

## RFS Planning & Progression: English

### English Curriculum

At Redcastle Family school, we place reading at the heart of our curriculum because we know it is the key to accessing wider knowledge and enjoyment. We recognise that our children face significant barriers with language acquisition which has the potential to hinder learning across the whole curriculum. As such, we have developed an English curriculum that aims to offer rich, first-hand experiences, high impact texts and quality teaching to ensure that we can offer a broad curriculum, tailored to the needs of our children. The English curriculum will be delivered through the Key Threads of: Writing, Spelling, punctuation and grammar and Reading. Our main **key threads within Reading are; Reading Comprehension, Retrieval, Deduce & Infer, Language for effect, Themes & Conventions. In Spelling, punctuation and grammar the key threads that will be evident and built upon in each year group are; Word, Spelling, Text and Punctuation.** These key threads within English are taught progressively to build a solid subject foundation and a breath of vocabulary, which children can use confidently and contextually, this is visible within each topic we teach. Our comprehensive English curriculum clearly meets the aims of the National Curriculum for English.

#### Reading intent

Our reading curriculum is implemented through the use of core texts that are linked to our History or Geography topics. We have chosen this approach as we know that our children lack wider knowledge and language. This contextual approach engages the children and assists the development of new language as key vocabulary is reinforced through a range of experiences. In this way, we hope to support pupils in retaining the content, ready for further learning.

Through our provision, we want children to:

- Gain a life-long enjoyment of reading and books.
- Read accurately, fluently and with understanding;
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- Be able to read with expression, clarity and confidence;
- Develop a good linguistic knowledge of vocabulary and grammar;
- Read and respond to a wide range of different types of texts;
- Develop a deeper level of emotional intelligence and empathy;
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.

#### Reading implementation

For YR, KS1 and lower level readers in KS2 we use the Read, Write Inc. texts that are closely matched to their phonic levels (they may have additional texts for interest). When they are secure in their phonics, children move onto the Oxford Reading Tree Scheme. In the early levels of this system the books have a focus on being highly decodable to support them in applying their developing phonics skills in reading books. As the children gain confidence and fluency moving up the levels they will encounter more complex texts.

#### Fluency

The systematic teaching of phonics has a high priority throughout EYFS and KS1. We use Ruth Miskin's phonics programme called Read Write Inc. All children in Reception, Year 1 and Year 2 have daily phonics lessons in ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. Children are provided with books that match and support their phonics development and ability. All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult.

#### Retrieval

We provide opportunities for retrieval to be taught and practised regularly before effectively delving deeper into a text, inferring and comparing. We understand that strong retrieval skills are essential for confident and effective comprehension and should be practised daily, whether part of oral questioning in lessons or within a written activity. Within KS1, children must be able to 'identify/explain key aspects of fiction/non-fiction texts.' and within KS2, children must be able to 'retrieve/record information and identify key details from fiction/non-fiction.

#### Individual reading

This is implemented through a careful system which all teachers and teaching assistants follow. Each ORT stage has a levelled sheet of 'I can' statements that are linked to the reading progression from the National Curriculum. We have used the National Curriculum and additional information from ORT to make these levelled sheets as detailed as possible so that we have the best possible picture of the child. When a child reads with an adult, we check these objectives to assess the progress of the child. We can use this information to set targets, create intervention and move the child forward.

#### Reading comprehension

We provide a text-rich environment in order to encourage a positive culture of reading throughout all classes and promote pupils' enjoyment of reading. Our genre map underpins our reading coverage and our lessons are delivered using The Norfolk Reading Comprehension model. All staff have completed extensive CPD on the planning and implementation of this approach and children receive daily lessons. We prioritise the teaching of vocabulary, knowing that language acquisition can be a weakness. These lessons are consolidated through relevant history or geography lessons to ensure retention of language. The reading curriculum has been developed so that each year, knowledge of texts and reading skills, builds upon prior learning. Children are exposed to genres in Key Stage one that develop in complexity in Key Stage two. The range of genres widens throughout KS2 to expose children to the breadth of text expected by the National Curriculum and by our school.

#### Themes for Writing:

Purpose- Our writing curriculum is designed so that learners develop an increasing understanding of how to write for different purposes and that these are applied throughout the curriculum.



Audience– Learners will explore literature that allows them to understand how language can be utilised to address the specific needs of different audiences and then apply these increasing range of techniques within their own writing.

Form- Children will learn how both the structure and specific elements of grammar allow them to write an increasing range of text types.

Viewpoint- Children will develop a clear understanding of how literature presents viewpoints and then begin to discuss, compare and use this within their own wiring in increasingly more complex forms.

### Spelling, Punctuation and Grammar.

This is implemented through daily English lessons and in key classes (SAT year groups) during early morning work. The main areas within SPAG are; word, sentence, text level and punctuation. These will then be built upon on each year group to meet the needs of the national curriculum.

## RFS English Curriculum

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p><u>Autumn Term</u> In whole class reading, identify main events and characters. Identify patterned language and rhyme. Orally retell own stories and create simple story boards. Be able to say a simple sentence and write some words independently. Clear scaffolding into a sentence. Begin to use capital letters and full stops when punctuating a simple sentence. <b>Link to: My World</b></p>	<p><u>Autumn Term</u> In whole class reading, introduce non-fiction books that are structured in different ways, discussing and clarifying the meanings of words (continue embedding phonics for fluency). Orally plan, then write a couple of related simple sentences linked with and, but, or. Read back for sense. Writing for different purposes; children should be aware of the audience and the effect they want their writing to achieve. e.g. imperative verbs for instructions to let the reader know what to do.  <b>Link to: Explorers, Inventors and their discoveries.</b></p>	<p><u>Autumn Term</u> In whole class reading, identify themes and conventions in a wide range of books (subverted fairy-tales). Using core texts, predict what might happen from details stated and implied (develop inference skills from KS1). Review simple and compound sentences and the ways to link them. Begin extending the range of sentences with more than one clause by using a wider range of conjunctions. Paragraphing and speech punctuation should be new learning that is introduced in this term. In narratives, create settings, characters and plot. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Play scripts are introduced as a new genre. Non-fiction work linked to the topic will show key features of non-chronological reports e.g. headings, subheadings &amp; captions.  <b>Link to: Stone Age</b></p>	<p><u>Autumn Term</u> In whole class reading, identify themes and conventions in a wide range of books. We start again with subverted fairy tales to deepen Yr. 3 genre knowledge (the choice of texts are more challenging/allow greater breadth of discussion) Children plan their own fairy tale by discussing the shared texts, using the structure, language and features to support them. Further reading objectives around inference and language can be covered by the core text; Escape from Pompeii. Children should understand the present, past and perfect tense. They are becoming more confident in using fronted adverbials well and are beginning to vary pronouns to avoid repetition. Children will develop their knowledge of play scripts from Yr.3, showing their understanding through intonation, tone and action. They will extend their understanding by developing further stage directions. Explanation text work will develop the Yr. 3 work on flow charts to use a greater range of organisational devices e.g. introductory and closing paragraphs, fact boxes and appropriate grammar. <b>Link to: Romans</b></p>	<p><u>Autumn Term</u> In whole class reading, children should check their understanding by exploring words in context. They should also develop knowledge of word classes and morphology as a way to decode meaning. This will help them tackle the challenging language of The Highwayman and other historical texts. This poem will introduce historical writing as a genre which will be explored further this term. Reading lessons will also let children show their understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary and provide reasoned justifications for their views (parliament debate). At this point in year 5, children should be using a range of skills to develop effective sentences for different purposes e.g. relative clauses, conjunctions to contrast and commas for clarity. In writing longer narratives, children begin to understand how speech and coordinating conjunctions can give their writing pace and flow.  <b>Link to: Power &amp; Parliament</b></p>	<p><u>Autumn Term</u> In whole class reading, children should consolidate their knowledge of independent word learning skills (context, morphology &amp; parts of speech) so that they can develop their understanding of a range of texts independently. By the end of this term, they will have read a couple of texts on the same topic and so should be able to make comparisons within and across both; identifying themes and conventions. Through the Yr.5 curriculum, children should have been exposed to all of the grammar objectives; this term will consolidate/refine trickier constructs such as: use of sem- colons, hyphens, passive voice, subjunctive etc. Children should be using a variety of sentence structures and be able to vary the length for effect. They are increasingly aware that creating cohesion across a text improves the overall piece and can suggest a few ways to do this. Through individual and peer editing, they suggest their own changes to improve their written work, taking account of the features of the genre they are writing in. This may still need some support in matching editing to genre effectiveness (rather than SPaG changes). <b>Link to: World War II</b></p>
	<p><b>Poem by heart and performance</b> (Harvest festival) <b>Novel as a theme</b> (W1, S1, T1, P1, P2, P3) Retell Dogger orally, storyboard and add words. Scaffold into simple sentences. Develop own picture/sentences of lost toy. <b>Stories with repetitive language</b> (W1, S1, T1, P1, P2, P3, P4)</p>	<p><b>Poem by heart and performance</b> (Harvest festival) <b>Novel as a theme</b> (W4, S3, T2, P7, P8, P9) One or more written outcome, linked with fiction or non-fiction  <b>Instructions</b> (W4, W6, S3, T2, P7, P8, P9, P10)</p>	<p><b>Traditional tales with a twist</b> (yr 2 2 week transition unit before starting Stone Age) (W8, W9, S6, T4,) Write a retelling of a traditional story that includes a twist.  <b>Novel as a theme</b> (W8, W9, S6, T4, P12) Written outcomes linked with fiction or non-fiction. This will likely be</p>	<p><b>Fairy tales – 2 week transition unit</b> (W11, S9, T7, P13) Write a fairy tale with a series of events which includes text-type features and focus skills (or develop context of existing fairy tale – Hansel &amp; Gretel example or Stinky Cheeseman)  <b>Novel as a theme</b> (W11, S9, T7, P13, p13)</p>	<p><b>Classic narrative poetry</b> (this also links to the genre of historical setting) (W13, W14, S11, T9, T10, P17) Write a poem which has a similar structure to the model and is based on imagery – simile/metaphor. Write a section of the poem as a narrative, using appropriate complex sentences and features of the genre (historical detail from the text) The Highwayman – write own verse.</p>	<p><b>Recount in diaries in role of character</b> (Use Once/First Light as main text) Write diary entries in the role of a character linked to historical settings/class novel. -familiar characters, -appropriate use vocabulary &amp; grammar  <b>Explanation text</b> Write an explanation that includes -text type features</p>



<p>Say &amp; then write simple words (scaffolded into sentences) using patterned language, words and phrases taken from familiar stories.</p> <p><b>Texts:</b> Dogger: S.Hughes, The Gruffalo: J. Donaldson, <b>Brown Bear, Brown Bear, What Do You See? E.Carle</b>, The Elephant and the Bad Baby, Where the Wild Things Are: M, Sendak</p>	<p>Write their own set of instructions which include effective use of verbs, commas in a list and using text type features.</p> <p><b>Texts:</b> <b>The Story of the Wright Brothers: A ,Whipple</b>, <b>Explorers: The Amazing tales of the World’s Greatest Adventurers: N, Huang</b> <b>Little People, Big Dreams Ada Lovelace: M, Vegara (in yr 1 section)</b></p> <ul style="list-style-type: none"> <li>Ada Lovelace day 15<sup>th</sup> Oct</li> </ul> <p><b>Little People, Big Dreams Marie Curie: M, Vegara</b></p>	<p>Stone Age Boy – <b>diaries as characters or letter home.</b></p> <p><b>Texts: Jack Breaks the Beanstalk: S, Nicholson, Jack and the Baked Bean stalk: C, Stimpson, The Three Little Wolves and the Big Bad Pig: E, Trivizasw (all from yr 2 section) Stone Age Boy: S, Kitamura, UG Boy Genius of the Stone Age: R, Briggs</b></p>	<p>One or more written outcome linked with fiction/non-fiction. Escape from Pompeii <b>Recount in dairy entries in character of life before/after the eruption</b></p> <p><b>Texts: Hansel and Gretel: A, Browne, Hansel and Gretel: N, Gaimen, The Stinky Cheeseman and other stupid Fairy Tales: Scieska &amp; Smith (in yr 5 section)Escape from Pompeii:C, Balit, What the Romans did for us: A, Hawes, The Story of Rome: R, Dickins (and more in yr 3 section)</b></p>	<p><b>Discussions with formal debate (W13, W14, S11 S12, T9, T10, P16, P17)</b></p> <p>Write a balanced discussion presenting 2 sides of an argument, following a debate which includes text types features. E.g Which system of power is best? monarchy or elected parliament. Or should children be allowed to vote? Can one person change the power?</p> <p><b>Texts:</b> The Highwayman: A, Noyes (in Tom’s room), <b>You Rule! Create your own country: Lonely Planet publications, All about Politics, How the Government Makes the World go Round: A, Marr Rosa Parks: L,Kaiser, Little People, Big Dreams, Harriet Tubman: M,Vegara, Emmeline Pankhurst: L Kaiser</b></p>	<p>-appropriate vocabulary, grammar &amp; layout. This can be based in the DT topic of creating an Anderson Shelter.</p> <p><b>Poetry</b> Research a poet. Personal responses to poetry. Recite poems by heart (Roger McGough)</p> <p><b>Texts: All the Best (War poetry): R, McGough, Anne Frank: K, Scott, Anne Frank the diary of a Young Girl: A, Frank, Once: M, Gleitzman, The Second World War: H, Brooke, ( Plus a huge amount of other non-fiction WW2 texts from library/in class)</b></p>
<p><b>Non-chronological report (W1, S1, P1, P2, P3)</b> (Many non-fiction texts &amp; possible trip to Thetford museum - Toys through the Ages. Information poster about toys with labels.</p> <p><b>Fantasy (W1, S1, S2, T1, P1, P2, P3, P4)</b> Write a fantasy story using the structure of the model/class text</p> <p><b>Instructions/explanation (W1, S1, S2, P1, P2, P3, P6)</b> -Christmas decorations/firework safety/cooking. Pictures to illustrate a simple process. Sentences to explain.</p> <p><b>Texts: Toys in Space: M,Grey, What are Toys Made of? How do Toys Work? Toys in the past – all by J.Brundle</b></p>	<p><b>Recount in diaries (W4, W5 S3, S4 T2, T3, P7, P8, P9, P10)</b> Write recounts retelling events from a character’s point of view (diary of inventor/explorer)</p> <p><b>Adventures stories (W4, W5, W6, S3, S4 T2, T3, P7, P8, P9,)</b> Writing an adventure story, focusing on plot. Could base on Tuesday – either write the story of the frogs or another animal. Also the Hodgeheg or Fantastic Mr. Fox are good adventure texts for reading to the class.</p> <p><b>Shape poems – Christmas</b></p> <p><b>Texts: Poems about Festivals: E. Moses, Atlas of Adventures Wonder of the World: B, Handicott, Tuesday: D, Weisner (in Yr. 3 section) Fantastic Mr. Fox: R, Dahl, The Hodgeheg: D.K, Smith</b></p>	<p><b>Classic poetry for performance</b> Remembrance- create Haikus to perform</p> <p><b>Non-chronological report (W8, W9, S6, S7, S8, T5)</b> Children will be able to write a NCR which includes text type features and focus skills. Based on topic.</p> <p><b>Play scripts (W8, W9, W10, S6, S7, S8 T5, T6, P12)</b> Christmas (there is set of BFG as a play in Tom’s cupboard). Or adapt a known story they’ve enjoyed into a play/couple of scenes.</p> <p><b>Texts: The Day War Came: N, Davies, (yr. 2 section) Stone Age to Iron Age: I, Howell, Life in The Stone Age: D, Lock, The Stone Age: J, Kerrigan, The Stone Age Hunters, Gatherers and Woolly Mammoths: M, Williams,</b></p>	<p><b>Classic poetry for performance</b> Remembrance- In Flanders Field</p> <p><b>Explanation text (W11, W12, S9, S10, T8, P15)</b> Children will be able to write an explanation text which includes text type features and focus skills (link to volcanoes)</p> <p><b>Play scripts (W11, S9, S10, T8, P13, P15)</b> Christmas/ adapt a known story they’ve enjoyed into a play/couple of scenes. Build in further features such as stage directions and adverbial detail for speech in brackets.</p> <p><b>You might have time for another Roman non-fiction piece e.g recount of trip to Tide &amp; Time or info text on any aspect of the topic.</b></p> <p><b>Texts: Volcanoes: M, Gill, Volcanoes: C, Murtagh, The Paninis of Pompeii: A, Stanton, Roman Brit fighting forum: S, Rayner, Everything Volcanoes and Earthquakes: K, Furgang (and more in yr 3 section)</b></p>	<p><b>Classic poetry for performance</b> Remembrance- The Soldier – Rupert Brook</p> <p><b>Fiction from our literary heritage (W13, W14, S11, T9, T10, P17)</b> Write in the style of the author to complete sections of the story. Take the plot and theme from the text to write own/contemporary version/next chapter. Street Child-B. Doherty (topic link) <b>You may also have non-fiction outcomes. E.g diary of Victorian child at this time.</b></p> <p><b>Fiction from our literary heritage (W13, W14, S11, T9, T10, P17)</b> Dicken’s- A Christmas Carol. Build on work on Street Child</p> <p><b>Texts (Victorian focus): The Story of Queen Victoria: K, Hubbard, Victorians: A, Kramer, Victorians: J, Bingham, The Street Child: B, Doherty, Dicken’s Christmas Carol</b></p>	<p><b>Classic poetry for performance</b> Remembrance Christina Rossetti – Remember me</p> <p><b>Classic Fiction (Goodnight Mr. Tom)</b> Write a new chapter or scene with familiar characters, -historical settings, -appropriate use vocabulary &amp; grammar</p> <ul style="list-style-type: none"> <li>At least one other fiction/non-fiction outcome from text. We could get <b>time slip/flashback</b> in here.</li> </ul> <p><b>Recount in newspaper</b> Write a news or sports report of an event that includes -text type features -appropriate vocabulary grammar &amp; layout (The Blitz or Goodnight Mr.Tom)</p> <p><b>Texts: Goodnight Mr Tom: P, Pearce (enough class copies for 1:2) For the Fallen and other poems: L, Binyan, The Christmas Truce: C, Duffy, War Boy- A Wartime Childhood: M, Foreman, Jars of Hope: J, Roy, Rose Blanche: R, Innocenti</b></p>
<p><b>Spring Term</b> In whole class reading, begin to pick out interesting language, including fairy-tale/story language. Be able to say and write a simple sentence independently. Use capital letters and full stops when punctuating a simple sentence. Begin to assemble written sentences on the same topic. Plan what to write about and follow a plan to create simple text combining text and images. Convey ideas/info in simple non-narrative, to</p>	<p><b>Spring Term</b> In whole class reading, introduce making inferences on the basis of what is being said and done. SAT’s style questions on core texts to include: simple retrieval, discussing and clarifying the meanings of words, linking new meanings to known vocabulary. In writing, use a range of sentence structures including question and exclamation. Where appropriate, writing should be in</p>	<p><b>Spring Term</b> In whole class reading, identify main ideas drawn from a paragraph and introduce summarising. Predicting is developed by justifying inferences with evidence. Continue to develop use of context to work out the meaning of new vocab. In writing, use conjunctions, adverbs and prepositions to express time and cause. Extending the range of sentences with more than one clause</p>	<p><b>Spring Term</b> In whole class reading, a range of narrative objectives can be covered as you are using a novel, Varjak Paw/Harry Potter. Children can think about the main themes, infer feelings of characters and make predictions regarding the plot. For some, it will be above their reading level but by listening to the text, they will be able to take part in discussions. Knowledge of creating complex sentences should</p>	<p><b>Spring Term</b> In whole class reading, most reading objectives can be covered as you are using a novel. The strength of Victory is the time-slip chapters which allow good comparisons of characters. Children should develop inference work from Yr. 4, moving on to justifying inferences with evidence and predicting what might happen from details stated and implied. They begin to recognise inference questions and understand how to tackle</p>	<p><b>Spring Term</b> In whole class reading, Yr.6 will begin to turn their reading focus towards the SAT’s paper. They should confidently be able to explain the main reading skills e.g. retrieval, inference, summarising etc. but will need structured support to identify question types and how to compose a written response. Through developing word learning skills, children should be well equipped to tackle the challenging vocabulary questions. They will have</p>

<p>include non-chronological reports and persuasion. Choose appropriate and interesting words for writing from alternatives supplied (e.g. from a word bank).</p> <p><b>Link to: Kings, Queens and Castles</b></p>	<p>past tense and use coordinating conjunctions to link ideas. Beginning to see use of apostrophes and suffixes taught. Writing for different purposes; build on previous recount, persuasion and story writing. Use a range of powerful verbs and expanded noun phrases to interest the reader. Introduce peer editing.</p> <p><b>Link to: Africa</b></p>	<p>by using a wider range of conjunctions, including when, if, because &amp; although. In persuasive writing, they should use a writing frame to plan to ensure their evidence backs up their argument as this can be challenging. They should have oral practice through debate; ensure rich vocab comes through in written work by using word banks &amp; exploring vocab. Continue work on paragraphing and editing.</p> <p><b>Link to: Rivers and Seas</b></p>	<p>be consolidated from autumn term (fronted adverbials &amp; subordination). Focus on improving impact of sentences through modifying expanded noun phrases with further adjectives or adverbs – the strict maths teacher with curly hair. In narrative, children will write at length, allowing work to be organised into clear paragraphs and with a clear structure. They will be introduced to the new genres of fantasy (builds on adventure &amp; mystery) and myths (builds on folk tales and will be further developed in Yr. 4 and Yr. 5). Non-narrative writing consolidates work on</p> <p>non-chronological reports and instructions. Ensure that when editing, time is allowed for children to suggest improvements.</p> <p><b>Link to: Invaders and Settlers</b></p>	<p>them using evidence. Through participating in discussions about books that are read to them, they challenge views courteously. The planning of writing is becoming more closely linked to the texts/genres studied. Children should identify the audience and purpose of writing– this should help bring out the language and range of sentence structures needed to add interest. Genre work: recount in autobiography – builds on Yr. 3 work on Howard Carter and persuasion work develops from letters &amp; balanced arguments into a brochure. Ensure that non-fiction sentence level work is still of</p> <p>a high standard (fronted adverbials, subordination and higher level conjunctions). Explanation text should use a full range of organisational and presentational devices.</p> <p><b>Link to: The North Sea</b></p>	<p>further chances to practice these skills through studying classic poetry and texts. At this point in the year, the writing produced should be meeting the Yr.6 expectations and in some cases, beyond. Through a mixture of high impact texts (e.g. Oliver Twist) and experiences (residential), children have the opportunity to create writing to meet the greater depth standard e.g. being able to manipulate the level of formality through a persuasive brochure written about the residential centre. Children have secure knowledge of genre and can make informed choices about improving their work when editing. The</p> <p>level of adult input into their written work will be much reduced so that they become confident and independent writers.</p> <p><b>Link to: Crime and Punishment</b></p>
<p><b>Traditional Tales (W1, W2, S1, S2, T1, P1, P2, P3, P4, P5)</b> Write a retelling of a traditional tale - probably St. George. <b>Explanation (W1, W2, S1, S2, P1, P2, P3, P6)</b> Explain main features of a castle. Drawings and labels with simple sentences. Could also/either explain knight’s armour. <b>Poetry -Take one poet</b> -Michael Rosen- Bear Hunt (link to repetitive language) - either to perform/find rhyming words</p> <p><b>Texts: St. George and the Dragon: L. Stowell, Trad tales with castles e.g. Cinderella &amp; Sleeping Beauty, Going on a Bear Hunt: M, Rosen, Knights and Castles: R,Firth, Castles: A, Lynch, Castles: S. Turnbull</b></p>	<p>(Possible trip to Africa Alive/Banham zoo)</p> <p><b>Stories from other cultures (W4, W5 S3, S4 T2, T3, P7, P8, P9,)</b> Construct own short narrative based on a story map using words/phrases with culture.</p> <p><b>Recount of events (W4, W5, W6, S3, S4 T2, T3, P7, P8, P9,P10)</b> Write recounts retelling event, using adverbs of time to aid sequencing and maintaining consistency in tense</p> <p><b>Traditional poetry</b> (UK and Africa)</p> <p><b>Texts: MeerKat Mail: E, Gravitt, Mamapanya’s Pancakes: R &amp; M, Chamberlin, Anansi Spider, Bringing the Rain to Kapiti Plane: V, Aardema, The Puffin Book of Fantastic first Poems: E &amp; J Crebbin</b></p>	<p><b>Novel as a theme (W8, W9, S6, T4, P12)</b> One or more written out come, linked with fiction or non-fiction modules already covered during the term (Storm)</p> <p><b>Explanations (W8, W9, S6, S7, S8, T5, T6)</b> Create and use a flowchart to write an explanation of a process. Ensure relevant details are included and account ended effectively Consider looking at how a river starts and ends at the sea.</p> <p><b>Calligrams</b> Link to topic</p> <p><b>Texts: Storm: K, Crossley-Holland, Rivers a visual history from river to sea: P, Goes, River Story: M, Hooper, River Food webs: W, Anthony (yr 4 section)</b></p>	<p><b>Fantasy stories (discrete from topic) (W11, S9, T7, T8, P13, P14. P15)</b> Write a fantasy story with a series of events, which includes text-type features and focus skills. Varjak Paw/Harry Potter</p> <p><b>Instructions (W11, W12, S9, S10, T8, P14. P15)</b> Write a set of instructions which includes text type features and focus skills (stand-alone linked to cooking/ topic &amp;DT)</p> <p><b>Poems with a structure</b> Kennings (topic link – Kennings first used by Anglo-Saxons)</p> <p><b>Texts: Varjak Paw: F.S, Said, Anglo Saxon Britain: A, Garneri , Saxon Tales-The Lord who lost his head: T, Deary, Saxon Tales- The Shepherd who ate his sheep: T, Deary</b></p>	<p><b>Novel as a theme (W13, W14, S11, S12, T9, P17)</b> Written outcomes linked with fiction or non-fiction modules already covered during the term. (Victory, S.Cooper or Floodland)</p> <p><b>Recount in autobiography (W13, W14, S11, S12, T9, T10, P16, P17)</b> Write a biography that includes: Devices to build cohesion, appropriate layout &amp; grammar/vocab choices. Local link to Nelson.</p> <p><b>Poetry appreciation</b> Robert Louis Stevenson – Victorian/ build on classic texts link.</p> <p><b>Texts: Admiral Nelson: S, Llewellyn, Horatio Nelson and his Victory: S, Reeve, Victory: S, Cooper, Floodland: M, Sedgewick A Child’s Garden of Verse: R. L, Stevenson</b></p>	<p><b>Novel as a theme</b> (links to Crime and Punishment topic) <b>Holes, L. Sacher or Oliver Twist</b> Write a new chapter or scene with -familiar characters, -appropriate. settings, -appropriate use vocabulary &amp; grammar</p> <p><b>School residential trip to Aylmerton Lodge</b> <b>Persuasion in brochures</b> Write a persuasive brochure (linked to topic) and a brochure/leaflet for a theme park, holiday that includes -text type features -appropriate vocabulary grammar &amp; layout * Direct experience of the trip -including own photos/anecdotes- will raise the standard of the work.</p> <p><b>Texts: Holes, L. Sacher or Oliver Twist</b> (various copies in Yr. 6 cupboard)</p>
<p><b>Novel as a theme (W1, W2, S1, S2, T1, P1, P2, P3, P4, P5, P6)</b> Robin Hood -Link to Forest School area. One (or more) written outcomes, linked fiction or nonfiction modules already covered during the term</p> <p><b>Basic Persuasion (W1, W2, S1, S2, T1, P1, P2, P3, P4, P5,)</b> Design a wanted poster that includes Simple sentences using patterned</p>	<p><b>Persuasion adverts (W4, W5, W6, W7, S3, S4, S5 T2, T3, P7, P8, P9, P10)</b> Children be able to plan and write their own persuasive poster, leaflet based on real/imaginary activity/holiday (I’d suggest an advert for holiday to Africa)</p> <p><b>Stories by the same author (discrete) (W4, W5, W6, S3, S4,T2, T3, P7, P8, P9,)</b></p>	<p><b>Persuasion in letters (W8, W9, S6, S7, S8, T4, T6)</b> Letter which includes perfect form of verbs, conjunctions &amp; persuasive letter features. Write a letter to headteacher, persuading him that we should have a school trip to a river/mountain of your choice</p> <p><b>Folk tales (W8, W9, W10, S6, S7, T4, T5, T6, P12)</b></p>	<p>(move on to Vikings?) <b>Narrative poetry (W11, W12, S9, S10, T7, T8, P14. P15)</b> Recite some by heart &amp; use as a starting point for <b>further writing</b>. Beowulf</p> <p><b>Non-chronological report (W11, W12, S9, S10, T7, T8, P14. P15)</b> Children will be able to write a NCR which includes text types, features and focus skills. Linked to topic</p>	<p><b>Explanation text (W13, W14, S11, S12 T9, T10, P17)</b> Children will be able to write an explanation which includes text type features and focus skills. Link to topic – explanation of coastal change/erosion (Trip to Happisburgh)</p> <p><b>Persuasion in brochures/radio/TV (W13, W14, S11, S12, T9, T10, P16, P17)</b> Includes persuasive devices &amp; appropriate grammar &amp; vocab e.g.</p>	<p><b>Write poems using figurative language</b> using words and phrases associated with poems read. Read and respond to poetry questions. This will form part of the comprehension fo In preparation for SATS.</p> <p>The Listeners, Walter De La Mer (meets genre work on historical setting ) ‘The Visitor’, by Ian Serraillier</p> <p><b>SAT’s week</b></p>

<p>language, words and phrases. Wanted posters linked to Robin Hood.</p> <p><b>Traditional Rhymes (W1, W2, S1, S2, P1, P2, P3, P5, P6)</b> Playground games/class assembly e.g. Here we go round the Mulberry bush (make own version)</p> <p><b>Texts: Adventures of Robin Hood: R. Lloyd Jones</b> (Check KS1 for book of traditional rhymes)</p>	<p>Use a familiar story as a model to write a new story (Anthony Browne)</p> <p><b>Riddles</b> Share a range, adapt and write your own following set structures ( e.g. What am I? Then give clues)</p> <p>Texts: <b>African is not a Country: M, Melnicove and Introducing Africa: C, Oxslade Hide &amp; Seek: A, Browne, Gorilla: A, Browne.</b></p>	<p>Children to be able to write folk tales with a series of events, which includes features and skill focus. Link to topic (Storm introduces idea of Black Shuck – Norfolk folk tale – Yr 5 will explore further in North Sea) Loch Ness Monster</p> <p><b>Poetry appreciation</b> (choose a poet to study &amp; produce a range of outcomes – Celia Warren or Elli Woollard)</p> <p><b>Texts: The Unhappy Stonecutter: C, Guillain (folktale in yr 2 section) Rivers and Mountains: M, Waldron, At Home in the Biome -rivers and lakes: L &amp; R Spilsbury (these 3 texts are in yr 4 section) The treasures of the Loch Ness Monster: L, Don Perfectly peculia4r pets: E, Woolard, Don't Poke a Worm till it Wriggles: C, Warren</b></p>	<p><b>Myths (2weeks) (W11, S9, S10, T7, T8, P13,P14. P15)</b> Children will be able to write a myth which includes text type features and focus skills. In this first block they could write an element of a myth eg. character &amp; setting or a simple retelling of known myth.</p> <p><b>Texts: Britain's Settlement by Anglo Saxons and Scots: C, Throp, Beowulf the Brave: J, Green, Beowulf: F.L Jones, You wouldn't want to be an Anglo-Saxon Peasant!: J, Morley</b></p> <p><b>Vikings – Norse MythsThor vs The Giants: C,Bowan, Norse Myths: Thor and Loki: C. Bowan, The Story of the Vikings: M, Cullis, Who were the Vikings: J, Chisholm</b></p>	<p>modal verbs. Create a persuasive text to sell the Norfolk coast.</p> <p><b>Poems with figurative language (build on link with Highwayman but focus on lighter, humorous poems)</b></p> <p><b>Texts:</b> (books about erosion – but likely to have these in school) <b>If we don't, these would be good: Rivers and Coasts: I, Howell, Coastlines: S, Brook Once upon a Street- Norfolk Stories for Children: I, King,</b></p> <p><b>Poetry: Dragon Poems; J, Foster, Puffin Book of Utterly Brilliant Poetry: B, Patten</b></p>	<p><b>Non-chronological report</b> Write a NCR that includes -text type features -appropriate vocabulary grammar &amp; layout</p> <p>Hopefully, this would be following a trip to Norwich castle. Children might also produce a <b>recount.</b></p> <p><b>Texts:</b> <b>The Listeners, Walter De La Mer 'The Visitor', by Ian Serraillier (find both online) Holes: L, Sacher, The Three Little Wolves and the Big Bad Pig: E, Trivizasw Do we have non-fiction books linked to this topic? If not: A Photographic View of Crime and Punishment – the past in pictures: A, Woolfe, Crime and Punishment through the Ages: G, Bage</b></p>
<p><b>Summer Term</b> In whole class reading, develop inference and prediction skills based on knowledge of text type. Understand how information texts are organised and use this when reading simple texts. Compose simple sentences independently to communicate meaning. Link with time conjunctions. Compose own simple adventure story set in a different world, introducing concept of problem and resolution. Write chronological and non-chronological texts using simple structures. <b>Link to: London</b></p>	<p><b>Summer Term</b> In whole class reading, discuss and express views about non-fiction at a level beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related: using all non-fiction features such as the contents, index and glossary. By this stage in year 2, should see: planning using word bank and writing frames, word work and sentence work to prepare for writing, independent writing, editing and revisions that show awareness of grammar and spellings taught so far. Best copies of work focus on clear joins. In non-fiction, focus is on turning factual information into clear, related sentences that link using taught range of conjunctions and the main text type features. New learning will develop use of subordination and adverbs to add interest (ready for KS2) <b>Link to: What a Wonderful World</b></p>	<p><b>Summer Term</b> In whole class reading, develop summarising by looking at several paragraphs. Retrieve and record information from non-fiction and continue discussing words and phrases that capture the reader's interest and imagination across a range of genres. Children should discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Three new genres: fables (builds on trad. tales), mystery (builds on KS1 adventure genre) &amp; autobiography (builds on prior recount work). By this stage of year 3 you would expect subordination using: if, as, or when. Abler children can look at moving the conjunction to the middle of the sentence but model to all. More sentences should be extended using causal conjunctions. Children are beginning to understand that using a fronted adverbial creates a more complex sentence as part of it doesn't make sense on its own. All planning and editing objectives to be covered by the summer term (supported where needed). <b>Link to: Ancient Egypt</b></p>	<p><b>Summer Term</b> In whole class reading, choose one of the non-fiction core texts to ensure coverage of comprehension skills in non-narrative e.g. retrieve and record information and understand that reading books are structured in different ways for different purposes. Through discussing both sides of an argument, children are given the opportunity to apply what they know and justify their opinions. By this point in Yr. 4, children should be able to meet the Yr.3/4 sentence and grammar requirements. It is worth consolidating punctuation of speech as it is not revisited in UKS (expectation that children know it). You could do this through newspaper writing which is introduced for the first time in Yr. 4 (builds on previous recount work). Through writing their own myth, children will have the opportunity to compose sentences orally (including dialogue), progressively build a varied and rich vocabulary, and use the expected range of sentence structures that they have learned over the year. <b>Link to: Mayans (Rainforest)</b></p>	<p><b>Summer Term</b> In whole class reading, children should be able to meet whole text objectives that relate to various themes, conventions and genres. By this point in the year (and KS) they should be familiar with a wide range of texts to include: myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Independent word learning skills (context, morphology &amp; word classes) should be consolidated ready for Yr. 6. Through studying Greek myths, children have a good opportunity to evaluate how authors use language, including figurative language, and think about how it impacts the reader. At this point in Yr. 5, children use their knowledge of genres studied to help them select appropriate grammar and vocabulary, with an increased understanding of how such choices can change/enhance meaning. Writing at length is organised using paragraphs and all structural features where necessary. Children use a range of sentences and devices to create flow/interest across a whole text. They use in-depth editing to ensure they meet the required expectation, suggesting improvements for themselves and peers. Newspaper writing is a vehicle for specific UKS2 grammar: passive/active voice, subjunctive and reported speech. This is briefly introduced at the end of Yr.4 but should be covered thoroughly at</p>	<p><b>Summer Term</b> In whole class reading, children can continue their work on looking at themes across a range of texts. They can identify viewpoints and justify their responses to a text through group discussion. In this last part of Yr. 6, children should continue to read widely and be encouraged to recommend books to their friends. In writing, we will be producing our last few extended pieces before looking to complete a transition unit for high school. To reach the highest standard for Yr. 6, children will extend the genres that they are writing in, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). When writing at this high standard, children are required to show the understanding of high level punctuation such as; semi-colons, dashes, colons, hyphens. They must also show that they only use them when necessary, to enhance meaning and avoid ambiguity. This term will give the children a range of opportunities to meet this expectation. The transition unit should also introduce the children to new styles of genre in reading and writing e.g. detective or sci-fi. <b>Link to: Explorer Ice Trap!</b></p>



					<p>this point to consolidate knowledge for Yr. 6.</p> <p><b>Link to: Ancient Greeks</b></p>	
<p><b>Novel as a theme (W1, W2, W3, S1, S2, T1, P1, P2, P3, P4, P5, P6)</b> -London texts. Story based on text. Make a simple plan &amp; follow features e.g. problem and resolution</p> <p><b>Recount of familiar events (W1, W2, W3, S1, S2, T1, P1, P2, P3, P4, P5, P6)</b> Trip to London Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing.</p> <p><b>Rhyming couplets</b> e.g. Ning, Nang, Nong Make own version e.g. bing, bang, bong</p> <p><b>Texts: The Queen's Hat, The Queen's Handbag: S. Antony, Katie in London: J. Mayhew, The Great Fire of London: J.W Lewis and 3 nonfiction texts with the title The Great Fire of London.</b></p>	<p><b>Poetry appreciation</b> (choose a poet to study &amp; produce a range of outcomes – Rosen or Carter)</p> <p><b>Stories in familiar settings (revisit idea of stories by the same author using Beatrix Potter) (W4, W5, W6, W7, S3, S4, T2, T3, P7, P8, P9, P11)</b> Write own short narrative based on a model, which includes subordination. Beatrix Potter link –stories set in our Forest School area.</p> <p><b>Explanation text (W4, W5, W6, S3, S4, S5, T2, T3, P7, P8, P9, P10)</b> (link to sci &amp; how plants grow or environmental issues) Produce a flow chart ensuring content is clearly sequenced.</p> <p><b>Texts: Jelly Boots, Smelly Boots: M. Rosen, Zim, Zam, Zoom: J.Carter, A Planet Full of Plastic: N, Layton, Caring for the World: S. Cavell-Clarke, The Adventures of a plastic bottle: A. Inches <b>Beatrix Potter texts</b></b></p>	<p><b>Discussing and debating (W10, S6, S7, S8, T5, P12)</b> Leading to a written outcome to include; complex sentences &amp; features of discussion</p> <ul style="list-style-type: none"> <li>Was Tutankhamen killed?</li> </ul> <p><b>Recount in autobiography (W8, W9, W10, S6, S7, S8, T4, T5, T6, P12)</b> Research an individual, make notes on key information and write a biography which includes text type features and focus skills. Howard Carter.</p> <p><b>Fables (discrete unit) (W8, W10, S6, T4, T6, P12)</b> Aesop fables is a good starting place. Also, Hilaire Belock's Cautionary Tales. Write a fable to convey a moral.</p> <p><b>Texts: Aesop Fables: S.Brooks &amp; A. Enright (in yr 2 section) Egypt Magnified: D, Long, Meet the Ancient Egyptian: J, Davies, Ancient Egyptian Pyramids: A, Giulieri (all in yr 2 section)</b></p>	<p><b>Myths (2 weeks) (W11, S9, S10, T7, T8, P13, P14, P15)</b> Children will be able to write a myth which includes text type features and focus skills. Link to topic</p> <p><b>Discussion for and against</b> Consider different sides of an argument &amp; decide on a course of action, summarising your reasons. Link to topic – deforestation. Leading to written outcome.</p> <p><b>Poetry-</b> read, write and perform non-sense poems (look at Edward Lear limericks) <b>Texts: Maya Myths and Legends: T, Turner, Mayas and Incas: A, Croy, The Genius of the Maya: J, Powell, The chocolate connection: J, Powell, Mayan Civilisation: J, Bingham Rainforest (all in yr 5 section) Jungle Survival Handbook: M, Kelly, Rainforests: M, Clark, Amazon: T, Jackson, Write on...Rainforest: C, Hibbert, Riches of the Amazon: C, Sweeny</b></p>	<p><b>Myths (W13, W14, S11, S12 T9, T10, P16, P17)</b> Children will be able to write a myth which includes text type features and focus skills. Link to topic</p> <p><b>Recount a newspapers (W13, W14, S11, S12 T9, T10, P17)</b> Write a news or sports report of an event including details expressed in ways that will engage the reader/viewer.</p> <p><b>Instructions (W13, W14, S11, S12 T9, T10, P17)</b> Write a set of instructions which includes text type features and focus skills (link to topic/DT)</p> <p><b>Texts: Terry Deary's Best ever Greek Legends: T, Deary, Who let the Gods out?: M, Evans, Tales of Greek Heroes: R, Green, Greek Myths: M, Williamson (and many more myths in yr 5. section) The Genius of the Ancient Greeks: I, Howell, Ancient Greece: N, Dickmann, Ancient Greece in 30 Seconds: C, Senker</b></p>	<p><b>According to standard/completion of SAT's writing portfolio, you may need to use the first 2 weeks to redo/finish work from important genres e.g. newspapers/letters/explanations.</b></p> <p><b>Persuasion in letters</b> Write a persuasive Letter (linked to topic) Persuade Shackleton that you should on the trip. -appropriate vocabulary grammar &amp; layout</p> <p><b>Biography</b> Write a biography that includes -text type features -appropriate vocabulary grammar &amp; layout (Shackleton).</p> <p><b>Novel as a theme</b> Written outcomes linked with fiction or non-fiction modules already covered during the term.</p> <p><b>Texts: The Polar Bear Explorers' Club: A, Bell, Ice Trap! Shackleton's Incredible expedition: M, Hooper, Who was Ernest Shackleton?: J, Buckley, Xtreme Adventure Polar Exploration: S, L, Hamilton, Shackleton's Journey: W, Grill.</b></p>	
<p><b>Space for additional units to build ones already studied, using different texts.</b> <b>Stories by the same author</b> From the Foyles text list, you have several Katie Morag books so a unit on books by the same author would work well.</p> <p><b>Non-chronological report</b> There is also a good selection of life cycle texts for non-fiction writing linked to science.</p>	<p><b>Non-chronological report (W4, W5, W6, W7, S3, S4, S5, T2, T3, P7, P8, P9, 10)</b> Include subordination using because and so: different forms of sentences (if you haven't covered pollution and environment, you could cover it here)</p> <p><b>Space for addition narrative &amp; poetry units to build on existing units</b></p> <p><b>From the Foyles list you have several Mini Grey texts so an author study would work well – will build on the Toys in Space Yr 1 text. Also, build the range of trad tales e.g. <b>Rumpelstiltskin, Emperor's New Clothes, Elves and Shoemakers</b></b></p>	<p><b>Non-chronological report (W8, W9, W10, S6, S7, S8, T4, T5, T6, P12)</b> Children will be able to write a NCR which includes text type features and focus skills.</p> <p><b>Mystery W8, W9, W10, S6, S7, S8, T4, T6, P12)</b> Write a mystery with an opening, build up, resolution and ending which includes text type features.</p> <p><b>Poetry-</b> either look at poems with structure or figurative language</p> <p><b>Texts: The Egyptian Cat Mystery: P, Dolan, Flat Stanley The Great Egyptian Grave Robbery: S, Pennypacker, (in yr 2 section) The Egyptian Cinderella</b></p>	<p><b>Novel as a theme (W11, S9, T7, P13, p13)</b> One or more written outcome linked with fiction/non-fiction</p> <p>The Explorer has been used on yr. 5 but is quite long and challenging vocab. Consider using any of the Mayan /chocolate/rainforest books as a core text for various written outcomes e.g.</p> <p><b>Recount as newspapers(W11, W12, S9, S10, T7, T8, P13, P14, P15)</b> Write a news report of an event including details expressed in ways that will engage the reader/viewer.</p> <p><b>Poetry appreciation</b> (choose a poet to study and produce a range of outcomes) <b>Texts: see above and then these for poetry I don't like poetry: J, Seigal, I am a Jigsaw: R, Steven, The Pelican chorus and other poems</b></p>	<p><b>Non-chronological report/formal report writing (Greeks) (W13, W14, S11, S12 T9, T10, P17)</b> Children will be able to write a NCR which includes text type features</p> <p><b>Stories from other cultures (discrete unit)</b> Construct own short narrative based on a story map using words/phrases &amp; features associated with culture. Make local links – cultures in our community.</p> <p><b>Texts: Grandpa Chatterji : J Gavin, The Dragon of Krakow and other Polish Folk Tales: R, Monte &amp; Paul Hess, A fistful of Pearls and other tales from Iraq: E, Laird</b></p> <p><b>Space for additional narrative Shaun Tan author study- you have The Arrival, Eric and The Lost Thing in the Foyles list.</b></p>	<p><b>Stories from other Cultures</b> Construct own short narrative based on a story map (use texts linked to Russia from previous curriculum topic)</p> <p><b>Poetry – free verse.</b> Read, write and perform free verse poems. (There are some examples in various compilations in yr. 6 Foyles list e.g. Benjamin Zephaniah)</p> <p><b>Transition unit</b> <b>Choose either: detective fiction or science fiction</b> <b>Write own detective story</b> -devices for cohesion, develop Characters, text type features <b>Write own science-fiction story</b> Write a chapter or scene with familiar characters, scientific settings, appropriate vocabulary &amp; grammar</p> <p><b>Texts: The Firebird: (2 versions M, Mackinnon &amp; J, Crebbin) Russian Fairy Tales: A, Afanasyev, Funky Chickens: B,</b></p>	



						<p>Zephaniah,</p> <p>Shine: J.P Walsh or Aquila: A, Norris. Could argue that <b>Skelig: D, Almond</b> is part sci-fi.</p> <p>Murder Most Unladylike: R, Stevens,</p> <p>Extraordinary Case of Sherlock Holmes: A,</p> <p>Conan-Doyle (Puffin abridged)</p>
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- Genre progression: e.g. fairy tales

Yr. 1 Sp: Traditional Tales	Yr. 2 Sum: Traditional Tales	Yr.3 Aut: Traditional Tales with a twist	Yr. 4 Aut: Fairy Tales	UKS 2
Beginning to look at basic features of traditional tales. This will include; settings, characters and simple fairy tale language. Topic link will see them focus on Cinderella and Sleeping Beauty. This will be extended to George & the Dragon– build in understanding of problem resolution.	Revise basic key features of the genre by broadening the range of traditional tales to include more complex stories: Rumpelstiltskin, Elves and the Shoemakers, Emperor’s New Clothes etc. Extend genre knowledge to think about magical elements and themes of good over evil. Begin to make comparisons within the genre.	Secure knowledge of genre will let the children enjoy the changes in plot or character. Understanding the original tales will allow the children to begin to think about the author’s purpose in making changes. Subverted tales let the children think more deeply about characterisation and plot. Transition unit between KS1 & KS2.	Transition unit to Yr. 4. We revisit this genre as children are familiar with the structure and it will let us explore story structure, characters and language in depth. The sophisticated versions of fairy tales chosen will give back-stories to the characters and develop ideas/ themes that are briefly sketched out in KS1 e.g. good/evil, being heroic & justice.	The knowledge of traditional tales gives children in UKS2 a secure grounding in narrative structure. This is then developed by studying wider genres such as stories from other cultures, stories from our heritage, historical novels, myths etc.

- Skill progression: e.g. inference (text in bold shows progression)

KS1	Yr 3	Yr 4	Yr 5	Yr 6
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Discuss reasons for actions and events, beginning to find evidence in the text.	Discuss reasons for actions and events based on evidence in the texts and <b>using evidence from prior knowledge or experience</b>	Predict what might happen from details stated <b>and implied</b>	Work out the meaning of unknown words from the <b>way that they are used in context</b>	Predicting what might happen from details stated and implied.
Empathise with different characters’ point of view in order to explain what characters are thinking/feeling and the way they act.	Empathize with different characters’ point of view in order to explain <b>multiple ways</b> that characters may be thinking/feeling and how this changes the way they act.	Draw inferences such as inferring characters feelings, thoughts and <b>motives from their actions, and justifying inferences from evidence.</b>	Infer messages, moods, feelings and attitudes <b>across a text</b>	Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Make predictions based on knowledge form/of the text and wide connections.	Predictions become <b>more plausible</b> and is based on knowledge from/ of the text. Children can make wider connections.	<b>Discuss understanding and explain the meaning of words in context in relation to the above point.</b>	Explore texts to support and <b>justify predictions and opinions</b>	Provide <b>reasoned justifications for views.</b>
		<b>Summarise the qualities of characters by referencing multiple examples of inference and deduction.</b>		<b>Construct an opposing point of view using evidence to justify counter inferences.</b>

**Impact**

All pupils will be able to read with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum. All pupils will make at least good progress from their starting points. Pupils will develop a life-long enjoyment of reading and books. Pupils will make at least good progress from their starting points. They will be equipped with a deep knowledge of text types, acquire a wide vocabulary, and have an understanding of grammar and knowledge of linguistic conventions that can support their writing.

We will measure the impact of our reading curriculum by:

- Teacher assessment of reading using individual reading, evidence from reading lessons and termly assessments pieces to provide evidence of national curriculum skills and understanding.
- Monitoring of books by the senior leadership team for clear evidence of reading skills being developed and applied.
- Careful monitoring of individual reading folders across the school to ensure that gaps in fluency & comprehension are quickly identified and targeted through intervention.
- Moderation of reading between year groups and other local schools to provide robust judgements – once a term.
- Monitoring of progress from year to year and key stage to key stage to ensure pupils remain ‘on track’ from their starting points.

**Writing Intent**

It is our intent to provide high quality learning experiences in order to develop pupils’ competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Pupils will learn how to plan, revise and evaluate their writing effectively. They will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words. The development of pupils’ composition skills will ensure they can form, articulate and communicate ideas, organise them coherently for a reader, showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We aim to encourage pupils to develop fluent, legible and, eventually, speedy handwriting.

Specifically, we aim to ensure that all pupils:

- are able to write comprehensively and cohesively within their age-related expectations, using progressively mature grammatical structures and vocabulary.
- are proficient in spelling using the spelling and phonetic patterns set out in the national curriculum.
- understand purpose and audience when writing to engage their reader appropriately
- rehearse their writing orally, understanding the differences between spoken language and Standard English used for writing.
- Acquire all the knowledge and skills set out in the National Curriculum.

**Writing Implementation**

Writing is taught in specific meaningful and effective contexts. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We aim to develop children’s ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals.





Children have opportunities to write at length, in extended and independent writing sessions. Speaking and listening skills support children in articulating their ideas. Children have opportunities to reflect on and improve writing through editing with continuous self, peer and teacher assessment providing clear next steps for learning. Spelling skills are developed using a phonics based approach and in line with the requirements of the English National Curriculum 2014. Children are taught to use a neat and consistent style of handwriting, and presentation. Spelling, Punctuation and Grammar is taught in accordance with the statutory requirements of the English National Curriculum.

- Genre progression: e.g. fairy tales

Yr. 1 Sp: Traditional Tales	Yr.2Sum: Traditional Tales	Yr.3 Aut: Traditional Tales with a twist	Yr. 4 Aut: Fairy Tales	UKS 2
Write a retelling of a traditional tale - probably St. George.  Explain main features of a castle. Drawings and labels with simple sentences. Could also/either explain knight's armour.	Revisit Traditional tales in Summer term. Build on a range of traditional tales e.g Rumpelstiltskin, Emperor's New Clothes, Elves and Shoemakers  Write an alternative ending to Rumpelstiltskin.	Write a retelling of a traditional story that includes a twist.	Write a fairy tale with a series of events which includes text-type features and focus skills (or develop context of existing fairy tale – Hansel & Gretel example or Stinky Cheeseman)	To understand story structure and apply to a variety of genres.  Stories from other cultures  Myths  Novel as a theme

- SPAG progression e.g. fairy tales

Yr. 1 Sp: Traditional Tales	Yr.2Sum: Traditional Tales	Yr.3 Aut: Traditional Tales with a twist	Yr. 4 Aut: Fairy Tales	UKS 2
SPAG opportunities for this genre: capital letters for proper nouns, pronouns I/ he/ she etc,	SPAG opportunities for this genre: commas in lists to describe a character or setting, explore exclamatory sentences , begin to look at punctuation speech with inverted commas, apostrophes for possession,	SPAG opportunities for this genre:  Use text which is rich in vocabulary to expand children's vocabulary. Revision of sentences, capital letters, commas and full stops. Expanded Noun Phrase Also focus on Adverb openers. Use of commas after fronted adverbials  Introducing paragraphs as a way to group related material.	SPAG opportunities for this genre: Grammatical difference between plural and possessive 's'. Use fronted Adverbials. Use of paragraphs to organise ideas around a theme. Use on inverted commas and other punctuation to indicate direct speech.	SPAG opportunities for this genre: To show the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.  Use of passive to affect the presentation of information in a sentence.  Linking ideas across paragraphs using adverbials of time, place and number or tenses choice.  Use commas to clarify meaning or avoid ambiguity.

**Writing Impact**

Pupils will make at least good progress from their starting points. They will be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We will measure the impact of our Writing and SPAG curriculum by:

- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding.
- Moderation of writing between year groups and other local schools to provide robust judgements – once a term.
- Monitoring of progress from year to year and key stage to key stage to ensure pupils remain 'on track' from their starting points.
- Monitoring of books for clear evidence of the use of vocabulary, spelling, grammatical understanding, punctuation understanding and text type knowledge. – curriculum groups once a term.



Reading in Early Years and Foundation Stage

Reading: Word Reading

Phonics and Decoding

Three and  
Four-Year-  
Olds

Range 5

Literacy

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in words
  - recognise words with the same initial sound, such as money and mother



<p>Reception</p> <p>Range 6</p>	<p>Literacy</p>		<ul style="list-style-type: none"> <li>• <u>Read individual letters by saying the sounds for them.</u></li> <li>• <u>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</u></li> <li>• <u>Read some letter groups that each represent one sound and say sounds for them.</u></li> <li>• <u>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</u></li> </ul>
<p>ELG</p>	<p>Literacy</p>	<p>Word Reading</p>	<ul style="list-style-type: none"> <li>• <u>Say a sound for each letter in the alphabet and at least 10 digraphs.</u></li> <li>• <u>Read words consistent with their phonic knowledge by sound-blending.</u></li> <li>• <u>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</u></li> <li>• <u>Enjoys an increasing range of print and digital books, both fiction and non-fiction</u></li> <li>• <u>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</u></li> <li>• <u>Describes main story settings, events and principal characters in increasing detail</u></li> <li>• <u>Re-enacts and reinvents stories they have heard in their play</u></li> <li>• <u>Knows that information can be retrieved from books, computers and mobile digital devices</u></li> <li>• <u>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</u></li> <li>• <u>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</u></li> <li>• <u>Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</u></li> <li>• <u>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</u></li> <li>• <u>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</u></li> <li>• <u>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</u></li> </ul>
<p><u>Common Exception Words</u></p>			
<p>Reception</p>	<p>Literacy</p>		<ul style="list-style-type: none"> <li>• <u>Read a few common exception words matched to the school’s phonic programme.</u></li> </ul>

Fluency \_\_\_\_\_



Three and Four-Year-Olds	Literacy		<ul style="list-style-type: none"> <li>• <u>Understand the five key concepts about print:</u> <ul style="list-style-type: none"> <li>• <u>print has meaning</u></li> <li>• <u>print can have different purposes</u></li> <li>• <u>we can read English text from left to right and from top to bottom</u></li> <li>• <u>the names of different parts of a book</u></li> <li>• <u>page sequencing</u></li> </ul> </li> <li>• <u>Develop their phonological awareness, so that they can:</u> <ul style="list-style-type: none"> <li>• <u>spot and suggest rhymes</u></li> <li>• <u>count or clap syllables in words</u></li> <li>• <u>recognise words with the same initial sound, such as money and mother</u></li> </ul> </li> </ul>
Reception	Literacy		<ul style="list-style-type: none"> <li>• <u>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</u></li> <li>• <u>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</u></li> <li>• <u>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</u></li> </ul>
ELG	Literacy	Reading	<ul style="list-style-type: none"> <li>• <u>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</u></li> </ul>

### Reading: Comprehension

#### Understanding and Correcting Inaccuracies

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• <u>Enjoy listening to longer stories and can remember much of what happens.</u></li> <li>• <u>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</u></li> <li>• <u>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</u></li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• <u>Engage in extended conversations about stories, learning new vocabulary.</u></li> </ul>
Reception	Communication and Language	
		<ul style="list-style-type: none"> <li>• <u>Listen to and talk about stories to build familiarity and understanding.</u></li> <li>• <u>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</u></li> <li>• <u>Listen carefully to rhymes and songs, paying attention to how they sound.</u></li> <li>• <u>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</u></li> </ul>



ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• <u>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</u></li> <li>• <u>Anticipate (where appropriate) key events in stories.</u></li> <li>• <u>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</u></li> </ul>
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### Comparing, Contrasting and Commenting

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• <u>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</u></li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• <u>Compare and contrast characters from stories, including figures from the past.</u></li> </ul>
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• <u>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</u></li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• <u>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</u></li> </ul>

### Words in Context and Authorial Choice

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• <u>Use a wider range of vocabulary.</u></li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• <u>Engage in extended conversations about stories, learning new vocabulary.</u></li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• <u>Learn new vocabulary.</u></li> <li>• <u>Use new vocabulary throughout the day.</u></li> <li>• <u>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</u></li> <li>• <u>Use new vocabulary in different contexts.</u></li> <li>• <u>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</u></li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• <u>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</u></li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• <u>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</u></li> <li>• <u>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</u></li> </ul>

### Inference and Prediction



Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>

## Poetry and Performance

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

## Non-Fiction



Reception	Communication and Language		<ul style="list-style-type: none"><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>