|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year: Reception** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| The Colour Monster  Ruby’s Worry  The Bad Seed  Oi Frog, dog, puppies ect | The squirrels who squabbled  Autumn non-fiction book  Halloween Literacy Shed  Poetry: A first book of nature | Poetry: Dinosaur roar  Dave’s cave  Cave baby  Questions and answers about dinosaurs | Somebody swallowed Stanley  Let’s investigate: Plastic pollution | One day on our blue planet – Savannah  All aboard for the Bobo Road  The Ugly Five | Dragon poems  Zog |
| **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 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 story  Innovate the story |
| To inform | -makeup simple sentences and write them down  -use: finer spaces, full stops and capital letters | Non-fiction | Narrative  To 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 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 report  To inform | -expanded noun phrases  -paragraphs and subheadings | Non-chron report on an animal from The Big Book of Beasts |
| Narrative  To 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 |
| Diary  To 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 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year: 3** | | | | | | | | | |
| **Autumn –**Settlements / We will rock you!  8/8 weeks | | | **Spring -** Marvellous maps / Gladiators Ready 6/7 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 | |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | |  | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |