and motives from their actions; To explore how an author creates, shapes and develops characters throughout a novel; To explore themes and issues, and develop and sustain ideas through discussion; To write in role in order to explore and develop empathy for characters; To write with confidence in a range of forms for real purposes and audiences</i></p> <p><i>This text provides excellent links with a historical study on Victorian Britain. +</i></p>	<p>Narrative voice</p> <p>Descriptive language and precise vocabulary choice</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Emotional expression Exploring language and meaning</p> <p>Expression and empathetic language</p> <p>Metaphor and imagery</p> <p>Paragraphs for</p>	<p><b>Writing Transcription and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and listening</b></p>

	<p>Newspaper reports</p> <p>Argument</p> <p>Extended writing outcome – Narrative</p>		<p>cohesion</p> <p>Pragmatic use of repeated pronouns for effect on reader</p>	<p>Maintain attention and participate actively in collaborative conversations, responding to comments about the text</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Listen and respond appropriately to adults and peers</p> <p>Articulate and justify answers and opinions</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Consider and evaluate different viewpoints, attending to the contributions of others</p> <p>Select and use appropriate registers for effective communication</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p>
<p><b>Dark Sky Park</b></p> 	<p>Poetry performances</p> <p>Artistic responses to poems read</p> <p>Notes and annotations exploring language and personal responses to poems read.</p> <p>Persuasive adverts</p> <p>Own poems inspired by poems read</p> <p>Own poems based on personal experiences</p> <p>Extended writing outcome: Poetry inspired by own experience</p>	<p><i>This text provides opportunities to explore and understand the importance of poetry as a genre; To know how to listen and respond to a wide range of poems from a single poet collection; To understand that poems are written for different reasons; To interpret poems for performance; To gain and maintain the interest of the listener through effective performance of poems; To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language; To recognise figurative language in poetry and interpret its effect on the reader; To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader</i></p> <p><i>There is the potential to form excellent links to science, particularly classification and evolution, as the poems are told through a scientist's eyes.</i></p>	<p>Poetic language</p> <p>Descriptive language</p> <p>Precise vocabulary choice</p> <p>Emotional expression</p> <p>Exploring language and meaning play</p> <p>Expression and empathetic language</p> <p>Imagery and descriptive phrases</p> <p>Punctuation for effect</p> <p>Metaphor and imagery</p>	<p><b>Writing Transcription and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and Listening</b></p> <p>Participate actively in performance, discussion and debate.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance.</p> <p>Select and use appropriate registers for effective communication</p>
<p><b>The Piano (film unit)</b></p> 	<p>Dialogue</p> <p>Recount – diary</p> <p>Informal letter</p> <p>Extended writing outcome – narrative with flashbacks</p>	<p><i>This film unit provides excellent opportunities for introducing narratives with flashbacks. It links with creating animations using computing.</i></p>	<p>Narrative voice</p> <p>Descriptive language and precise vocabulary choice</p> <p>Imagined and improvised dialogue – informal and formal speech</p>	<p><b>Writing Transcription and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>

			<p>Emotional expression Exploring language and meaning</p> <p>Expression and empathetic language</p> <p>Metaphor and imagery</p> <p>Paragraphs for cohesion</p> <p>Pragmatic use of repeated pronouns for effect on reader</p>	<p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>-using further organisational and presentational devices to structure text and to guide the reader</p> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and Listening</b></p> <p>Participate actively in performance, discussion and debate.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance.</p> <p>Select and use appropriate registers for effective communication</p>
<p><b>Pig Heart Boy</b></p>  <p>What if your only chance of survival was a pig's heart?</p> <p><b>PIG HEART BOY</b></p> <p>malorie <b>blackman</b></p> <p>Author of the award-winning NOUGHTS AND CROSSES</p>	<p>Diary entries</p> <p>Notes and scripts for debates</p> <p>Scripts for short plays and books trailers</p> <p>Persuasive texts</p> <p>Letters (both formal and informal)</p> <p>Poetry</p> <p>Emails</p> <p><b>Extended writing outcome:</b></p> <p><b>Newspaper report</b></p>	<p><i>This text provides opportunities to explore a novel which covers contentious issues; To explore complex characterisation and to be exposed to challenging vocabulary.</i></p> <p><i>There is the potential to form links with the study of the cardiovascular system in science and various issues in the PSHE and Citizenship curriculum.</i></p>	<p>Narrative voice</p> <p>Descriptive language and precise vocabulary choice</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Emotional expression Exploring language and meaning</p> <p>Expression and empathetic language</p> <p>Metaphor and imagery</p> <p>Paragraphs for cohesion</p> <p>Pragmatic use of repeated pronouns</p>	<p><b>Writing Transcription and composition</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>- Note and develop initial ideas, drawing on reading</li> </ul> <p><b>Children should draft and write by:</b></p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Children should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-proof read for spelling and punctuation errors</li> <li>-Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and Listening</b></p>

			for effect on reader	Participate actively in performance, discussion and debate. Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance. Select and use appropriate registers for effective communication
<b>WHOLE SCHOOL TOPIC TBC X 3 per year.</b> See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work a text will be chosen that provides purposeful links to the whole school theme: e.g. WONDER Topic = <b>The history of treating facial disfigurement</b> was studied. This will be dependent on the changing topics.</i>		
Other suggested texts: Way Home, The Promise, Boy in the Striped Pyjamas, The Lie Tree, A Monster Calls, Rooftoppers, Skellig, Stormbreaker, The Journey, The Arrival, The London Eye Mystery, The Viewer, Mayan myths and fables, Holes, Clockwork, River Boy, A Christmas Carol, Oliver Twist, The Jungle Book, If (poem), The Tyger (poem), Moth, Cogheart, Once, The Listeners (poem), Silver (poem), Seasons of Splendour, Moth, The Boy and his Kite (film unit), Shackleton's Journey, Rain Player, Time Riders, Mayan Folktales, The Great Kapok Tree, Middleworld, Happy Here, Noughts and Crosses				





Coverage of grammar and punctuation by Year group

Year	Word	Sentence	Text	Punctuation	Terminology for Pupils
<b>1</b>	Regular plural noun suffixes  Suffixes that can be added to words where no change is needed to root words  The prefix un-	How words can combine to make sentences  Joining words and joining clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences  Capital letters for names and for the personal pronoun /	Letter, capital letter, full stop, question mark, exclamation mark, singular, plural, punctuation.
<b>2</b>	Formation of nouns using suffixes  Formation of compound nouns  Use of suffixes -er and -est in adjectives and -ly to form adverbs	Subordination (when, if, that, because)  Co-ordination (or, but)  Expanded noun phrase  Understanding the grammatical meaning of a sentence	Correct and consistent use of past and present tense throughout writing.  Use the progressive form of verbs	Correct use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark contractions and singular possession in nouns.	Noun, noun phrase  Statement, command, question, exclamation, compound, adjective, verb, suffix, adverb, comma, apostrophe, tense (past/present)
<b>3</b>	Formation of nouns using a variety of prefixes  Correct use of <b>a</b> or <b>an</b>  Word families	Expressing time, place or cause using conjunctions, adverbs or prepositions.	Introduction to paragraphs  Use of sub-headings and headings  Use of present perfect form of verbs opposed to just using past tense.	Introduction to using inverted commas to punctuate direct speech	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel,  Inverted commas (speech marks)

4	<p>The grammatical difference between possessive and plural –s</p> <p>Standard use of English forms of verb inflections instead of local spoken forms</p>	<p>Nouns phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Use of fronted adverbials</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>The correct choice of preposition or noun to add cohesion an avoid repetition.</p>	<p>Use of inverted commas and other punctuation to mark direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas to use after frontal adverbials</p>	<p>Determiner, pronoun, possessive pronoun, adverbial, frontal adverbial</p>
5	<p>Converting nouns and adjectives into verbs by adding the correct suffix</p> <p>Verb prefixes</p>	<p>Relative clauses beginning with who, when, where, which, whose etc</p> <p>Indicating degrees of possibility using adverbs or modal verbs</p>	<p>Devices to build cohesion in a paragraph</p> <p>Linking ideas across paragraphs linking adverbials of time</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
6	<p>The difference between vocabulary typically used for informal speech and that used for formal speech and writing</p> <p>How words are related in meaning as antonyms and synonyms.</p>	<p>The use of the passive tense</p> <p>The differences in structures of informal speech and formal speech and writing</p> <p>Use of the subjunctive form</p>	<p>Using a wider range of cohesive devices:</p> <p>Repetition of words / phrases, adverbials (on the other hand, in contrast, as a consequence) and ellipsis</p> <p>Layout devices, e.g bullet points, columns etc)</p>	<p>Use of semi-colon, colon and dash to separate independent clauses</p> <p>Use of colons to introduce a list and semi-colons within lists</p> <p>Punctuation of bullet points</p> <p>How hyphens can be used to avoid ambiguity</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>