



## English Curriculum Overview

### Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>People: All About Me</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- All Are Welcome by Alexandra Penfold</li> <li>- Mixed: an Inspiring Story about Colour by Aree Chung</li> <li>- Only One You by Linda Kranz</li> <li>- Let's Make Faces by Hanoch Piven</li> <li>- Hair Love by Matthew A. Cherry and Illustrated by Vashti Harrison</li> <li>- Hats Of Faith by Medeia Cohen-Petrolino</li> </ul>	<p>Places: My Home</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Let's Build a House by Mick Manning</li> <li>- The Suitcase by Chris Naylor-Ballesteros</li> <li>- Brick by Brick by Heidi Woodward-Sheffield</li> <li>- What We'll Build by Oliver Jeffers</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- My Big Book of Transport by Moira Butterfield and Bryony Clarkson</li> </ul>	<p>Past: The Weather</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- The Story of Snow by Mark Cassino</li> <li>- Snowballs by Louis Ehler</li> <li>- Little Cloud by Eric Carle</li> <li>- Storm by Stuart User</li> <li>- Wild Weather- Emily Bone</li> <li>- After the Storm by Nick Butterworth</li> <li>- Rain Before Rainbows by Smriti Halls</li> <li>- Elmer and the Rainbow by David McKee</li> <li>- Tree: Seasons come and Seasons Go - Written by Britta Teckentrup</li> </ul>	<p>Diversity: Bugs and Farms</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Superworm by Julia Donaldson and Illustrated by Axel Scheffler</li> <li>- Snail Trail by Julia Donaldson and Illustrated by Axel Scheffler</li> <li>- What the Ladybird Heard by Julia Donaldson and Illustrated by Lydia Monks</li> <li>- The Farmhouse Jamoree by Margret Read Macdonald</li> <li>- Lola Gets a Cat by Anna McQuinn and Illustrated by Rosalind Beardshaw</li> <li>- Pet Show! by Ezra Jack Keats</li> </ul> <p><b>Non-fiction</b></p>	<p>Traditional Tales</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Goldilocks and the Three Bears by Ed Bryan</li> <li>- Jack and the Beanstalk by Ed Bryan</li> <li>- The Gingerbread Man by Mara Alperin and Miriam Latimer</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- A Treasury of Nursery Rhymes and Poems by Frann Preston-Gannon</li> <li>- Tanka, Tanka, Skunk by Steve Webb*</li> </ul>	<p>On the Move</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Mrs Armitage on Wheels by Quentin Blake</li> <li>- Mr Grumpy's Motor Car by John Burningham</li> <li>- And the Train Goes... by William Bee</li> <li>- Bunnies in a Boat by Philip Ardagh and Ben Mantle</li> <li>- Naughty Bus by Jan and Jerry Oke*</li> <li>- I Like Trains by Daisy Hirst*</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- William Bee's Wonderful World of Things That Go! By William Bee</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Big Green Crocodile by Jane Newberry</li> </ul>



				- Yucky Worms by Vivian French and Jessica Ahlberg		
Nursery rhymes	<ul style="list-style-type: none"><li>- Once I Caught a Fish Alive</li><li>- 5 Little Ducks</li><li>- Head, Shoulder, Knees and Toes</li><li>- 5 Little Speckled Frogs</li><li>- Row, Row, Row Your Boat</li><li>- 5 Currant Buns</li><li>- 7 Continents Song</li><li>- Five Little Men in a Flying Saucer</li><li>- Miss Polly Had a Dolly</li><li>- The Wheels on the Bus</li><li>- Days of the Week</li><li>- Months of the Year</li><li>- Alice the Camel</li><li>- Tiny Tim</li><li>- Down in the Jungle</li><li>- Incy Wincy Spider</li><li>- Old MacDonald Had a Farm</li><li>- Humpty Dumpty</li><li>- Little Miss Muffet</li><li>- Hey Diddle Diddle</li><li>- I'm a Little Teapot</li><li>- 5 Little Monkeys Swinging in a Tree</li><li>- 10 in the Bed</li><li>- 10 Green Bottles</li><li>- 10 Fat Sausages</li><li>- The Grand Old Duke of York</li><li>- Hickory Dickory Dock</li><li>- If You're Happy and You Know It</li><li>- There Was an Old Lady Who Swallowed a Fly</li><li>- London Bridge is Falling Down</li><li>- Polly Put the Kettle On</li><li>- A sailor went to sea, sea, sea</li><li>- Twinkle, Twinkle Little Star</li><li>- Wiggly Woo</li></ul>					
Text complexity factors	<ul style="list-style-type: none"><li>- Diverse authorship</li><li>- Diverse textual references</li><li>- Less common, domain-specific vocabulary</li><li>- Multiple levels of meaning</li><li>- Regular textual structure</li></ul>					



Phonics/Spelling						<ul style="list-style-type: none"> <li>- Recognise environmental and instrumental sounds</li> <li>- Use rhythm and rhyme to recognise patterns in speech and rehearse oral blending</li> <li>- Introducing letter shapes a and i</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing and writing letter shapes: a, i, m, s and t</li> </ul>
Areas of Learning – Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Understands that print has meaning</li> <li>• Enjoys sharing books with an adult</li> <li>• Pays attention and responds to the pictures or the words</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that we read English text from left to right and from top to bottom</li> <li>• Can demonstrate understanding of page sequencing and book orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Can name the different parts of a book e.g Title, author</li> <li>• Can spot and suggest rhymes</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>			
	Word Reading	<ul style="list-style-type: none"> <li>• Shows an interest in print in the environment and recognises familiar words or logos</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at and discusses words within a book e.g. spots that some words are longer than others or word that are similar to their own names</li> </ul>	<ul style="list-style-type: none"> <li>• Can count or spot syllables in a word</li> <li>• Beginning to recognise some words with the same initial sounds</li> </ul>			
	Writing	<ul style="list-style-type: none"> <li>• Adds some marks to their drawings which they give meaning to e.g. 'That says Mummy'</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page and features shapes that resemble letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write some of or all of their name</li> <li>• Write some letters accurately</li> </ul>			
Areas of Learning – Communication and Language Progression	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Developing a two channel attention (can pay attention to more than one thing at a time)</li> <li>• Understand a question or instruction that has two parts, such as: 'Get your coat and wait at the door'.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary</li> <li>• Understand 'why' questions, like: Why do you think the caterpillar got so far?'</li> </ul>	<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>			
	Speaking	<ul style="list-style-type: none"> <li>• Can start a conversation with an adult or friend</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Use longer sentences of four to six words</li> <li>• Can start or join in with a conversation with an adult or friend and continue it for many turns</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and well as actions</li> <li>• Use talk to organise themselves and their play</li> </ul>			



Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>People: My Family</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Super Duper You by Sophy Henn</li> <li>- The Colour Monster by Anna Llenas</li> <li>- We Are Family by Patricia Hegarty and Ryan Wheatcroft</li> <li>- When I Grown Up! By Jon Hales</li> <li>- My Big Fantastic Family by Adam Guillain</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- A Great Big Cuddle by Michael Rosen and Chris Riddell*</li> </ul>	<p>Places: My School and My Home</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- In Every House, on Every Street by Jess Hitchman and Lili la Baleine</li> <li>- Home by Carson Ellis</li> <li>- A World of Cities by James Brown and Lily Murray</li> <li>- All Through the Night: The People Who Work While We Sleep by Polly Faber and Harriet Hobday</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- The Street Beneath My Feet by Charlotte Guillain and Illustrated by Yuval Zommer</li> </ul>	<p>Past: What came before me?</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Once There Were Giants by Martin Waddell and Illustrated by Leonie Lord</li> <li>- Tree: Seasons come and Seasons Go by Britta Teckentrup</li> <li>- Family And Me by Michaela Dias-Hayes</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- Little People, Big Dreams (various)</li> </ul>	<p>Diversity: All Creatures Great and Small</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- Packs: Strength in Numbers by Hannah Salyer</li> <li>- Now You See Me, Now You Don't by Nick Sharratt</li> <li>- The Storm Whale by Benji Davies</li> <li>- Night Animals by Gianna Marino</li> <li>- Oi! Get Off Our Train by John Burningham</li> <li>- Billy Loves Birds by Jess French</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- The Big Book of the Blue by Yuval Zommer</li> <li>- My Encyclopedia of Very Important Animals by DK</li> <li>- Surprising Sharks by Nicola Davies and James Croft*</li> <li>- Animals in Winter by</li> </ul>	<p>Traditional and Untraditional Tales</p> <p><b>Picturebooks</b></p> <ul style="list-style-type: none"> <li>- The Three Little Pigs by Ed Bryan</li> <li>- Little Red Riding Hood by Ed Bryan</li> <li>- A Treasury of Nursery Rhymes and Poems by Frann Preston-Gannon</li> <li>- The Last Wolf by Mini Grey</li> <li>- The Gigantic Turnip by Aleksei Tolstoy, illustrated by Niamh Sharkey*</li> <li>- Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt</li> <li>- No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souhami*</li> </ul>	<p>Building the World</p> <p><b>Picturebooks</b></p> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- Marvellous Machines by Jane Wilsher and Illustrated by Andres Lozano</li> <li>- Britannica: First Big Book of Why by Sally Symes &amp; Stephanie Drimmer, Illustrated by Kate Slater</li> </ul>



				Henrietta Bancroft  Poetry - Wriggle and Roar by Julia Donaldson and Nick Sharratt		
Text complexity factors	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Regular textual structure</li> </ul>					
Decodable texts	Unit 1 (satim) - 1a.Sam, Tam, Tim - 1b. I am Sam - 1c. Is it Sam? - 1d. On the Mat  Unit 2 (nop) - 2a. Pam - 2b.The Pot - 2c.A Map - 2d.A Man  Unit 3 (bcgh) - 3a.Bob - 3b.Pip and the Bat - 3c.Sam's Bag - 3d.Pam and the Cat	Unit 4 (defv) - 4a.Ted - 4b.The Fib - 4c. Bob and the Cod - 4d.Meg and Ted  Unit 5 (klru) - 5a.Ken, the Rat - 5b.Kim, The Bug - 5c.Mud - 5d.The Bus  Unit 6 (jwz) - 6a.Viv Can Run - 6b.Jim and Jam	Unit 6 (jwz) - 6c. Ken Gets Wet - 6d.Zog  Unit 7 (xy ff ll ss zz) - 7a.Rex Yells - 7b.Rex Will Not Sit - 7c.Bob on the Sill - 7d.The Hill  Unit 8 (vcc) - 8a.Lost - 8b.Jump!	Unit 8 (vcc) - 8c.Junk - 8d.The Gift  Unit 9 (ccvc) - 9a.Bob is Glum - 9b.Don't Spill! - 9c.Floss - 9d.Stop The Pram!  Unit 10 (ccvcc) - 10a.Stunt Rat - 10b.Punk Smells Crisps	Unit 10 (ccvcc) - 10c.Frank Swims - 10d. Mum Gets Strict  Unit 11 (ch) - 11a.The Big Chip - 11b.Chit Chat - 11c.Nuts for lunch - 11d.The Champ	Unit 12 (sh) 12a.Shep and Tosh - 12b.The Shop - 12c. Fresh Fish - 12d.The Fish Pond  Unit 13 (th) - 13a.This and That - 13b.Will This Fit? - 13c.Thud! Crash! - 13d.That's it
Phonics/Spelling	- Initial Code Unit 1 – s, a, t, i, m	- Initial Code Unit 4 – d e f v - Unit 5 – k l r u	- Initial Code Unit 6 – j w z	- Initial Code Unit 8 – cvcc	- Initial Code Unit 10 – ccvcc, ccvc	- Bridging lessons (One sound – different spellings)



		- Unit 2 – n o p - Unit 3 – b c g h	- Unit 6 – j w x	- Unit 7 – x y ff ll ss zz - Unit 8 - vcc	- Unit 9 – ccvc - Unit 10 – ccvcc, ccvcv	- Unit 11 – sh ch tch th c kwh ng q (/k/) u (/w/)	
Areas of Learning – Literacy	Comprehension	<ul style="list-style-type: none"> <li>Treat books carefully and demonstrates an understanding that we read from left to right, front to back etc.</li> <li>Has favourite stories, rhymes, songs or poems</li> <li>Fills in the missing word or phrase in a known rhyme</li> </ul>		<ul style="list-style-type: none"> <li>Begin to make plausible predictions as to what may happen next in a story</li> <li>Answer simple who/what/when/why questions about new and familiar books</li> </ul>		<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> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	
	Word Reading	<ul style="list-style-type: none"> <li>Read individual letters by saying the sound for them.</li> <li>Blend sounds into words so that they can read short words made up of known letter-sound correspondences</li> <li>Re-reads books to build up their confidence and fluency</li> </ul>		<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say the sounds for them e.g. <i>ch, sh, th, ee, or</i></li> <li>Read a few common exception words matched to the school’s phonics programme</li> <li>Reads simple phrases and sentences made up of words with known letter-sound correspondences</li> </ul>		<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	
	Writing	<ul style="list-style-type: none"> <li>Forms some lower-case letters correctly</li> <li>Begin to spell words by identifying the sounds and then writing the sounds with letters</li> </ul>		<ul style="list-style-type: none"> <li>Forms lower-case letters correctly</li> <li>Write short sentences with words including known sounds and full stops</li> <li>Re-read what they have written to check that it makes sense</li> </ul>		<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	
Areas of Learning – Communication and Language Progression	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Engage in story times</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs</li> <li>Listens to and talks about non-fiction books</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Articulate their ideas and thoughts in well-formed sentences</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>Listens carefully to rhymes and songs; paying attention to how they sound</li> </ul>		<ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	



			<ul style="list-style-type: none"> <li>Engage in non-fiction books to develop a familiarity with new knowledge and vocabulary</li> </ul>	
	Speaking	<ul style="list-style-type: none"> <li>Describes events in some detail</li> <li>Develop social phrases</li> <li>Learn new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives</li> <li>Use talk to help work out problems and organize thinking and activities explain how things work and why they might happen</li> <li>Use new vocabulary throughout the day and in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>The Jolly Postman by Janet and Allan Ahlberg* <a href="#">Classic picturebook</a></p> <p>Traction Man is Here by Mini Grey* <a href="#">Picturebook with comic book conventions</a></p> <p>Victorian Childhood</p>	<p>Thinker: My Puppy Poet and Me by Eloise Greenfield, illustrated by Ehsan Abdollahi* <a href="#">Poetry</a></p> <p>Martha Maps It Out by Leigh Hodgkinson <a href="#">Non-fiction</a></p> <p>Planning Eddington</p>	<p>The Proper Way to Meet a Hedgehog and Other How-To Poems Selected by Paul B. Janeczko, illustrated by Richard Jones* <a href="#">Poetry</a></p> <p>The Great Fire of London by Emma Adams and James Weston Lewis <a href="#">Non-fiction</a></p> <p>Fire of London</p>	<p>The Dark by Lemony Snicket and Jon Klassen* <a href="#">Picturebook</a></p> <p>The Big Book of the UK by Imogen Russell Williams <a href="#">Non-fiction</a></p> <p>The United Kingdom</p>	<p>Found You by Devon Holzwarth <a href="#">Picturebook</a></p> <p>The Secret Sky Garden by Linda Sarah and Fiona Lumbers* <a href="#">Picturebook</a></p> <p>How Airports Work by Tom Cornell &amp; Clive Gifford <a href="#">Non-fiction</a></p> <p>Flight</p>	<p>Claude in the City by Alex T. Smith* <a href="#">Contemporary novel</a></p> <p>Chicken Soup, Chicken Soup by Pamela Mayer <a href="#">Picturebook</a></p> <p>Judaism   Hanukkah and Light</p>



Text complexity factors	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Exposure to a variety of literary/poetic features</li> <li>- Less common, domain-specific vocabulary</li> <li>- Irregular text structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Multiple levels of meaning</li> <li>- Less common, domain-specific and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Exposure to a variety of literary/poetic features</li> <li>- Less common, domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Exposure to a variety of literary features</li> <li>- Multiple levels of meaning</li> <li>- Less common, domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>- Draft and write by composing and rehearsing sentences orally</li> <li>- Letters</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences</li> <li>- Performance of the poet's poetry</li> <li>- Performances of children's own original poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences</li> <li>- Poems</li> <li>- Information summary</li> <li>- Instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Draft and write by noting ideas, key phrases and vocabulary,</li> <li>- Composing and rehearsing sentences orally</li> <li>- Sequence sentences to form short narratives</li> <li>- Information summary</li> </ul>	<ul style="list-style-type: none"> <li>- Draft and write by composing and rehearsing sentences orally</li> <li>- Sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Draft and write by composing and rehearsing sentences orally</li> <li>- Sequence sentences to form short narratives</li> </ul>
Purpose	Recount Explain Entertain	Entertain Explain	Instruct Entertain Explain	Entertain Explain	Entertain Persuade	Recount Entertain
Grammar	Sentence experimentation – knowing where a sentence should start and stop and how to signal this	Capital letters for names and pronoun I	<ul style="list-style-type: none"> <li>- Sequencing sentences</li> <li>- Sentence experimentation – using different ways to show a sentence: ., !, ?</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing sentences</li> <li>- Use regular plural noun suffixes (-s, -es)</li> <li>- Join clauses using 'and'</li> <li>- Using past and present tense consistently</li> </ul>	<ul style="list-style-type: none"> <li>- Use verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>- Experiment with different ways of joining clauses</li> </ul>	Sequencing sentences (for example into short narratives)





Decodable texts	<ul style="list-style-type: none"> <li>- The Mail - ai</li> <li>- The Tree - ee</li> <li>- Raj Gets a Soak - oa</li> <li>- My Turn - ur</li> <li>- Bread and Jam - ea</li> <li>- Mr Brown - ow</li> <li>- Zoom! - oo (moon)</li> <li>- The Night Flight - igh</li> <li>- In the Wood - oo (look)</li> </ul>	<ul style="list-style-type: none"> <li>- The Fort - or</li> <li>- Oil - oi</li> <li>- Too Far - ar</li> <li>- Fairy Wings - air</li> <li>- Dear Old Friends - ear</li> </ul>	<ul style="list-style-type: none"> <li>- Viv Wails - ai/ay/a</li> <li>- Sweet Dreams - ee/e/ ea</li> <li>- Toad Moans and Groans - oa/ow/o</li> <li>- Meg gets dirty - ur/er/ir</li> <li>- Raj Bumps his head - ea/e/ai</li> <li>- The Tree House - ow/ou</li> </ul>	<ul style="list-style-type: none"> <li>- The Blue Scooter - oo /ew/ue</li> <li>- I Spy - igh/i/y</li> <li>- The Bush - oo (look) oul/u</li> <li>- Dan Draws a Monster - or/a/aw</li> <li>- Roy, the Cowboy - oi/oy</li> <li>- Trip to The Farm - ar/a/al</li> <li>- Careless Fairy - air/are/ere</li> </ul>	<ul style="list-style-type: none"> <li>- Toad in a Hole - oa/o ow/oe/o-e</li> <li>- Pasta with Butter - ur/er/ir/or/ear</li> <li>- Miss Flower's Project - ow - asm 'ow' or 'oe'</li> <li>- School Rules - oo/ew /u-e/u-e</li> <li>- The Kite - igh/i/y/ie/i-e</li> <li>- The Tooth -oo as in book or look</li> <li>- The Royal Chest of Coins - oi/oy/uoy</li> </ul>	<ul style="list-style-type: none"> <li>- Jake, the Snake - ai/ay/a/a-e/ea</li> <li>- The Heap of Sand - ee/e /ea/y</li> <li>- The Mean Robot - ea - as 'ee' 'ae' or 'e'</li> <li>- The Tent on the Lawn - or/a/aw/au/al</li> <li>- Aunt March - ar/a/al/au/ear</li> <li>- Not Fair - air/are/ere/ear/eir</li> </ul>
Phonics/ Spelling	<p>Extended Code</p> <ul style="list-style-type: none"> <li>- Unit 1 /ae/ai/ay/a-e</li> <li>- Unit 2 /ee/e/ea/ee/y/ie</li> <li>- Unit 4 /oe/o/oa/ow/oe/o-e</li> <li>- Unit 6 /er/ir/ur</li> <li>- Unit 8 /ow/ou/ow</li> <li>- Unit 10 /oo/ew/ue/u-e/o/ou</li> <li>- Unit 11 /ie/y/i-e/igh</li> </ul>	<p>Extended Code</p> <ul style="list-style-type: none"> <li>- Unit 12 /oo/u/oul</li> <li>- Unit 14 /u/ou/o</li> <li>- Unit 19 /or/aw/au/or-e</li> <li>- Unit 20 /air/ear/are</li> <li>- Unit 21 /ue/ew/u/u-e</li> <li>- Unit 23 /oi/oy</li> <li>- Unit 24 /ar/e</li> <li>- Unit 7 /ea/e</li> </ul>	<p>Extended Code</p> <ul style="list-style-type: none"> <li>- Unit 1 /ae/ai/ay/a-e</li> <li>- Unit 2 /ee/e/ea/ee/y/ie</li> <li>- Unit 4 /oe/o/oa/ow/oe/o-e</li> <li>- Unit 6 /er/ir/ur</li> <li>- Unit 8 /ow/ou/ow</li> <li>- Unit 10 /oo/ew/ue/u-e/o/ou</li> </ul>	<p>Extended Code</p> <ul style="list-style-type: none"> <li>- Unit 11 /ie/y/i-e/igh</li> <li>- Unit 12 /oo/u/oul</li> <li>- Unit 14 /u/ou/o</li> <li>- Unit 19 /or/aw/au/or-e</li> <li>- Unit 20 /air/ear/are</li> <li>- Unit 21 /ue/ew/u/u-e</li> <li>- Unit 23 /oi/oy</li> <li>- Unit 24 /ar/a/al/accu</li> </ul>	<p>Extended Code</p> <ul style="list-style-type: none"> <li>- Unit 16 /s/ss/c</li> <li>- Unit 18 /l/</li> <li>- Consolidation and assessment</li> </ul>	<p>Extended Code</p> <ul style="list-style-type: none"> <li>- Unit 1 /ae/ai/ay/a-e</li> <li>- Unit 7 /ea/e</li> <li>- Unit 20 /air/ear/are</li> <li>- Unit 24 /ar/a/al/au</li> </ul>
<p>National Curriculum</p> <ul style="list-style-type: none"> <li>• Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>• Capital letters for names and the personal pronoun 'I'.</li> <li>• Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>						



Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>The 3 Little Wolves and The Bad Pig by Eugene Trivizas <a href="#">Picturebook</a></p> <p>The True Story of the 3 Little Pigs by Jon Scieszka <a href="#">Picturebook</a></p> <p>Fantastically Great Women Who Changed the world by Kate Pankhurst <a href="#">Non-fiction</a></p>	<p>The Comet by Joe Todd-Stanton* <a href="#">Picturebook</a></p> <p>The Buildings That Made London by David Long and Josie Shenoy <a href="#">Non-fiction</a></p>	<p>I Want My Hat Back by Jon Klassen* <a href="#">Picturebook</a></p> <p>The Queen's Wardrobe: The Story of Queen Elizabeth II and Her Clothes by Julia Golding and Kate Hindley <a href="#">Non-fiction</a></p>	<p>Ossiri and the Bala Mengro by Richard O'Neill and Katherine Quarmby, illustrated by Hannah Tolson* <a href="#">Contemporary fiction</a></p> <p>Mama Miti. Wangari Maathai and the Trees of Kenya Written by Donna Jo Napoli and Illustrated by Kadir Nelson* <a href="#">Picturebook</a></p>	<p>Cherry Moon by Zaro Weil, illustrated by Junli Song <a href="#">Poetry</a></p> <p>100 Things to Know About Numbers, Computers &amp; Coding by Various <a href="#">Non-fiction</a></p>	<p>Leon and the Place Between by Angela McAllister illustrated by Grahame Baker-Smith* <a href="#">Picturebook</a></p> <p>For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-George <a href="#">Narrative non-fiction</a></p>
Guided Reading Texts	<p>The Selfish Giant by Oscar Wilde <a href="#">Classic fiction</a></p> <p>Poems Aloud by Joseph Coelho <a href="#">Poetry</a></p> <p>Trailblazers (Darwin+)</p>	<p>Pugs of the Frozen North by Philip Reeve* <a href="#">Contemporary novel</a></p> <p>Cambridge and London</p>	<p>Diary of a Killer Cat by Anne Fine <a href="#">Classic fiction</a></p> <p>Monarchy</p>	<p>Flat Stanley by Jeff Brown <a href="#">Classic fiction</a></p> <p>Fenlands and Kenya Glasslands</p>	<p>Agent Asha: Mission Shark Bytes by Sophie Deen <a href="#">Contemporary novel</a></p> <p>Inventions</p>	<p>Islam and Honesty</p>
Text complexity factors	<ul style="list-style-type: none"> <li>- Advanced textual references – building on study of</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular textual structure</li> <li>- Less common, domain-specific and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular textual structure</li> <li>- Multiple levels of meaning</li> <li>- Typical narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Exposure to a variety of literary features</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual reference</li> </ul>



	<ul style="list-style-type: none"> <li>- traditional tales in EYFS</li> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific vocabulary</li> <li>- Irregular textual structure</li> <li>- Exposure to a variety of literary/poetic features</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple levels of meaning</li> <li>- Typical narrative voice</li> </ul>		<ul style="list-style-type: none"> <li>- Typical narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple levels of meaning</li> <li>- Less common, domain-specific and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- s: more mature content as the children prepare for KS2</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>- Non-traditional narrative</li> <li>- Double-page spread – non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences</li> <li>- Questions for characters</li> <li>- Simple playscript</li> <li>- Information text</li> <li>- Narrative</li> </ul>	<ul style="list-style-type: none"> <li>- Thought bubbles</li> <li>- News report</li> <li>- Information text</li> <li>- Letter</li> <li>- Police report</li> </ul>	<ul style="list-style-type: none"> <li>- Information Writing – Scientific Processes</li> <li>- Persuasive note and letter</li> <li>- Diary entry</li> <li>- Recipes</li> <li>- Instructions for making instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- Explanation text</li> <li>- Instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Speech / Thought bubbles</li> <li>- Written predictions</li> <li>- List poems</li> <li>- A descriptive piece about characters and events</li> <li>- Creating a new picturebook spread</li> <li>- Narrative</li> </ul>
Purpose	Entertain Explain	Recount Entertain	Describe Explain Recount Entertain	Instruct Persuade Recount	Instruct Entertain Explain	Entertain Explain



Grammar	<ul style="list-style-type: none"> <li>- Use sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>- Co-ordination (using or, and, or but)</li> <li>- Use extended simple sentences e.g. including adverbs and adjectives to add interest</li> </ul>	<ul style="list-style-type: none"> <li>- Use subordination (using when, if, that, or because)</li> <li>- Use apostrophes for omission &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <li>- Use the present and past tenses correctly and consistently including the progressive form</li> <li>- Use commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes for contracted form and for possession</li> </ul>	<ul style="list-style-type: none"> <li>- Using a wider range of grammatical terminology when discussing writing</li> <li>- Using subordination</li> </ul>
Phonics/Spelling	<ul style="list-style-type: none"> <li>- Consolidation Recap up to Unit 26</li> <li>- Extended Code</li> <li>- Units 1/27 /ae/ai/ay/ea /a-e/a/ei/ey/eigh</li> <li>- Units 2/3/29 /ee/e/ea/y/ey/ie/i</li> <li>- Units 4/5/32 /oe/o-e/ow/oa/ou /ough/o</li> </ul>	<ul style="list-style-type: none"> <li>- Extended Code</li> <li>- Units 8/9 /ow/ou/</li> <li>- Units 10/36 /oo/ew/u/ue/u-e/ui/ou/ough</li> <li>- Units 12/13/14/15 /oo/u/oul/ou/o</li> <li>- Units 6/34 /ar/er/ir/or/ur /ear/our</li> </ul>	<ul style="list-style-type: none"> <li>- Extended Code</li> <li>- Unit 7 /e/ea/ai</li> <li>- Unit 11 /ie/i/ie/y/i-e/igh</li> <li>- Units 16/17 /s/ss/st/c/ce/se/s/c</li> <li>- Unit 18 /i/ll/el/il/le/ol/al</li> <li>- Units 19/43 /or/oar/ore/our/ough/ough</li> </ul>	<ul style="list-style-type: none"> <li>- Extended Code</li> <li>- Unit 20 /air/ear/are/ere/eir /ayer/ayor</li> <li>- Units 21/22 /ue/ew/u/u-e</li> <li>- Units 23/25 /oi/oy</li> <li>- Units 24/26 /ar/a/al/au</li> <li>- Unit 28 /d/dd/ed</li> <li>- Units 30/31 i/ui/y</li> </ul>	<ul style="list-style-type: none"> <li>- Extended Code</li> <li>- Unit 33 /n/nn/ne/gn/kn</li> <li>- Unit 37 /j/g/ge/dge</li> <li>- Units 38/39 /g/gg/gh/gu</li> <li>- Units 40/41 /f/ff/gh/ph</li> <li>- Unit 42 /m/mm/mb/mn</li> <li>- Unit 43 /or/oar/ore/our/ough/ough</li> </ul>	<ul style="list-style-type: none"> <li>- Extended Code</li> <li>- Unit 45 /k/c/ck/ch/cc</li> <li>- Units 44/35 /h/wh/v/vv/ve</li> <li>- Unit 46 /r/rr/rh/wr</li> <li>- Unit 47 /t/tt/bt/te</li> <li>- Unit 48 /z/ze/zz/s/se/ss</li> <li>- Unit 49 eer/ere/ear</li> <li>- Unit 50 schwa</li> </ul>
<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</li> <li>• Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li>• Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma</li> </ul>						



Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>Nano by Jess Wade and illustrated by Melissa Castrillón <i>Non-fiction</i></p> <p>Ug: Boy Genius of the Stone Age by Raymond Briggs*</p> <p>Stone Age Boy by Satoshi Kitamura <i>Picturebooks</i></p>	<p>Iron Man by Ted Hughes* <i>Classic – verse/traditional tale</i></p> <p>Children’s Poetry of Ted Hughes <i>Poetry</i></p> <p>Highest Mountain, Deepest Ocean by Kate Baker <i>Non-fiction</i></p>	<p>Bill’s New Frock by Anne Fine <i>Classic fiction</i></p> <p>Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt by Jean Menzies <i>Non-fiction</i></p>	<p>Shackleton's Journey by William Grill* <i>Non-fiction</i></p> <p>The Midnight Fair by Gideon Sterer* <i>Picturebook</i></p> <p>Earth is Big: A Book of Comparisons by Steve Tomecek <i>Non-fiction</i></p>	<p>Varjak Paw by S.F Said* <i>Contemporary novel</i></p> <p>Jelly Boots, Smelly Boots by Michael Rosen, illustrated by David Tazzyman* <i>Poetry</i></p>	<p>The Adventures of Beekle: The Unimaginary Friend by Dan Santat <i>Picturebook</i></p> <p>Umbrella by Elena Arevalo Melville <i>Picturebook</i></p> <p>The Big Book of Festivals by Joan-Maree Hargreaves <i>Non-fiction</i></p>
Guided Reading Texts	<p>Tutankhamun’s tomb (I was there) by Sue Reid <i>Contemporary novel</i></p> <p>Ancient Egypt (BCE 3150 – 332)</p>	<p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart <i>Narrative non-fiction</i></p> <p>Rivers and Mountains</p>	<p>Stig of the Dump by Clive King <i>Classic fiction</i></p> <p>Stone to Iron Age (BCE 12000 – ACE )</p>	<p>The Wild Robot by Peter Brown <i>Contemporary novel</i></p> <p>Climate</p>	<p>Varjak Paw by S.F Said <i>Contemporary novel</i></p> <p>Energy: Little Bits Design</p>	<p>Hinduism Vedic Period   India (BCE 1500 – 500) Karma, Samsara, Moksha, (Dharma)</p>
Text complexity factors	<ul style="list-style-type: none"> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Diverse authorship</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Advanced textual references – building on study of heroes and significant historical figures</li> <li>- Multiple levels of meaning</li> <li>- Irregular text structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Unreliable narration</li> <li>- Multiple levels of meaning – allegory</li> <li>- Irregular text structure</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular text structure</li> <li>- Less common, domain-specific vocabulary</li> <li>- Increasingly advanced textual references</li> <li>- Unreliable narration</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Exposure to a variety of literary/poetic features</li> <li>- Multiple levels of meaning</li> <li>- Conventional text structure and narration</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>



Outcomes	<ul style="list-style-type: none"> <li>- Narrative</li> <li>- Instructions</li> <li>- Postcard</li> <li>- Information Writing</li> <li>- Recount</li> <li>- Comic Strip</li> <li>- Persuasive Presentation</li> <li>- Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative</li> <li>- Recounts (diary entries)</li> <li>- Persuasive letter</li> <li>- List poetry</li> <li>- Questions</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- Double page spread</li> <li>- Narrative</li> </ul>	<ul style="list-style-type: none"> <li>- Character description</li> <li>- List poetry</li> <li>- Letter writing</li> <li>- Instructions</li> <li>- Speeches</li> <li>- Recount</li> <li>- Narrative – speech from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- Writing in Role</li> <li>- Missing Posters</li> <li>- Poetry</li> <li>- Persuasive Writing</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- Double-page spread</li> <li>- Narrative retelling</li> </ul>
Purpose	Entertain Recount Explain	Recount Persuade Enquire Explain	Entertain Explain	Instruct Explain Entertain	Persuade Entertain Recount	Explain Entertain
Grammar	<ul style="list-style-type: none"> <li>- Simple/compound sentences</li> <li>- Understanding the clause</li> <li>- Adverbs</li> <li>- Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Inverted commas</li> <li>- Past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>- Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<ul style="list-style-type: none"> <li>- Variation of sentence structure</li> <li>- Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Inverted commas</li> <li>- Past and present tense</li> <li>- Varying pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Possessive apostrophes</li> <li>- Subordination</li> </ul>
Phonics/Spelling	Blocks A, B and C /i/ < i, u y > /ue/ < ue > /s/ < c, ce, se, ss > /n/ < gn, kn, ne >	Blocks D, E and F Inflectional affixes -ing -ed -en	Blocks G, H, and I /p/ < p, pp > /g/ < gu, gue > /e/ < ea, e >	Blocks J, K and L Final stable syllables -tion -cian Inflectional affixes -'s (singular proper noun that ends in S) -s' (plural noun possessive, and, irregular plural noun possessive) Derivational affixes -er (transform a verb to a noun) -ly (forming adverbs from adjectives)	Block M, N and O /l/ < al, le > /u/ < ou, o > /j/ < dge, ge >	Block P, Q and R Final stable syllables -sion -ssion Derivational affixes pre-(before) dis- (having a negative or reversing force) Derivational affixes mis-(ill or wrong) sub-(under)

<p>National Curriculum</p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>• Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>• Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>• Introduction to inverted commas to punctuate direct speech.</li> </ul>
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- Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit* <b>Myth</b></p> <p>The Iliad and The Odyssey by Marcia Williams <b>Myth</b></p>	<p>The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady* <b>Non-fiction</b></p> <p>The Rhythm of the Rain by Grahame Baker-Smith <b>Picturebook</b></p>	<p>The Red Tree by Shaun Tan <b>Picturebook</b></p> <p>Bright Bursts of Colour by Matt Goodfellow* <b>Poetry</b></p> <p>Queen of Darkness by Tony Bradman <b>Contemporary novel</b></p>	<p>The Arrival by Shaun Tan <b>Picturebook</b></p> <p>The Boy at the Back of the Class by Onjali Q. Raúf* <b>Contemporary novel</b></p>	<p>Werewolf Club Rules! by Joseph Coelho* <b>Poetry</b></p> <p>The Barnabus Project by the Fan Brothers <b>Picturebook</b></p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton* <b>Graphic novel</b></p> <p>Goddess: 50 Goddesses, Spirits, Saints and Other Female Figures Who Have Shaped Belief by Janina Ramirez and illustrated by Sarah Walsh <b>Non-fiction</b></p>
Guided Reading Texts	<p>The Last Bear by Hannah Gold <b>Contemporary novel</b></p> <p>Ancient Greece (BCE 700 – 480)</p>	<p>Journey to the River Sea by Eva Ibbotson <b>Contemporary novel</b></p> <p>Biomes</p>	<p>Series of Unfortunate Events by Lemony Snicket <b>Classic fiction</b></p> <p>Ancient Rome (BCE 55 – CE 476)</p>	<p>Race to the Frozen North by Catherine Johnson <b>Contemporary novel</b></p> <p>Migration</p>	<p>Cogheart by Peter Bunzl <b>Contemporary novel</b></p> <p>Inventions and Innovation</p>	<p>→</p> <p>Buddhism   Noble Eightfold Path   Nepal/ China/Japan (CE 500-800)</p>
Text complexity factors	<ul style="list-style-type: none"> <li>- Complex literary features</li> <li>- Textual references: builds on study of myths/legends throughout school</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Multiple levels of meaning</li> <li>- Irregular text structure</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Narrative voice</li> <li>- Linear textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Diverse authorship</li> <li>- Multiple levels of meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular textual structure</li> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Multiple levels of meaning</li> </ul>



Outcomes	<ul style="list-style-type: none"> <li>- Letters</li> <li>- Diaries</li> <li>- Speeches</li> <li>- Notes for a debate</li> <li>- Myth writing</li> </ul>	<ul style="list-style-type: none"> <li>- Free Verse Poetry</li> <li>- Narrative Recount</li> <li>- Explanatory Text</li> <li>- Information Writing</li> <li>- Narrative</li> <li>- Persuasive (Letter)</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative Scripted News Report</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Performance poetry</li> <li>- Description</li> <li>- Essay</li> </ul>	<ul style="list-style-type: none"> <li>- Persuasive Letter</li> <li>- Free Verse Poetry</li> <li>- Script for Advertisement</li> <li>- Narrative Voice: Storytelling</li> <li>- Newspaper Article</li> <li>- Comic Book Writing</li> </ul>
Purpose	Entertain Recount Persuade	Persuade Entertain Explain	Entertain	Recount Entertain	Entertain Persuade	Recount Entertain Persuade
Grammar	Sentence types: <ul style="list-style-type: none"> <li>- simple, compound and subordinate</li> <li>- inverted commas and speech punctuation</li> <li>- possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>- Multi-clause sentences</li> <li>- Non-fiction organisational techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Commas</li> <li>- Apostrophes</li> <li>- Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Fronted adverbials</li> <li>- Paragraphs</li> <li>- Using conjunctions</li> <li>- Adverbs and prepositions to express time and cause</li> </ul>	<ul style="list-style-type: none"> <li>- Use the present perfect form of verbs in contrast to the past tense</li> </ul>	<ul style="list-style-type: none"> <li>- Subordination</li> <li>- Parenthesis</li> </ul>
Phonics/Spelling	Blocks A, B and C /th/ < th, the > /sh/ < ti, ssi, ci, ss, ch > /zh/ < si >	Blocks D, E and F Final stable syllables -ation Derivational affixes In- Re- Im-	Blocks G, H, and I /ae/ < a, aigh, ei, eigh, ey > /ee/ < ie, y, e, i > /oe/ < o, ough, ou >	Blocks J, K and L Derivational affixes Ir- Il- Anti- Auto- Final stable syllable -sure	Block M, N and O /er/ < re, er, ar, ir, ear, ur > /ie/ < eigh, is > /or/ < a, or, augh, or, ore >	Block P, Q and R Derivational affixes Inter- Super- -ous Final stable syllable -ture

<p>National Curriculum</p> <ul style="list-style-type: none"> <li>• Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.</li> <li>• Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>• Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</li> <li>• Terminology: determiner, pronoun, possessive pronoun, adverbial</li> </ul>
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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	<p>Mythologica by Steve Kershaw and Victoria Topping <b>Non-fiction</b></p> <p>Norse Myths by Kevin-Crossley-Holland, illustrated by Jeffrey Alan Love <b>Myths</b></p>	<p>The Impossible (directed by J. A. Bayona) <b>Film</b></p> <p>Britannica Children's Encyclopedia by Christopher Lloyd <b>Non-fiction</b></p>	<p>The Highwayman by Alfred Noyes, Illustrated by Charles Keeping* <b>Poetry</b></p> <p>Rain Player by David Wisniewski <b>Fable</b></p> <p>Tales of Ancient Worlds: Adventures in Archaeology by Stefan Milosavljevic <b>Non-fiction</b></p>	<p>Running on Empty by S.E. Durrant, illustrated by Rob Biddulph* <b>Contemporary novel</b></p> <p>The Sea Around Us by Rachel Carson <b>Non-fiction</b></p>	<p>Mysteries of Harris Burdick by Chris Van Allsburg <b>Picturebook</b></p> <p>Beauty and the Bin by Joanne O'Connell <b>Contemporary novel</b></p>	<p>The Explorer by Katherine Rundell <b>Contemporary novel</b></p> <p>Musical Truth: A Musical History of Modern Black Britain in 28 Songs by Jeffrey Boakye <b>Non-fiction</b></p>
Guided Reading Texts	<p>Beowulf by Kevin Crossley-Holland, illustrated by Charles Keeping <b>Classic Fiction</b></p> <p>Anglo Saxons &amp; Vikings (CE 410 – 1066)</p>	<p>Malamander by Thomas Taylor <b>Contemporary novel</b></p> <p>Explosive Nature</p>	<p>There's a Boy in the Girl's Bathroom by Louis Sachar <b>Contemporary novel</b></p> <p>The Maya (CE 900 – 1200)</p>	<p>Noor Un Nissa Inayat Khan by Sufiya Ahmed <b>Contemporary novel</b></p> <p>Dynamic Coasts</p>	<p>Floodland by Marcus Sedgwick <b>Contemporary novel</b></p> <p>Enterprise</p>	<p>The Explorer by Katherine Rundell <b>Contemporary novel</b></p> <p>Sikhism (CE 1469 – 1708)   Service</p>
Text complexity factors	<ul style="list-style-type: none"> <li>- Complex literary features</li> <li>- Textual references: builds on study of myths legends throughout school</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse themes: living with a disability</li> <li>- Narrative voice</li> <li>- Less common, domain-specific and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Multiple levels of meaning</li> <li>- Unreliable narration</li> </ul>	<ul style="list-style-type: none"> <li>- Less common, domain-specific vocabulary</li> <li>- Textual references: advanced and mature content suitable to UKS2</li> <li>- Diverse authorship – links with Sikhism and prerequisite for war studies in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Exposure to a variety of literary features</li> <li>- Multiple levels of meaning</li> <li>- Less common, domain-specific and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references</li> <li>- Less common, domain-specific and academic vocabulary</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>- Myth</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Double page spread</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative</li> <li>- Essay</li> </ul>	<ul style="list-style-type: none"> <li>- Double page spread</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Report</li> <li>- Narrative</li> </ul>



		<ul style="list-style-type: none"> <li>- Newspaper Report</li> <li>- Letter writing</li> <li>- Poetry</li> <li>- Personal narrative</li> </ul>		<ul style="list-style-type: none"> <li>- Narrative</li> </ul>	<ul style="list-style-type: none"> <li>- Report</li> </ul>	
Purpose	Entertain	Explain Entertain Instruct	Entertain Explain	Recount Explain Entertain	Entertain Persuade	Recount Entertain Persuade
Grammar	Sentences and clauses: <ul style="list-style-type: none"> <li>- variation in sentence structure</li> <li>- clause</li> <li>- experimentation</li> <li>- the relative clause</li> </ul>	Devices for cohesion: <ul style="list-style-type: none"> <li>- adverbials of place, time and number</li> <li>- brackets, dashes and commas for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Convert nouns or adjectives into verbs</li> <li>- Modal verbs</li> <li>- Parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Indicating degrees of possibility through modal verbs or adverbs</li> </ul>	<ul style="list-style-type: none"> <li>- Use the perfect form of verbs to mark relationships of time and cause</li> </ul>	<ul style="list-style-type: none"> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>
Phonics/Spelling	Blocks A, B and C /a/ /m/ < mm, mme, mb, mn, kn > /s/ < c, ss, s, ce, sc, st >	Blocks D, E and F Inflectional affixes -ing -ed -ant	Blocks G, H, and I /t/ < te, bt > /k/ < cc, que > /g/ < gg, gu >	Blocks J, K and L Derivational affixes -ent -ance -ence	Block M, N and O /v/ < ve > /r/ < rr, rh > /w/ < u >	Block P, Q and R Derivational affixes -cy -able -ible
<b>National Curriculum</b> <ul style="list-style-type: none"> <li>• Converting nouns of adjectives into verbs using suffixes; verb prefixes.</li> <li>• Relative clauses; indicating degrees of possibility using adverbs or modal verbs.</li> <li>• Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.</li> <li>• Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</li> <li>• Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</li> </ul>						

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Literacy Texts	The Viewer by Shaun Tan <a href="#">Picturebook</a>  Black and British by David Olusoga <a href="#">Non-fiction</a>	Suffragette: The Battle for Equality by David Roberts* <a href="#">Non-fiction</a>  The Secret of Life by Howard Markel <a href="#">Non-fiction</a>	Line of Fire: Diary of an Unknown Soldier August - September 1914 by Barroux <a href="#">Graphic novel</a>  War by Jose Jorge Letria <a href="#">Picturebook</a>	Dark Sky Park by Philip Gross* <a href="#">Poetry</a>  The Story of Stuff by Annie Leonard <a href="#">Non-fiction</a>	Mortal Engines by Philip Reeve <a href="#">Contemporary Novel</a>  Coded Bias by Joy Buolamwini <a href="#">Film</a>	The Twig Man by Sana Rasoul <a href="#">Contemporary novel</a>  Francis <a href="#">Film</a>  The Silk Roads by Peter Frankopan <a href="#">Non-fiction</a>



			<p>The Piano by Aidan Gibbons <a href="#">Film</a></p> <p>Poems from the First World War by Gaby Morgan <a href="#">Poetry</a></p>			
Guided Reading Texts	<p>Freedom by Catherine Johnson <a href="#">Contemporary novel</a></p> <p>British Empire (CE 1815-1914)</p>	<p>A Christmas Carol by Charles Dickens <a href="#">Classic</a></p> <p>Population and the Planet</p>	<p>The Final Year by Matt Goodfellow <a href="#">Contemporary verse novel</a></p> <p>World War I</p>	<p>Once by Morris Gleitzman <a href="#">Contemporary novel</a></p> <p>Globalisation</p>	<p>Extracts from variety of AI texts: contemporary books, journals or articles <a href="#">Non-fiction</a></p> <p>The Sleeper and the Spindle by Neil Gaiman, illustrated by Chris Riddell <a href="#">Contemporary novel</a></p> <p><a href="#">Artificial Intelligence</a></p>	<p>Ghost Boys by Jewell Parker-Rhodes <a href="#">Contemporary novel</a></p> <p>The Raven by Edgar-Allen Poe <a href="#">Classic poetry</a></p> <p>Epistemology</p>
Text complexity factors	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references: advanced and mature content suitable to UKS2</li> <li>- Less common, domain-specific vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>	<ul style="list-style-type: none"> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Advanced textual references – building on study on heroes and significant historical figures</li> <li>- Focus on female historical figure(s)</li> <li>- Irregular text structure</li> <li>- Multiple levels of meaning – allegory/satire</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Unreliable narration</li> <li>- Multiple levels of meaning – allegory</li> <li>- Textual references: advanced and mature content suitable to UKS2</li> <li>- Irregular text structure</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to a variety of literary/poetic features</li> <li>- Less common, domain-specific vocabulary</li> <li>- Textual references: advanced and mature content suitable to UKS2</li> <li>- Unreliable narration</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Exposure to a variety of literary features</li> <li>- Multiple levels of meaning</li> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Textual references: reimagining of fairy tales, returning to theme studied in KS1</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse authorship</li> <li>- Diverse textual references: advanced and mature content suitable to UKS2</li> <li>- Less common, domain-specific and academic vocabulary</li> <li>- Multiple levels of meaning</li> <li>- Irregular textual structure</li> </ul>
Outcomes	Narrative Double-page spread	Biography Essay	Narrative – flashback Poetry	Poetry performances Adverts Information text	Essay Narrative	Narrative Double-page spread

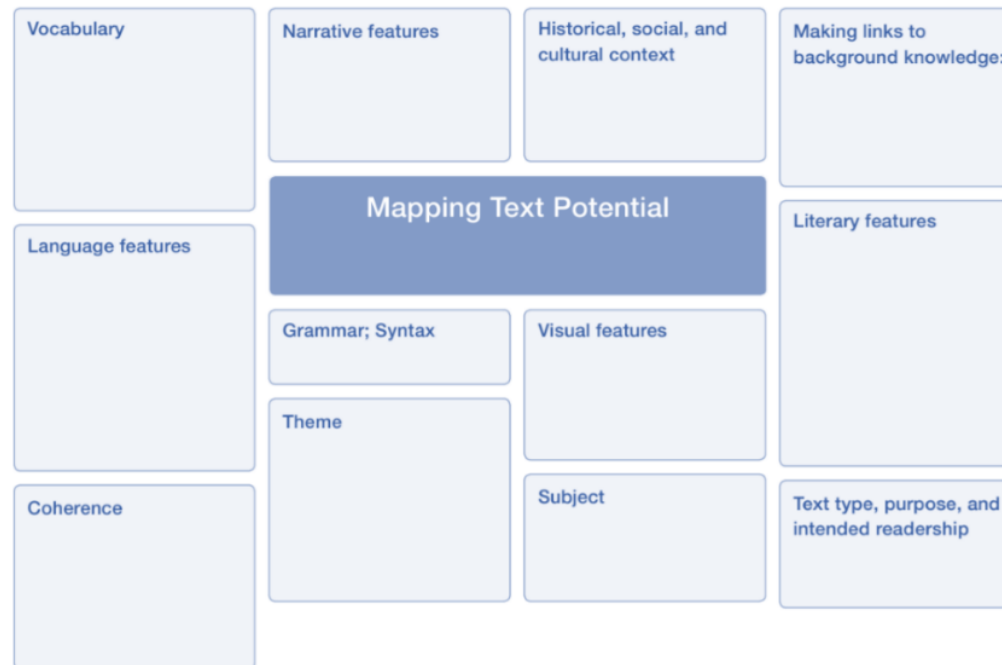


Purpose	Entertain Explain	Recount Explain/Persuade Explain/Argue	Entertain Persuade (futility of war)	Entertain Persuade	Persuade Entertain	Entertain Explain
Grammar	Sentences and clauses: - variation in sentence structure - clause experimentation - experimenting with dialogue punctuation	Use further cohesive devices such as: - grammatical devices - adverbials - passive/active voice - layout devices	- Subjunctive form - Use semicolons, colons or dashes to mark boundaries between independent clauses	- Varying levels of formality through punctuation and vocabulary choice - Shifting formality - Passive/active voice - Punctuation of bullet point list - Hyphens to avoid ambiguity	- Use the perfect form of verbs to mark relationships of time and cause	- Hyphens to avoid ambiguity - Considered punctuation to create a specific effect
Phonics /Spelling	Blocks A, B and C /sh/ < ci, ti, sci, ssi, c > /t/ch/ < ch, t > /th/ < th >	Blocks D, E and F Derivational affixes -ly -al -ee	Blocks G, H, and I /ae/ < eigh, ai > /ee/ < y, i, e, ie, ee, ei > /oe/ < ou >	Blocks J, K and L Hyphen co- Hyphen re- Final stable syllable -cious, -tious, -ious	Block M, N and O /ie/ < i, igh, is > /or/ < or, our, au > /ue/ < u, ui, ue >	Block P, Q and R Final stable syllable -cial and -tial Homophone revision
<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.</li> <li>Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.</li> <li>Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.</li> <li>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>						

## Appendix

Refer to these resources for supplementary books:

- Ashley Booth's Diverse Class Book List  
[https://docs.google.com/spreadsheets/d/1o0muQCGmN6H9MKfyI56v0jKl\\_7ciHNTrOXSpWEfoo8/edit#gid=98457001](https://docs.google.com/spreadsheets/d/1o0muQCGmN6H9MKfyI56v0jKl_7ciHNTrOXSpWEfoo8/edit#gid=98457001)
- Karl Duke's Curriculum Book lists:  
<https://twitter.com/karlduke8/status/1485641854045540361?s=43&t=Ck-N6kkIRPffaq-V2Bq8MA>
- Books For Topics  
<https://www.booksfortopics.com/>
- CLPE  
<https://clpe.org.uk/>





An Overview of Texts

Communication MODES*		COMMUNICATION PURPOSES							TEXT PRODUCT TYPES	
		Entertain	Recount	Socialize	Inquire	Describe	Persuade	Explain		Instruct
Written	Print	Narrative, e.g.: • fairy-tale • fable • fantasy Poem, e.g.: • haiku • limerick • free verse Song lyric Word puzzle	Biography Autobiography Diary Journal Retellings: direct or indirect experiences Minutes of meetings Review	Invitation Apology Message Note Personal correspondence Announcement	Survey Questionnaire Interview	Report Label Menu Contents page Index Glossary Bibliography Blurb Description	Exposition Menu Job application Editorial Headlines Competition entry Slogan Advertisement	Explanation Affidavit Memo Rules Policy Journal Timetable Complaint	Directions Timetable Recipe Manual Invoice List Experiment Summons Blueprint Instructions Map	Magazine Letter Book Brochure Pamphlet Newspaper Newsletter Chart Journal Itinerary
	Electronic	Joke		Chat room conversation						CD-ROM Text message E-mail Fax Card

[https://arpcresources.ca/resources/first\\_steps\\_in\\_literacy/documents/writing-map-of-development.pdf](https://arpcresources.ca/resources/first_steps_in_literacy/documents/writing-map-of-development.pdf)