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| **Year: Pre-school** |
| **Autumn**  | **Spring**  | **Summer**  |
| **Texts*** Goat Goes to Playgroup
* Dirty Berty
* Best behaviour book collection

**Songs and Rhymes*** Daddy finger.
* Head shoulders knees and toes.
* If your happy and you know it.
 | **Texts*** Where’s Lenny (Little Wandle)
* Peppa’s Diwali
* The first Christmas
* The Jolly Christmas Postman

**Songs and Rhymes*** Autumn leaves are falling down
* Jingle Bells
* When Santa got stuck up the chimney
* Jolly snowman
* We wish you a merry Christmas
* Round and round the garden
* 12345 once I caught a fish alive.
 | **Texts*** Lulu Loves the Library (Little Wandle)
* Goldilocks and the Three Bears
* The Gingerbread Man
* The Jolly Postman

**Songs and Rhymes*** When Goldilocks went to the house of the bears
* Run, Run as fast as you can
* Twinkle, Twinkle little Star.
 | **Texts*** Kindness Makes us Strong (Little Wandle)
* All About Spring
* If Only

**Songs and Rhymes*** 5 current buns
* There’s A Worm at the bottom of the garden
* 5 little ducks
 | **Texts*** Monster Clothes (Little Wandle)
* The Hungry Caterpillar
* The Tiny Seed

**Songs and Rhymes*** Cecil the caterpillar
* 5 Little Speckled Frogs
* Here we go round the mulberry bush’ with verses that focus on clothes, for example: *This is the way we wash/mend/iron our clothes; This is way we get dressed up.*
 | **Texts*** Would You Rather? (Little Wandle)
* What The Ladybird Heard at the Seaside
* Stop, Wait, Go!

**Songs and Rhymes*** The wheels on the bus
* Down at the station
* The sun has got his hat on

I’m a little Tea Pot |
| **N1****(2.5 – 3 y/o)** | **N2****(3-4 y/o)** | **N1****(2.5 – 3 y/o)** | **N2****(3-4 y/o)** | **N1****(2.5 – 3 y/o)** | **N2****(3-4 y/o)** |
| * Begins to hold mark making implements, experimenting with their grasp
* May use a fisted grasp to hold an implement in palm of hand with all fingers and thumb
* Explores mark making in a playful way
* Scribbles spontaneously and / or makes dots
* Makes connections between their movements and the marks they make
* Understands that the marks they make are of value
 | • Usually holds writing implement in preferred hand• Starts to imitate adults writing by making continuous lines of shapes and symbols• Engages in mark making as part of role play | * Begins to hold mark making tools with fingertips and thumb
* Uses either hand for tasks but begins to show a preference
* Scribbles become progressively more controlled
* Imitates modelled movements, exploring circular, backwards, forwards, vertical and horizontal movements
* Sometimes gives meanings to marks as they draw and paint
 | * Begins to hold mark making tools with three finger grasp (tripod grasp)
* Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
* Uses tools including mark making implements with a hand preference
* Beings to make letter-type shapes to represent the initial sound of their name and other familiar words
 | * Holds mark making tools using a secure digital pronate grasp
* Distinguishes between the different marks they make
* Makes continuous lines and patterns
* May imitate designs e.g. circle or cross or create their own irregular shapes.
 | * Gives meaning to marks they make as they draw, write, paint.
* Uses static tripod grasp with increasing control
* Writes some recognisable letters
* Makes a recognisable attempt at own name
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| **Year: Reception**  |
| **Autumn**  | **Spring**  | **Summer**  |
| The Colour MonsterRuby’s WorryThe Bad SeedOi Frog, dog, puppies ect | The squirrels who squabbledAutumn non-fiction bookHalloween Literacy ShedPoetry: A first book of nature | Poetry: Dinosaur roarDave’s caveCave babyQuestions and answers about dinosaurs | Somebody swallowed StanleyLet’s investigate: Plastic pollution  | One day on our blue planet – SavannahAll aboard for the Bobo Road The Ugly Five | Dragon poemsZog  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| -Draws the prewriting shapes -Show a preference for a dominant hand-Children write initial sounds in words.-Write first name. | -Independently segments the sounds in words to write a cvc word.-Begins to write a simple caption with support | -Writes phonetically decodable words.-Teach skills to write a simple caption.-Developing independence in writing.-Introduce capital letters, finger spaces and full stops. | -Orally rehearses and write a simple caption independently.-Apply diagraphs and tricky words to writing.-Use finger spaces and full stops. | -Introduce correct use of lower-case and capital letters within their writing.-Write simple sentences including finger spaces, full stops, HFW and tricky words.. | -Writes a series of short sentences that follow on from the previous one.-Uses known letter-sound correspondences using a capital letter and full stop to demarcate sentences.-Re-read what they have written to check that it makes sense.-Spells phonically regular words with more than one syllable |
| Outcomes | Outcomes | Outcomes |
|  | -Cards to family-Letter to Santa | -Dinosaur Talk for Writing poem performance on Tapestry-Labelling dinosaurs for class fact file | -Poster on recycling/pollution | -Collaborative non-fiction e-book (Book Creator) on Africa | -Helicopter stories: write a fantasy story |

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| **Year: 1** |
| **Autumn** We are here / Helpful Heroes | **Spring** All around / Terrific toys**6/7 weeks** | **Summer** Wellies, wheels and hot air balloons / The Wright Brothers |
| Superhero like you- Diverse, uplifting story Room on the Broom- Classic, repetitive story The Frozen Worlds- Non-fiction  | Lost in the Toy Museum- Magical adventure story Each Peach Pear Plum- Classic, rhyming book Goldilocks- Traditional fairytale Goldy Luck and the three Pandas- Cultural twist on a fairytale  | Julia Donaldson- Poems to perform- Poet study Mrs Armitage on Wheels- Classic, repetitive, humorous book.  Emma Jane’s Aeroplane- Rhyming narrative Transport- Non-fiction  |
| **Genre / purpose** | **Grammar** | **Outcome** | **Genre / purpose** | **Grammar** | **Outcome** | **Genre / purpose** | **Grammar** | **Outcome** |
| Transcription  | -letter formation-sounding words-repeat simple sentences | Understanding of letter formation and simple sentences | Poetry‘Each Peach Pear Plum’ | -rhyme | -orally retell and perform the poem with actions  | GRAMMAR TOP-UP LESSONS | -ing-er-s / -es -question marks  | To use accurately throughout summer term  |
| To entertain  | -adjectives-‘and’ | Retell the Toy Story clip Act out the story  | To inform  | -title-labelled diagram-subheadings  | Non-fiction report on a mode of transport  |
| To entertain | -repeat simple sentences and write them down-use: finer spaces, full stops and capital letters  | Fiction – retell a simple story  | To inform  | -‘but’-verb-time conjunctions -sequencing   | Instructions to make Sporky | To entertain Mrs Armitage on Wheels  | -est suffix -superlatives  | Retell the storyInnovate the story  |
| To inform  | -makeup simple sentences and write them down-use: finer spaces, full stops and capital letters | Non-fiction | NarrativeTo describe | -adjectives-‘and’ | Describe character ‘Bunting’ | To recount  | -ed suffix-past tense verbs  | Diary  |
| To entertain  | -adjectives-‘and’-’but’-fairy tale language | Retell the story of Goldilocks  | To describe  | -using senses to describe -adverbs (GDS)  | Setting description  |
| To apologise | -capital letter for proper nouns-questions-question marks -exclamation sentences  | Letter to the 3 bears  | To entertain  | -OR -question marks  | Poem about THIS OR THAT Look at Julia Donaldson- Author Study  |
| To request  | -question marks-simple sentences  | Letter to Santa |  |  |  |  |  |  |

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| **Year: 2** |
| **Autumn** Adventures around the world / Out of this world**8/8 weeks**  | **Spring** Our island /The Great Fire of London**6/7 weeks**  |  **Summer** Beside the sea / Thurmaston through time**4/6 weeks** |
| The Big Book of Beasts- Non-fiction book Grandad’s Island- Emotional, adventure narrative Man on the Moon- Science fiction Allan Ahlberg- Please Mrs Butler- Poet study  | Coming to England- historical, diverse, immigration, bullying, moving home.  The Great Fire of London- Historical  Vlad and the Great Fire of London- Historical fiction.   | The Lighthouse Keeper’s Lunch - Classic At the Beach- Humorous post card book  |
| **Genre / purpose** | **Grammar** | **Outcome** | **Genre / purpose** | **Grammar** | **Outcome** | **Genre / purpose** | **Grammar** | **Outcome**  |
| Transcription  | -letter formation-sounding words-repeat simple sentences | Understanding of letter formation and simple sentences | To gather information | -question marks -subordination: if  | Write interview questions for an author (Floella Bejnamin)-Story recount using pictures-Hot seating | To entertain  | -inverted commas-time conjunctions: when, before, after  | Talk for writing innovate Lighthouse Keepers Lunch narrative  |
| Non-chronological reportTo inform | -expanded noun phrases-paragraphs and subheadings | Non-chron report on an animal from The Big Book of Beasts  |
| NarrativeTo entertain | -full stops-capital letters-adjectives-adverbs- orally retell a story (with actions) | Retell ‘Grandad’s Island’ with innovations  | To entertain  | -adjectives-adverbs-subordination: that (leads to verb) | Character description of image / video clip  | To persuade  | -rhetorical questions-progressive form  | Advert for beach resort  |
| DiaryTo entertain  | -past tense verbs-adjectives-time connectives | -Write a diary entry as a man on the moon  | To entertain | -adjectives-adverbs-exclamation marks-conjunction: but  | Setting description from the perspective of a rat or flea | To recount  | -subordination: when, if, that, because, “I thought that...”“I hoped that…” | Recount their trip to share with the rest of the school for display |
| Poetry | - orally retell a poem (with actions)-apostrophes for contracted forms  | -Poem based on poet study ‘Please Mrs Butler’ | To entertain | -adjectives-adverbs | Poetry: haiku poetry | GRAMMAR TOP-UP LESSONS | -ful-less-est -er-ly | To use accurately throughout summer term  |
| Letter | -subordination for reason “If I could please have a \_\_\_\_\_\_\_, I will\_\_\_\_\_\_” - commas in a list  | Write a letter to Santa  | To explain | -past and present tense-conjunctions: so, when, before, after-commas in a list (for extra information) | Comparison text Grenfell and Great Fire of London | To entertain To perform  | -tone and intonation-taking note of punctuation whilst reading-making the meaning the meaning clear-awareness of audience  | TBD  |

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| **Year: 3** |
| **Autumn –**Settlements / We will rock you! 8/8 weeks  | **Spring -** Marvellous maps / Gladiators Ready6/7 weeks  | **Summer**The water cycle / Roman cultural legacy 4/6 weeks  |
| Inside the Villains- Fantasy  How to Wash a Woolly Mammoth- Humour The Stone Giant- Folklore, fantasy  | The Firework Maker’s Daughter- Classic, adventure, fantasy  Escape from Pompeii- Historical narrative  | The Jungle Book- Media The Witches- Classic, fantasy, adventure, action  |
| Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome |
| Transcription  | -letter formation-sounding words-repeat simple sentences | Understanding of letter formation and simple sentences | To persuade  | -rhetorical questions-emotive language-direct address -formal structures  | Letter to Lila  | To entertain | -stage directions-setting the scene-speech-conjunctions | Playscript: The Jungle Book |
| To describe | -similes-expanded noun phrases | Character description: the giant / the witch (Inside the villains) |
|  To entertain | -adverbs-short sentences for tension | Narrative: tension and suspense (Inside the Villains) | To entertain  | -subordinate clauses -inverted commas for speech (2 or 3 lessons, inc. practical)-apostrophes for contract  | Write the next chapter Alternative Ending | To persuade | -rhetorical questions-emotive language-direct address -formal structures  |  Persuasive speech (read aloud) |
| To instruct | -adverbs-prepositions-time adverbials (commas in clauses) | Instructions on how to clean a stone-age animal of their choice | To inform | -past progressive verb -direct speech -apostrophes for possession  | Newspaper on eruption of Mount Vesuvius  |  To entertain |  -rhyme-rhythm of performance | Shape poetry read to year 1 |
| To describe  | -explore verbs -prepositional phrases | Setting Description: the woods (The Stone Giant)  | To entertain  | -apostrophes for contract | Narrative (mystery, adventure, fantasy) |
| To entertain  | -verbs-alliteration-onomatopoeia   | Christmas Poetry -Kennings style  | To inform | -past tense-conjunctions-sentence openers-apostrophes for possession | Non-chronological report: The Romans |  |  |  |

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| **Year: 4** |
| **Autumn** Extreme Earth / 7 Saxon Kingdoms **8/8 weeks** |  **Spring** Scandinavia / Vikings **6/7 weeks**  | **Summer** Rivers / Secrets of the sarcophagus**4/6 weeks**  |
| The Golden Cage- Fable, fairytale The Wolf’s Secret- Magical picture book Beowulf- Classic, fantasy story  | The Wizard of Oz- Classic, fantasy fiction Michael Rosen- Poetry study  | Secrets of a Sun King- Historical narrative  |
| Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome  |
| Transcription  | -letter formation-sounding words-repeat simple sentences | Understanding of letter formation and simple sentences | To inform To instruct  | -adverbials (time conjunctions)- subordinating conjunctions: while, so, before, -subordinating clauses  | Instructions for how to survive a tornado  | Composition  | -sentences clauses  | Understanding of composition  |
| To entertain | -expanded noun phrases-conjunctions | Character Description – Valentina ‘ The Golden Cage’ | To entertain and inform  | -past tense verbs-apostrophes for omission-fronted adverbials (commas)  | Diary entry as Dorothy  | To persuade  | -apostrophe for possession -apostrophe for omission (informality)  | Holiday brochure to visit Egypt  |
| To entertain | -prepositional phrases-fronted adverbials-descriptive sentences | Setting Description – The Wolf’s Secret  | To entertain To perform  | -tone and intonation-taking note of punctuation whilst reading-making the meaning the meaning clear-awareness of audience | Perform a Michael Rosen poem  | To inform  | -inverted commas for quotes | Newspaper report on discovery of Tutankhamun  |
| To entertain  | -past tense-speech with inverted commas  | Narrative with alternative ending (Beowulf)(revisit with Will) | To entertain  | -syllables  | Cinquain poetry |
| To inform  | -fronted adverbials-conjunctions-pronouns  | Non-chronological report on a dragon  |
| To explain (oracy) | -past tense verbs -expanded noun phrases-create a glossary  | Write and present a presentation on volcanoes (use topic book from previous lesson) | To entertain  | -story mountain -dialogue to advance the action  | Retell a whole story SNACK ATTACK (mixed media)  | To persuade  |  | Balanced argument on whether Egyptian artefacts should be in UK museums  |

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| **Year: 5** |
| **Autumn** North America / Escape the Labyrinth **8/8 weeks**  | **Spring** Rumble in the rainforest / Industrial revolution**6/7 weeks**  | **Summer** Maps and spatial awareness  / The golden age of Baghdad**4/6 weeks**  |
| Percy Jackson and the Lightning Thief – Greek mythology, fantasy fiction. Curiosity- Science, non-fiction  | The Explorer – survival narrative The Journey to Jo’burg – stories from other cultures  | Golden Horsemen of Baghdad- Historical fiction.  Poet Study - Amanda Gorman |
| Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome |
| Transcription(from stimulus)  | -letter formation-sounding words-repeat simple sentences | Understanding of letter formation and simple sentences | To entertain  | -expanded noun phrases-parenthesis (using brackets and dashes) -introduce year 5/6 spelling words for tables | Colloquial, informal diary as a character from The Explorer  | To describe | -commas for ambiguity -fronted adverbials-noun phrases  | Write a character description based on The Golden Horsmen of Baghdad  |
| To entertain | -collect descriptions-figurative language -dialogue using speech marks  | Narrative (school camping and teachers turn to mythical figure)  |
| To entertain  | -rhyme-figurative language  | Poem on the sea  | To persuade | -Persuasive language-Rhetorical questions-modal verbs | Write a persuasive advert on an Amazon expedition  | To inform  | -heading and subheadings -parenthesis  | Non-chronological report on Baghdad  |
| To inform  | -relative clause (2 or 3 lessons, inc/ practical)-past tense -reported speech  | Newspaper: aspect of Percy Jackson  | To entertain(Poet study)  | -taking note of punctuation whilst reading- Tone and intonation-making the meaning clear-awareness of audience-gesture and movement | Perform a poem  | GRAMMAR TOP-UP LESSONS | -modal verbs -suffix: -ate, -ify, -ise,-prefix: dis-, de-, mis-, over-, re-, -perfect form of verb (has/have)-passive verb  | To use accurately throughout summer term |
| To inform  | -cohesive devices (therefore, subsequently, due to this)-formal tone   | Create an informative document to showcase knowledge on space (from science)  | To describe or to inform |  | Either a setting description or a letter to Naledi’s mother.  | To entertain To perform  | -tone and intonation-taking note of punctuation whilst reading-making the meaning clear-awareness of audience-gesture and movement  | TBD  |
| To request  | -humorous tone-imperative verbs -hyperbole  | Letter to the Grinch bringing Christmas back (WAGOLL: write to elf on shelf to request stolen Christmas tree back) | To review | -colloquial language-first person -personal tone -colon for emphasis  | -Written review film / book (if finished) -social media post as a reviewer  |  |

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| **Year: 6** |
| **Autumn** Eco Warriors / Axis and Allies **8/8 weeks** | **Spring** The Trading game / Our human rights **6/7 weeks** | **Summer** Love it local / History of Eastfield **4/6 weeks** |
| Flotsam – Wordless, fantasy  Letters from the Lighthouse – Historical fiction, mystery, war The Boy in the Striped Pyjamas- Historical fiction, holocaust, war  | Lost City of Gold- Adventure Ultimate Survival Guide- Non-fiction  | The Final Year – end of year 6 narrative |
| Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Outcome | Genre / purpose | Grammar | Grammar |
| Transcription  | -letter formation-sounding words-repeat simple sentences | Understanding of letter formation and simple sentences | To entertain | -use rhyme-count syllables  | Limerick poetry  | To persuade | Demonstrate all grammatical features | Formal letter in response to Mr Gilbert  |
| To describe  | -expanded noun phrase -relative clause-personification | Setting description based on ‘Flotsam’ |
| To persuade | -emotive language -use statistics | Speech based on Greta Thunberg’s Climate Change speech at Un summit  | To entertain | -semi colons for independent clauses -dialogue to advance the action  | Adventure narrative  | To entertain  | Demonstrate all grammatical features | ALMA – write an alternative ending  |
| To argue | -colons for emphasis-formal sentence starters- | Debate based on novel and film ‘Boy in the Striped Pyjamas’ | To inform  | -semi colons with conjunctive adverbs  | Survival Guide -How to build a shelter  |  |  |  |
| To entertain  | -semi colon to link 2 closely related sentences-hyphens to link 2 adjectives (honey-brown eyes) | Character description based on ‘Letters from the Lighthouse’ (innovated characters) | To inform  | -passive vs active voice | Newspaper article  |  |  |  |
| To inform  | -mixed media  | Propaganda – mixed media  |  |  |  |