

Eldersfield Lawn CE Primary School: English Progression - Cycle B (2025/26)

Reception: Sharing of familiar stories- ensuring the Literacy Spine Texts are read and repeated. Teacher to model and follow ‘Drawing Club’ and ‘Talk for Writing’ (TfL) retelling familiar/key stories. These should be revisited regularly and support vocabulary development. During Reception children will develop mark making into writing, securing the use of phase sounds to write words. Children will be encouraged to develop the fine motor skills needed for writing.								
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
COMMUNICATION AND LANGUAGE	Listening, Attention and Understanding	Welcome to the EYFS Home and Away Journey to the Sea To understand the class listening rules. To listen in a group, maintaining concentration. To clap syllables in 1 and 2 syllable words. To respond to simple instructions using a two-part sequence. Drawing Club, Cosy Club and TfL will promote speaking and retelling using some key language in simple sentences and patterned language. Listening to rhymes and stories will be built into the day with opportunities for joining in. Children will begin to ask questions and staff will model asking and answering questions about their learning.	Light and dark Autumn Celebrations Into the Woods Day and Night To know and act on the class listening rules. To be able to clap syllables in 3 (4) syllable words. Children will be encouraged to hold a sentence orally with growing independence. Begin to engage in back-and-forth conversation with peers and adults. Drawing Club and TFW will promote developing spoken sentences and recalling key points from stories. Listen to a variety of stories and non-fiction books. Children will be encouraged, through imaginative and small world play to tell stories and develop their vocabulary using vocabulary such as next, then and after. During this half term children will perform on stage to an audience, speaking in unison as part of the Christmas Nativity. To begin to use simple language learning: I know, can, think. To re-tell events in order. To listen and speak in a whole class setting. To begin to use a full sentence to answer a question. To dictate a short sentence for the teacher to model write. To talk about past, present, future events. To begin to use language of time, first, next, last. To extend vocabulary by grouping, naming, and exploring the meaning and sounds of new vocabulary. To use positional language. To understand the concept of beginning, middle and end to sequence a story. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	Animal Adventures The Creation Story/Planet earth Pets Dogs in Space/The Solar System To begin to identify when they have not understood by telling someone. To listen attentively with sustained concentration without pictures or props. To listen attentively in a range of situations. Back and forth conversations with peers and adults will continue to be promoted and developed. Children will continue to consolidate the skills of orally holding an idea and sentence. Children will be encouraged to ask and answer questions about different topics. They will be encouraged to use questions to find out more and to use detail to describe events. Children will develop explanative language to explain how and why things work. Drawing Club, Cosy Club and TFW will promote independence with story retelling and imitation and will begin to encourage innovation of vocabulary. To use language to imagine and recreate roles and experiences. To answer how and why questions. To respond to what they hear with relevant comments, questions or actions. To use simple connectives: and, who, until, but, because. To begin to innovate one aspect of story-telling. To develop a broad and accurate vocabulary to communicate their thoughts. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	The Year of the Dragon Wild World Wild Weather Local Area/Life in Africa To follow instructions involving several ideas or actions. Drawing Club will continue- whole class to support language development. Drawing Club and TFW will promote adaptations to language and characters through oral retelling. Back and forth conversations with peers and adults will continue to be promoted and developed. Children will continue to consolidate the skills of orally holding an idea and sentence. Children will be in further group conversations offering own ideas and asking questions. Discussions in small groups will develop turn taking and support the development of new vocabulary when discussing books and learning- promoting the importance of valuing all contributions. With non-fiction texts children will collect and explore new language. To begin to use more complex language of learning i.e. I remembered, tried, found out, solved the problem. To speak in full sentences. To use past, present and future tenses accurately when talking about events. To express themselves effectively, showing awareness to listeners needs. To begin to use -ly sentence starters: luckily, unfortunately, sadly. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	The Magic of Spring City Garden/Fairy Gardens The Mysterious Egg To ask for clarification if necessary. Drawing Club will continue as a whole class to support language development. Back and forth conversations will promote the use of questions to develop ideas. Holding a sentence orally for writing will continue alongside Drawing Club. Children will plan and explain their own adventures, changing details for their own. Sentences rehearsed will include a growing range of vocabulary, structures and text types (News/wanted/information) Class discussion will encourage explanation and the development of further detail. To use newly acquired language and vocabulary to imagine and recreate roles and experiences. To use full sentences to answer a question. To express views about events or characters in the story. To use adjectives to improve sentences. To confidently create own story using story telling language, based on structure of key text. To express their ideas in increasingly accurate and precise ways to engage with others. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	Step back in Time The Dinosaur Museum Stories set in Castles Changing and Growing To listen to instructions and follow them accurately, in a variety of situations. To carry out multi-step instructions which contain several parts in a sequence. Drawing Club will continue whole class to support language development. Back and forth conversations will promote the use of questions to develop ideas and will focus on children structuring the conventions with growing independence. Holding a sentence orally for writing will continue alongside Drawing Club. Children will, through Drawing Club learn a growing range of text types Class discussion will encourage explanation and the development of further detail and reflection on their learning To confidently and appropriately use the language of learning: I remembered, tried, found out, know, can, thought, solved the problem. To use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions and events. To use own ideas creatively and imaginatively. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	ELG Listening Attention and Understanding Listen attentively and respond in ‘Cosy Club’ to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG Listening Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding. ELG Listening Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG Speaking 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.
	Speaking	To speak in a group, maintaining concentration. To use language to begin to imagine and recreate roles and experiences. To join in with repeated refrains and anticipate key events in rhymes and stories. To re-tell stories as a class group building key story-telling language such as ‘Once upon a time.’ To begin to use their knowledge and understanding of the world to tell stories. To speak clearly to communicate their own needs e.g Can I go to the toilet please? Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	To begin to use simple language learning: I know, can, think. To re-tell events in order. To listen and speak in a whole class setting. To begin to use a full sentence to answer a question. To dictate a short sentence for the teacher to model write. To talk about past, present, future events. To begin to use language of time, first, next, last. To extend vocabulary by grouping, naming, and exploring the meaning and sounds of new vocabulary. To use positional language. To understand the concept of beginning, middle and end to sequence a story. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	Children will develop explanative language to explain how and why things work. Drawing Club, Cosy Club and TFW will promote independence with story retelling and imitation and will begin to encourage innovation of vocabulary. To use language to imagine and recreate roles and experiences. To answer how and why questions. To respond to what they hear with relevant comments, questions or actions. To use simple connectives: and, who, until, but, because. To begin to innovate one aspect of story-telling. To develop a broad and accurate vocabulary to communicate their thoughts. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	Children will continue to consolidate the skills of orally holding an idea and sentence. Children will be in further group conversations offering own ideas and asking questions. Discussions in small groups will develop turn taking and support the development of new vocabulary when discussing books and learning- promoting the importance of valuing all contributions. With non-fiction texts children will collect and explore new language. To begin to use more complex language of learning i.e. I remembered, tried, found out, solved the problem. To speak in full sentences. To use past, present and future tenses accurately when talking about events. To express themselves effectively, showing awareness to listeners needs. To begin to use -ly sentence starters: luckily, unfortunately, sadly. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	Children will plan and explain their own adventures, changing details for their own. Sentences rehearsed will include a growing range of vocabulary, structures and text types (News/wanted/information) Class discussion will encourage explanation and the development of further detail. To use newly acquired language and vocabulary to imagine and recreate roles and experiences. To use full sentences to answer a question. To express views about events or characters in the story. To use adjectives to improve sentences. To confidently create own story using story telling language, based on structure of key text. To express their ideas in increasingly accurate and precise ways to engage with others. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	Children will, through Drawing Club learn a growing range of text types Class discussion will encourage explanation and the development of further detail and reflection on their learning To confidently and appropriately use the language of learning: I remembered, tried, found out, know, can, thought, solved the problem. To use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions and events. To use own ideas creatively and imaginatively. Word Aware: vocabulary linked to The Drawing Club and topic linked words in Continuous Provision.	

LITERACY	Word Reading	RWI Phonics To learn the sounds: m a s d t i n p g o c k u b f e l Begin to blend and segment words orally. Begin to read and spell VC and CVC words. Begin to read red tricky, I a & the. Recognise rhyming words and initial sounds.	RWI Phonics Learning Set 1 sounds: ff,ss,ll,j,j,v,w,x,y,z,zz,qu,sh ,th,ch,ng and nk. Pupils secure in 16 sounds Recap any single letter alphabet gaps from set 1. Teach children using single letter sounds to blend and segment in order to read vc and cvc words. Begin to read red tricky words: go, no, to, into, she, he, of, we, me. Beginning to match spoken word to written word (1: 1 correspondence). To identify and use digraphs (special friends). Secure blending of CVC words using single letter sounds (Word time 1.1-1.5)	RWI Phonics Recap set 1 special friends sh th ch qu ng nk Pupils secure in 25 sounds Secure blending of CVC words using single letter sounds (Word time 1.1-1.5) Locate and recall the title. Read with 1:1 correspondence across 2 lines of print. Reading simple words by blending sounds and checking what I read makes sense and sounds right. To read words with 's' at the end.	RWI Phonics Recap any set 1 gaps Teach set 2 sounds. Pupils secure in 35 sounds Secure blending of words using single letter sound and digraphs (Word time 1.4-1.6) Reading and understanding simple sentences using phonetically decodable words and tricky words. Using phonic knowledge to read and decode regular words. Reading simple sentences with fluency. Reading words with 2 or more digraphs. Reviewing words with double letters. Reviewing all tricky words learned so far. Writing short sentences.	RWI Phonics Teach set 2 sounds. Secure blending of words using single letter sound and digraphs (Word time 1.7) Re-reading books showing increased fluency and accuracy. Reading compound words. To read root words ending in: ing, -ed. To learn the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	RWI Phonics Review Set sounds and begin to learn Set 3. Pupils secure in 41 sounds Review all taught tricky words. Secure blending of words using single letter sound and digraphs including nonsense words Build speed of read containing set 1 and 2 sounds. End of term assessments Transition work with Year 1 staff.	ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs ELG Reading Read words consistent with their phonic knowledge by sound-blending. ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Comprehension	Children will be encouraged to enjoy sharing books and rhymes with an adult. They will start to join in with words missing in rhymes and with patterned language of stories and rhymes. They will be asked questions about stories and be encouraged to do the same. Can explain a key event that happened in a story. They can talk about the pictures and who the characters are.	Children will begin to talk about events and characters in a story read to me. Children will begin to order three key events from a story. They will be encouraged to make predictions about stories and how characters might act or how the story may end. They will begin to use modelled vocabulary to retell the story. They will discuss non-fiction texts and choose those they are interested in.	During RWI children will begin to listen and ensure their reading makes sense. They will also answer simple questions about the texts they read. They will begin to use modelled vocabulary to retell the story and can make simple adaptations to stories orally. They can recall simple facts from non-fiction books answering simple questions.	During RWI children will begin to listen and ensure their reading makes sense-rereading to check. They will begin to use modelled vocabulary to retell the story and can make further adaptations to stories e.g changing characters. They will be encouraged to predict what might happen and explain why. They can describe the characters from familiar stories using new vocabulary.	During RWI children will listen and ensure their reading makes sense. They will listen carefully to stories and 'jump in' when the teacher stops. They are beginning to create their own adventures, during imaginative play, based on stories they have read. Children will describe the character and how they feel using the vocabulary shared, making predictions about the characters. Children will use non-fiction texts to find out more information using pictures, diagrams and labels.	During RWI children will listen and ensure their reading makes sense. They will listen carefully to stories and 'jump in' when the teacher stops. They will also answer questions about the books they read – finding the answers in the text. Children will talk about the stories and books they have read comparing them e.g. information and stories. Children will describe characters and events and make predictions about what may happen next. They will talk about texts using the new vocabulary learned.	Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG Comprehension Anticipate – where appropriate – key events in stories. ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing (including fine motor)	Texts as a Stimulus: Little Lumpty Not Now Bernard The Train Ride Wakey Races The Sea Monster The Little Red Hen To know that marks in drawing, writing and painting can give meaning. To apportion meaning to own mark making. To know writing starts from left to right. To tell an idea to an adult to give meaning (adult to record). Children will begin to write simple vc and cvc words from set 1. Writing names Patterns and pencil control activities will be included in continuous provision.	Texts as a Stimulus: Little Glow Chritopher Pumpkin Trap Door Goldilocks and the 3 Bears Owl Babies Consolidate dominant hand/ tripod grip. To write first name independently and correctly. To use phonic knowledge to begin to segment and write cvc words with support. To set out and correctly sequence pictures in a story map to convey meaning and to label pictures. Recap formation of set 1 letter. Begin to write and spell set 1 word. Children will continue to practice the skills of orally holding sentence for writing. Rhyming words/sentences Invitations, cards, recipe, shopping list, letter to Santa. Name writing, labelling, focus on patterned language for oral rehearing. Children will be able to write labels and captions for pictures from the story. Write simple captions.	Texts as a Stimulus: Tabby McTat Hairy MacClarey Dogs in Space The Smeds & the Smoos The Way back Home Martha Maps it Out Letter families – long ladder letters, curly caterpillar letters, one-armed robot letters, zig-zag letters. To identify the number of words chosen for own captions/sentence and write each one. To use phonic knowledge to segment and write cvc/cvvc words independently. Begin to write a sentence with finger spaces between words, CL and Fs. Writing simple captions and facts about different transport.	Texts as a Stimulus: Lost and Found Zeraffa Giraffa Handa's Surprise Big Blue Whale The Tiger Relative sizes and positions of letters: ascenders & descenders – stage 1b. To sequence and label a story map of own ideas independently. To use a capital letter 'I' for personal pronoun. To use a variety of previously taught writing formats e.g list, card, signs independently. Exciting adjectives 'Wow words' Creating own story maps. Writing captions to accompany story maps. Writing simple sentences to describe the characters and events with CL, FS and finger spaces. Begin to link sentences with then, after, next, and.	Texts as a Stimulus: Erol's Garden The Ugly Ducking The Bog Baby From Egg to Chick Write words with set 2 digraphs. Hold a sentence for writing. Form lower-case and capital letters correctly. To write factual sentences. To sequence ideas to create sentences which link together (narrative/recount). To use spaces in writing independently. Children will plan and explain their own adventures, changing details for their own. Sentences rehearsed will include a growing range of vocabulary, structures and text types. (N e w s / w a n t e d / i n f o r m a t i o n) . Exciting adjectives 'Wow words'	Texts as a Stimulus: Tell me a Dragon Jack and the Beanstalk The Very Hungry Caterpillar Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and surname correctly. To write a sequences short story with a character, setting, problem to solve and ending. To begin to show an awareness of the need to use a capital letter for names of people, places. Holding a sentence orally for writing will continue alongside TFW. Children will, through Drawing Club, learn a growing range of text types Nonfiction writing, writing sentences using a range of tricky words that are spelt correctly. Write sentences using CL, Fs and fingers spaces accurately. Using familiar texts as a model for writing own stories.	<u>ELG Writing</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. <u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters. <u>ELG Writing</u> Write simple phrases and sentences that can be read by others. <u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
--------------------------------	--	--	--	---	---	---	---

YEAR 1	Read/Write Inc	RWI Phonics Review Set 2 Pupils secure in 47-51 sounds Teach Set 3	RWI Phonics Review Set 2 Teach Set 3 Pupils secure in 52-57 sounds	RWI Phonics Review Set 2 Teach Set 3 Pupils secure in 58-63 sounds	RWI Phonics Review Set 2 Teach Set 3 Pupils secure in 64-68 sounds	RWI Phonics Review Set 2 Teach Set 3 Pupils secure in 69-74 sounds	RWI Phonics Pupils secure in 75 sounds	
		Review all taught tricky words. Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) Speedily Red these sounds in real words and nonsense words with Fred Talk. Build speed of read words containing set 1 and 2 sounds. Spell using Fred Fingers Reading Green or Purple Level Storybooks Re-reading books showing increased fluency and accuracy.	Read the remaining Set 2 Sounds (ar, or, air ,ir ,ou ,oy) and matching Phonics Green Words including longer words. Read all Set 2 Sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read these sounds in real words and nonsense words with Fred Talk Read familiar words with Set 1 and 2 sounds speedily Spell using Fred Fingers Reading Purple or Pink Level Storybooks Re-reading books showing increased fluency and accuracy.	Read all Set 2 Sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read familiar words with Set 1 and 2 sounds speedily Spell using Fred Fingers: focus on Set 2 words Reading Pink or Orange Level Storybooks Re-reading books showing increased fluency and accuracy	Read Set 3 Sounds and matching Phonics Green Words including longer words Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4/5 sound nonsense words Read familiar words with Set 1 and Set 2 sounds speedily Reading Orange or Yellow Level Storybooks Re-reading books showing increased fluency and accuracy	Read Set 3 Sounds and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words Read Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension Reading Yellow or Blue Level Storybooks	Read Set 3 Sounds and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words speedily Spell using Fred Fingers: Set 2 and 3 words Read all Set 3 Sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension Reading Yellow or Blue Level Storybooks	

YEAR 2	Read/Write Inc		RWI Phonics Pupils secure in 75 sounds Read Set 1, 2 and 3 Sounds and Phonics Green Words including longer words speedily Read unfamiliar multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words Read all Set 3 Sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension Reading Blue or Grey Level Storybooks	RWI Phonics Pupils secure in 75 sounds Read Set 1, 2 and 3 Sounds and Phonics Green Words including longer words speedily Read unfamiliar multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words Read all Set 3 Sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension Reading Grey Level Storybooks				

Y1

Cycle B Books

Narrative:
Purpose: to retell an imagined series of events in an interesting and engaging way.

Recount:
Purpose: to retell a real-life event in an interesting and engaging way.

Information:
Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.

Instruction and Explanation: (This begins as simple instructions and develops into explanations)
Purpose: To inform the reader about how to accomplish something.
Purpose: to help someone understand a process or why something has happened.

Description
Narrative
Poetry

Autumn 1 – Class Reader The Owl who was afraid of the dark

Autumn 2 – Class Reader Diary of a Christmas Elf

Sharing of familiar stories- ensuring the 'Literacy Spine Texts' (see Reading Map) are read and repeated to immerse children in a variety of texts.

KEY:
Full stops
Question marks
Exclamation marks
Capital letter for names, people, places and days of the week.
Capital letter for the personal pronoun I

Use time connectives

Introduce conjunction: and but or

Adjectives to describe
e.g. The old house...
The huge elephant...

Alliteration
e.g. dangerous dragon
slimy snake

Similes using as....as...
e.g. as tall as a house
as red as a radish

Regular plural noun suffixes –s or –es
(e.g. dog, dogs; wish, wishes)

Suffixes that can be added to verbs (e.g. helping, helped, helper)

How the prefix un- changes the meaning of verbs and adjectives
(negation, e.g. unkind, or undoing, e.g. untie the boat)

All units are taught with a TFW text map example as part of the imitation stage.

Thesaurus thinking and ambitious vocabulary embedded in verbal and if appropriate written sentences.

Autumn 1

Drawing Club Book 1: Colour Monster

Vocabulary
DISCOMBOBULATED
INEFFECTUAL
ASSIST
SHIMMERING
SOBBING
ENRAGED
EVAPORATE
TIMID
TRANQUILITY

Character (Day 1)

Draw and describe A colour monster

Setting (day 2)

Design and describe a home for all the emotion jars to live in.

Adventure Time – I wonder? (Day 4,5,6)

THE EMOTION THIEF IS COMING! WHAT DOES IT LOOK LIKE AND WHICH EMOTION DOES IT WANT TO STEAL?

THE COLOUR MONSTER WANTS TO FIND THE THIEF SO IT CAN GET THE EMOTION BACK. DRAW A MAP SO HE CAN FIND ITS WAY.

THE COLOUR MONSTER HAS THE STOLEN EMOTION SAFELY BACK HOME. WHAT CAN HE INVENT TO KEEP THE THIEF OUT?

Drawing Club Book 2: Memory Bottle

Vocabulary
FROSTED
SPECIAL
CHIFFON
ZOOMING
EXHAUSTED
SHINING
TWISTY
MIST
VICTORY

Draw and describe Mr. McCallister

Draw and describe Mr. McCallister's Shed using the senses to help.

IF YOU COULD BOTTLE UP ONE MEMORY FOREVER WHAT WOULD IT BE?

DESIGN YOUR OWN SPECIAL BOTTLE AND DESCRIBE IT.

IF YOU COULD MAKE A TIME MACHINE, WHAT WOULD IT LOOK LIKE AND HOW WOULD IT WORK?

Drawing Club Book 3: The Giant Jam Sandwich

Vocabulary
BOILING
ESCAPE
CACOPHONY
DISCUSSION
GINORMOUS
KNEADING
EXPAND
HOVERING

Draw and describe the wasps that attack the villagers.

Itching Down map

WHAT WOULD YOU MAKE IN THE FACTORY TO ATTRACT THE WASPS?

WRITE A SET OF INSTRUCTIONS ON HOW TO MAKE A YUMMY JAM SANDWICH.

What would you do if your town had a different problem? Children to write or draw what problem their town faces (e.g., too many ants!) and what ingredients they would use to make a giant sandwich to catch them

				Drawing Club Book 4: Kitchen Disco Vocabulary Groove Boogie Shimmy Jive Twirl Vibrant Dazzling Sizzle	Draw and describe one of the fruit characters from the story	Imagine they are at the kitchen disco. Ask them to describe the kitchen in their own words—what does it look like when the disco starts? How do the lights and music make them feel?	Pretend you are an orange that went to the kitchen disco and write about what happened? What did you see? What did you do? What did you wear? What happens if the party happens in a different room of your house? What things come alive and have a party whilst everyone is sleeping? How to have a kitchen disco? Instruction writing What music would you play? What snacks would you have? What kind of dancing would happen?
				Drawing Club Book 5: Room on the Broom Vocabulary WHOOSH SPLAT SCALY HORRIBLE PASSENGER ADDITION FIERY SWOOP	Draw and describe the dragon using adjectives.	Draw and describe the swamp.	THE WITCH WANTS A NEW SUPER FAST BROOMSTICK. Design and describe it. THE DRAGON HAS BEEN SEEN AGAIN. WHAT POTION WILL YOU MAKE AND WHAT WILL IT DO? Write a recipe. What animals will you take on your broomstick and why?
				Last week of term – harvest / TED day etc			
		Autumn 2		Book 1 Pumpkin Soup MURMURED CLATTERED TROTTER SQUABBLE WADDLED MUTTERED SOBBED FEARED SHRIEKED	Children to choose a character from the story; cat, squirrel or duck. Describe using adjectives	Year 1 to write a sentence describing the cabin. Draw picture and write sentence.	The duck has run away Where is she hiding?
				Book 2 The 3 little pigs HUFF PUFF DANGER CREPT SNEAK SCURRIED	Describe the character of the wolf – wanted poster	Imagine where the wolf lives – can you describe his house?	The wolf's apology letter: Imagine the Big Bad Wolf feels sorry for blowing down the pigs' houses. Write a letter from the wolf apologising to the pigs. The pigs' party: After the wolf runs away, the pigs throw a party to celebrate. Write an invitation to their party. Who will they invite? What fun activities will there be? What happens next? The wolf has run away, but do you think he might come back? Write about what might happen if he tries to visit the pigs again.

Ideas for writing and sentence structures and grammar should be shared and modelled during innovation before inventing their own text.			Book 3 Home WARREN ROOM VENTURE SCURRY SPARKLING GLEAMS GLISTEN DUSKY PROWL UNFURLED	Character description Describe an animal from the story?	A Letter from an Animal's Home: Write a letter as if you're one of the animals from the book. Describe what your home is like and invite a friend to come visit.	Home Sweet Habitat: Choose an animal and describe how their home helps them survive. For example, how does a bird's nest keep the bird safe and warm? My Family's Special Place: Describe a special place your family loves to visit or spend time in. Why is it important to you? If I Lived in an Animal's Home: Imagine you could shrink down and live in the home of an animal from the book. What would your day be like? How would you feel living there?
			Book 4 Stick Man ADVENTURE FREEZE RESCUE WOBBLY GLIMPSE GLISTENING SWOOSH BLISTERING MIGHTY	A New Friend for Stick Man Stick Man meets a new character who helps him get home. Who is this character, and how do they help Stick Man?	Stick Man's Journey Through Different Places Write about the different places Stick Man travels through on his way home. Describe what each place looks like. Is it a busy park, a rushing river, or a snowy forest? How does Stick Man feel in each place? How does the setting change as he continues his journey.	A Day in the Life of Stick Man" Imagine you are Stick Man. Write about a new adventure you go on today. Where do you go, and who do you meet along the way? Stick Man's Rescue Plan" Stick Man comes up with a clever plan to escape from a tricky situation (like when he gets caught in the river or by the dog). Stick man is missing- Design a poster to help find stick man. Where was he last seen? What does he look like? Is there a reward?
			Book 5 The Christmas Pine GLISTENING RESILIENT DAPPLED WHISPERS MAJESTIC FROSTED WISTFUL ETHEREAL GRATITUDE ETHEREAL	Describe the Christmas Pine in the story - focusing on using adjectives both on what the tree looks and feels like at the beginning of the story and the end.	The Journey of the Christmas Pine: Imagine you are the Christmas Pine. Write about your journey from the forest to the city. How did you feel along the way? What did you see and hear?	The Animals in the Forest: Before the Christmas Pine was chosen, animals lived around it in the forest. Write a short story from the perspective of one of the animals. How do they feel when the Christmas Pine leaves for the city? A Christmas Wish: If you were a tree in the forest, what would your Christmas wish be? Write a letter from the Christmas Pine to Santa, sharing your wish. A New Home for the Christmas Pine: After the Christmas Pine finishes its job in the city, it goes to a new home. Where do you think it goes? Write a story about what happens next for the Christmas Pine.
			Book 6 The Night before Christmas poetry VISIONS DREARY PRANCING FROLIC CAPERED MIRTH TWIRLED	Describe Santa's reindeer. Write about what the reindeer look like and what their job is on Christmas Eve. What do they like to eat?	What would you do if Santa came to your house? Imagine Santa visiting your house on Christmas Eve. What would you say to him? What would he do?	A surprise gift from Santa. What surprise gift would you like to find under the tree on Christmas morning? Why would it be special to you? My favourite part of Christmas Eve is... What is your favourite part of getting ready for Christmas? Is it hanging up your stocking, decorating the tree, or something else? Describing a Christmas living room: Can you use similes to describe the things you see in the Christmas scene - e.g. the fire is burning hot like the sun.
		Spring 1	Christmas Recounts	Christmas Snap Shots Circle Time to share To draw what their favorite present was, the food they ate, family and friends they saw and places they went over the Christmas holiday.		Write recount using time connectives.

	Children should be 'hugging closely' to patterns, structures and language. As the year progresses children will change increasing variables within the text. Spelling should be through phonetically decodable attempts and developing sight vocabulary through the red words within RWI. Dictated sentences and holding a sentence is a key skill to be taught within the phonics sessions.						
				Book 1 – Ginger Bread Man MISCHIEVIUS BOAST FLEE DASH CRISP TANTALISE	Following a recipe to make a Gingerbread Man.	Writing instructions on how to make own Gingerbread Man.	Character description description – appearance, personality, likes, dislikes and skills. Adjectives
				Book 2 – Goldilocks and the Three Bears SNOOZE CURIOSITY TRAMPLE INTRUDE FURIOUS TEMPT	Story talk – pictures from the story – beginning middle and end – to scribe around pictures.	Story maps Key language	Retell the story - beginning, middle and end. Time conjunctions Connectives
				Book 3 - Little Red Riding Hood LURKING DEVIOUS DECEIVE GULP FRIGHTEND VIVID TREMBLE	Describing the wolf	Create a warning letter.	Lost and Found Poster Imagine the Forest at Night.
				Book 4 - Billy Goats Gruff THUMP BELLOW FOOLISH MIGHTY GRUMBLE SCURRY	Features of traditional tales – spider web – to be done in small groups.	Speech bubbles – statement, question, exclamation and command.	Description of Troll – expanded noun phrases and similes
				Book 5 – Shrek	To describe a character from the story – Shrek, Fiona, Donkey or the Dragon?	To describe the swamp using sensory language.	Fairy tale comparisons Dialogue Writing Writing a new song for Donkey
			Spring 2	Week 1 : Little Planet David Attenborough: information texts, Features and writing.	Features of information texts – labelling a nonfiction text with captions/ titles, sub headings/ contents/ index/ pictures etc Read Little Planet Prep for fact file on David Attenborough – KWL grid Plan and write a fact file on David Attenborough using the features of nonfiction texts. (2 days) Year 1 have template.		
				Week 2: Tigress	Tiger facts – statements. Present tense, factual language, capital letters full stops. Describe the tiger using adjectives.		
				Week 3: West Midlands Safari Park recounts	Recount of West midlands safari Park Order events – map write time connectives. Go over features of a recount and time connectives. Write recounts		
							Animal fact files Choose an animal from WMSP Start to plan and research a fact file on chosen animal Write fact file – using features of non fiction texts (ie sub headings, title etc)

				Week 4: endangered animals: persuasive writing Story of Tilly the Turtle (on PowerPoint)	Introduce endangered animals Write about an animal Endangered animals posters using persuasive language		Tilly the Turtle story (PowerPoint) Children to retell their story about Tilly and the dangers she faces in the ocean. How does she overcome the problem? LA Year 1s to order pictures. Persuasive letter. Children to write a letter from Tilly to persuade people to help keep the ocean clean and protect her habitat. Template for LA.	
				Week 5: The Snail and the Whale	Statement sentences Exclamation, statement, question.	Describe the setting – focus on using adjectives and connectives.	Packing for the Journey (Writing a List with Commas) Use commas in a list when writing about what the snail might pack for her adventure. Activity: Discuss what the snail might take on her trip with the whale (e.g., a tiny suitcase, a warm scarf, a magnifying glass). Model writing a sentence with commas in a list (e.g., "The snail packed a tiny suitcase, a warm scarf, a magnifying glass, and a notebook.") Have children write their own sentences using commas correctly. Character: Describing the whale using commas in a list	
				Week 6: riddles	Animal riddles. Introduce and explore. Find features. Research chosen animal using books and iPads to create their own ‘what am i?’ riddle. Riddle writing using 3 clues. Make class riddle book and perform riddles. Riddle treasure hunt in pairs.			
				Week 7: animal poetry	Easter acrostic poems Shape poems			
			SUMMER 1	Week 1: Commotion in the Ocean	Children to discuss and describe sea creatures. Children choose one sea creature and draw it. Write descriptive words around it (Year 1: adjectives)		Draw a character from the poem and write a speech bubble. Include speech marks.	Describe a character using simple phrases. What creatures are not included in this poem? Model inventing a creature and including a line of speech. All children design and describe their own sea creature.
				Week 2: The Night Pirates	Read <i>The Night Pirates</i> aloud with dramatic voices and actions. Discuss the story: Who are the pirates? What do they do at night? What surprises you? Create a simple story map as a class using pictures or key words. Y1 task: Sequence pictures from the story and write simple captions.	Revisit parts of the book and model different sentence types: Statement: "The pirates sailed at night." Question: "Where are the grown-up pirates?" Exclamation: "What a brave boy Tom is!" Command. Group sorting activity: Give children sentences from the book and ask them to sort into columns. Y1 task: Match punctuation to sentence types and write one of each.	Describe a character using adjectives and full sentences. Look at illustrations of Tom or the girl pirates. What do they look like? What are they like? Create a word bank of adjectives (brave, sneaky, clever, quiet, etc.) Model writing a character description. Y1 task: Write 3–4 simple sentences with support and word bank.	Describe a setting using the senses. Look at the night scenes from the book. What might you see, hear, smell, feel? Guided shared writing to model a setting paragraph. Y1 task: Complete ‘senses’ sentence starters e.g. “I can hear...”, “I can see...”

				Week 3: The Pirates are Coming	Describe a pirate island or ship using exciting vocabulary. Read book Discuss the front cover, title, and predictions. What happened in the story? Who were the characters? How did the villagers feel? Y1: Use adjectives to describe a pirate place (e.g., "It is a big, dark ship.").	To invent and describe their own pirate character. <i>Grammar focus: commas in a list</i> Y1: Describe their pirate using simple sentences and expanded noun phrases.	Plan their own short pirate story. Recap story structure: Who is your pirate? Where do they go? What goes wrong? How is it solved? Shared planning: Model creating a story map or storyboard as a class. Y1: Use a simple story map with pictures and sentence starters.	Write a short pirate-themed adventure story using their plan. Tell their story to a partner first. Y1: Write simple sentences for each part of the story using their story map.
				Week 4: The Whale Who Wanted More	Retell the story in sequence using time connectives. Retell the story together orally. Use sequencing cards or pictures from the book. Emphasise time openers: <i>First, Then, Next, After that, Finally.</i> Writing task: Retell the story in their own words in 5 steps.	To understand how characters change and express thoughts in writing. Track Humphrey’s emotions across the story: greedy, lonely, reflective, happy. Use a feelings chart to map his emotions. Write a diary entry from Humphrey’s point of view at a key moment in the story (e.g. when he realises he has no friends). Focus on "I" voice, feelings, and past tense. Model on board and recap writing in the 1 st person.	Describe a setting using adjectives and expanded noun phrases and adverbs Look at the underwater setting illustrations. What can you see? Use senses: <i>What might you hear, feel, smell under the sea?</i> Create a word bank together (e.g. shimmering seaweed, bubbly water, slippery rocks). Recap adverbs, nouns, verbs and adjectives and model writing sentences using all of these. Year 1: Write a setting description of the ocean using adjectives and expanded noun phrases.	To write a message in the first person using full sentences and clear ideas. Pretend Humphrey has written a note to the other sea creatures to say sorry and thank you for their kindness. Writing task: Write a short note or message in role as Humphrey. Focus on using kind words, sentence punctuation, and purpose (to apologise or say thank you).
			SUMMER 2	Week 1: The Carnival of Animals One of the animals has gone missing from the carnival! Write a story about what happened and how they were found. Focus: Narrative structure (beginning, problem, solution), capital letters and full stops.		Science Festival	Write an invitation from one animal to another, inviting them to join the carnival. Focus: Letter format, persuasive language ("You will have so much fun because...") Include where it is, what time, and what to wear!	A Day at the Animal Carnival Imagine you were invited to the Carnival of the Animals. Which animal would you meet first? What do you see, hear and smell? What magical things happen at the carnival? → Use senses and time connectives: First, Next, Suddenly...
				Week 2: How to Catch a Mermaid SATS Week – Year 2	Design and write instructions for your own mermaid-catching	The mermaid finds a message in a bottle. What does it say?	Describe the underwater world where the mermaid lives.	What does a mermaid do all day under the sea? Write a diary entry from the mermaid’s point

				trap. Focus: Instructional writing (using bossy verbs and time connectives: "First", "Next").	Focus: letter writing and imagination - Could be a call for help, an invitation, or a secret treasure map	Focus: Adjectives, similes, and the five senses ("What can you see/hear/smell/feel?") WT - Use a picture prompt of a coral reef scene.	of view. Focus: First-person writing, using time words and feelings. Use expanded noun phrases (e.g. "shimmering purple tail")
			Week 3: The Singing Mermaid	Story structure. Focus: Discuss beginning (mermaid at sea), middle (captured at circus), and end (escape). Create a class story map. Children sequence main events using pictures/labels.	Describe a character using adjectives. Focus: Generate adjectives about mermaid's appearance, personality, and talents. Model a character description. Pupils design their own sea creature or performer (e.g. singing crab, juggling seahorse) and write a description.	Describe seaside or circus settings. Focus: Compare the beach and circus settings. Look at images/videos for inspiration. Shared writing of a setting description. Children choose their story setting and write a descriptive paragraph.	Story planning. Discuss what might happen in their own story: Who is the main character? Where do they go? Who tries to keep them? How do they escape? Pupils plan their story using a 5-part plan (opening, setting off, problem, escape, ending).
			Week 4: Inventing own story	Story maps for very own story. Focus: Discuss the beginning (mermaid at sea), middle (captured at circus), and end (escape). Create a class story map. Children sequence main events using pictures/labels.	Focus: Story Opening - Write the beginning of their story Teach opening phrases (e.g. "Far beneath the waves..." or "One sunny day at the beach..."). Model writing the opening paragraph. Pupils write their own beginning, introducing their character and setting.	Focus: Write the build-up and problem Model the next section (character goes somewhere new, encounters a problem). Pupils write the middle section with support (e.g. trapped by a circus master, stuck in a treasure chest, etc.).	Focus: Ending. Write how the character escapes and returns Discuss and model a creative resolution. Pupils write their ending, focusing on how their character gets home safely.
			Week 5: Signs of Summer	Show children images of different seasonal scenes and sort them into the correct seasons. Focus: to identify and describe features of summer through observation, discussion, and writing. Discuss what we wear, what the weather feels like, and what we see more of in summer. In Forest School, children use a "Summer Spotter Sheet" to look for signs of summer outdoors.	Focus: Poetry – Using the Five Senses to Describe Summer. Children explore how to use their five senses to describe summer through poetry. After discussing a model poem and how each line links to a sense, they brainstorm sensory summer experiences. Children then write their own five-line summer poem, using one sense per line. A scaffold or writing frame is provided for Year 1 with	Nature in Art	Sports Day

					Year 1 use a "Summer Scene" image to write simple sentences, adjectives and expanded descriptions with support from a word bank if needed.	encouragement to include adjectives and expanded descriptions.		
				Week 6:	Focus: Vocabulary and Labelling – Packing a Summer Bag Children discuss and identify items they might take on a summer day out. The teacher models drawing and labelling items in a large summer bag using simple nouns and adjectives (e.g. "cold lemonade," "blue sunglasses"). Children then complete their own summer bag activity by drawing 4–6 items and labelling each one, using descriptive language to build vocabulary and develop writing confidence.	Focus: Poetry – Descriptive Writing Using Nouns and Adjectives Children write a poem listing what they would pack in their summer bag. They are encouraged to use descriptive language and, optionally, rhyme. Begin by modelling a few lines using expanded noun phrases (e.g. <i>a shiny pair of sunglasses, cold, fizzy lemonade</i>). Discuss how to build imagery using the senses and adjectives. Scaffold for less confident writers: <i>In my summer bag I pack... A _____ that is _____.</i>	Transition Morning	Focus: Recount Writing – Retelling a Visit to Nature in Art Children reflect on their recent trip to <i>Nature in Art</i>, recalling key events and favourite moments. Model how to write a simple recount using time connectives (e.g. <i>First, Then, After that, Finally</i>) and past tense verbs. Independent Activity – Recount Writing (20–30 mins) Children write a short recount of their visit, including what they saw, did, and enjoyed.
				Week 7: Looking a head	Recount: My Favourite Memory. Focus: Recount Writing - Personal Experience. Children write about their favourite memory from the school year (e.g. a school trip, a fun lesson, a special event). Support: Use sentence starters and time connectives (e.g. <i>One day, Then, I liked it because...</i>).	Letter Writing: Dear New Teacher. Focus: Letter Writing – Personal Information Children write a friendly letter to their new teacher, introducing themselves and sharing what they enjoy, their strengths, and what they're excited/nervous about. Support: Provide a letter template with sentence prompts.	N/A	Summer Bucket List / Holiday Plan Writing Focus: Writing Lists or Instructions Children write a "Summer Bucket List" or a short piece on what they hope to do over the summer (real or imaginary). Y1: Write a list with some descriptive words (<i>go to the big beach, eat cold ice cream</i>).

Y2

Cycle B books:

Narrative:

Purpose: to retell an imagined series of events in an interesting and engaging way.

Autumn 1 Class Reader
Autumn 2 Class Reader

Recount:

Purpose: to retell a real-life event in an interesting and engaging way.

Information:

Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.

Instruction and Explanation:

(This begins as simple instructions and develops into explanations)
Purpose: To inform the reader about how to accomplish something.
Purpose: to help someone understand a process or why something has happened.

Description:

Poetry Narrative:
Purpose: to retell an imagined series of events in an interesting and engaging way.

Year 2: ACCURACY and VARIED

Sharing of familiar stories-ensuring the Literacy Spine
Texts are read and repeated to broaden the range of texts children have experienced for writing.

REVISIT;
Full stops
Question marks
Exclamation marks
Capital letter for names, people, places and days of the week.
Capital letter for the personal pronoun I
Use time connectives
KEY:
Comma after –ly opener
e.g. Fortunately, Slowly,....

Speech bubbles/speech marks for direct speech

Apostrophes to mark contracted forms in spelling
e.g. don't, can't
Apostrophes to mark singular possession e.g. the cat's name
Use the progressive and past tenses correctly and consistently.
Use adverbials and expanded noun phrases to describe and specify.
Introduce subordination: when, if because/coordination and, but and or.

Two adjectives to describe the noun
e.g.
The scary, old woman...
Squirrels have long, bushy tails.

Adverbs for description
e.g.
Snow fell gently and covered the cottage in the wood.

Adverbs for information e.g.
Lift the pot carefully onto the tray.
The river quickly flooded the town.

Generalisers for information, e.g.
Most dogs....
Some cats....
(A fuller list of suffixes can be found in the spelling appendix.)

Autumn 1

Drawing Club Book 1: Colour Monster

Vocabulary
DISCOMBOBULATED
INEFFECTUAL
ASSIST
SHIMMERING
SOBBING
ENRAGED
EVAPORATE
TIMID
TRANQUILITY

Character (Day 1)

Draw and describe A colour monster using adjectives. Focus on capital letters and full stops, finger spaces and interesting adjectives.

Setting (day 2)

Design and describe a home for all the emotion jars to live in.

Adventure Time – I wonder? (Day 4,5,6)

THE EMOTION THIEF IS COMING! WHAT DOES IT LOOK LIKE AND WHICH EMOTION DOES IT WANT TO STEAL?

THE COLOUR MONSTER WANTS TO FIND THE THIEF SO IT CAN GET THE EMOTION BACK. DRAW A MAP SO HE CAN FIND ITS WAY.

THE COLOUR MONSTER HAS THE STOLEN EMOTION SAFELY BACK HOME. WHAT CAN HE INVENT TO KEEP THE THIEF OUT?

Drawing Club Book 2: Memory Bottle

Vocabulary
FROSTED
SPECIAL
CHIFFON
ZOOMING
EXHAUSTED
SHINING
TWISTY
MIST
VICTORY

Draw and describe Mr. McCallister using adjectives.

Draw and describe Mr. McCallister's Shed using the senses to help.

IF YOU COULD BOTTLE UP ONE MEMORY FOREVER WHAT WOULD IT BE?

DESIGN YOUR OWN SPECIAL BOTTLE AND DESCRIBE IT.

IF YOU COULD MAKE A TIME MACHINE, WHAT WOULD IT LOOK LIKE AND HOW WOULD IT WORK?

Drawing Club Book 3: The Giant Jam Sandwich

Vocabulary
BOILING
ESCAPE
CACOPHONY
DISCUSSION
GINORMOUS
KNEADING
EXPAND
HOVERING

Draw and describe the wasps that attack the villagers using powerful adjectives

Itching Down map

WHAT WOULD YOU MAKE IN THE FACTORY TO ATTRACT THE WASPS?

WRITE A SET OF INSTRUCTIONS ON HOW TO MAKE A YUMMY JAM SANDWICH.

What would you do if your town had a different problem?
Children to write or draw what problem their town faces (e.g., too many ants!) and what ingredients they would use to make a giant sandwich to catch them

Drawing Club Book 4: Kitchen Disco

Vocabulary
Groove
Boogie
Shimmy
Jive
Twirl

Draw and describe one of the fruit characters from the story

Imagine they are at the kitchen disco. Ask them to describe the kitchen in their own words—what does it look like when the disco starts? How do the lights and music make them feel?

Pretend you are an orange that went to the kitchen disco and write about what happened? What did you see? What did you do? What did you wear?

What happens if the party happens in a different room of your house? What things come alive and have a party whilst everyone is sleeping?

			Vibrant Dazzling Sizzle			How to have a kitchen disco? Instruction writing. Bossy verbs.
	Children will still use Tfw maps for whole texts or parts of texts as they move through the year to exemplify language and structures.		Drawing Club Book 5: Room on the Broom Vocabulary. WHOOSH SPLAT SCALY HORRIBLE PASSENGER ADDITION FIERY SWOOP	Draw and describe the dragon using adjectives.	Draw and describe the swamp.	THE WITCH WANTS A NEW SUPER FAST BROOMSTICK. Design and describe it. THE DRAGON HAS BEEN SEEN AGAIN. WHAT POTION WILL YOU MAKE AND WHAT WILL IT DO? Write a recipe. What animals will you take on your broomstick and why?
	Ideas for writing and possibilities should be shared during innovation before inventing their own text. Hugging closely is developed into including additional detail or ideas of the writer) within all genres of writing as children move through the year.		Last week of term – harvest / TED Day etc			
	More confident writers should be encouraged to step further away from the sentence structures of the original model using independent ideas- using the slow writing approach to ensure accuracy of their writing.	Autumn 2	Book 1 Pumpkin Soup EMBROIDED MURMURED CLATTERED TROTTER SQUABBLE WADDLED MUTTERED SOBBED FEARED SHRIEKED	Children to choose a character from the story; cat, squirrel or duck. Describe using adjectives	Describe the cabin	The duck has run away, where is she hiding? Describe her hiding place and why she has hidden there.
	Whilst spelling should be phonetically plausible, there should be the introduction of more tricky words for those who are confident with phonics.		Book 2 The 3 little pigs HUFF PUFF DANGER CREPT SNEAK SCURRIED	Describe the character of the wolf – wanted poster	Imagine where the wolf lives – can you describe his house?	The wolf's apology letter: Imagine the Big Bad Wolf feels sorry for blowing down the pigs' houses. Write a letter from the wolf apologising to the pigs. The pigs' party: After the wolf runs away, the pigs throw a party to celebrate. Write an invitation to their party. Who will they invite? What fun activities will there be? What happens next? The wolf has run away, but do you think he might come back? Write about what might happen if he tries to visit the pigs again.
			Book 3 Home WARREN ROAM VENTURE SCURRY SPARKLING GLEAMS GLISTEN DUSKY PROWL UNFURLED	Character description Describe an animal from the story?	A Letter from an Animal's Home: Write a letter as if you're one of the animals from the book. Describe what your home is like and invite a friend to come visit.	Home Sweet Habitat: Choose an animal and describe how their home helps them survive. For example, how does a bird's nest keep the bird safe and warm? My Family's Special Place: Describe a special place your family loves to visit or spend time in. Why is it important to you? If I Lived in an Animal's Home: Imagine you could shrink down and live in the home of an animal from the book. What would your day be like? How would you feel living there?

			Book 4 Stick Man ADVENTURE FREEZE RESCUE WOBBLY GLIMPSE GLISTENING SWOOSH BLISTERING MIGHTY	A New Friend for Stick Man Stick Man meets a new character who helps him get home. Who is this character, and how do they help Stick Man?	Stick Man's Journey Through Different Places Write about the different places Stick Man travels through on his way home. Describe what each place looks like. Is it a busy park, a rushing river, or a snowy forest? How does Stick Man feel in each place? How does the setting change as he continues his journey.	A Day in the Life of Stick Man" Imagine you are Stick Man. Write about a new adventure you go on today. Where do you go, and who do you meet along the way? Stick Man's Rescue Plan" Stick Man comes up with a clever plan to escape from a tricky situation (like when he gets caught in the river or by the dog). Stick man is missing- Design a poster to help find stick man. Where was he last seen? What does he look like? Is there a reward?
			Book 5 The Christmas Pine GLISTENING RESILIENT DAPPLED WHISPERS MAJESTIC FROSTED WISTFUL ETHEREAL GRATITUDE ETHEREAL	Describe the Christmas Pine in the story - focusing on using adjectives both on what the tree looks and feels like at the beginning of the story and the end.	The Journey of the Christmas Pine: Imagine you are the Christmas Pine. Write about your journey from the forest to the city. How did you feel along the way? What did you see and hear?	The Animals in the Forest: Before the Christmas Pine was chosen, animals lived around it in the forest. Write a short story from the perspective of one of the animals. How do they feel when the Christmas Pine leaves for the city? A Christmas Wish: If you were a tree in the forest, what would your Christmas wish be? Write a letter from the Christmas Pine to Santa, sharing your wish. A New Home for the Christmas Pine: After the Christmas Pine finishes its job in the city, it goes to a new home. Where do you think it goes? Write a story about what happens next for the Christmas Pine.
			Book 6 The Night before Christmas poetry VISIONS DREARY PRANCING FROLIC CAPERED MIRTH TWIRLED	Describe Santa's reindeer. Write about what the reindeer look like and what their job is on Christmas Eve. What do they like to eat?	What would you do if Santa came to your house? Imagine Santa visiting your house on Christmas Eve. What would you say to him? What would he do?	A surprise gift from Santa. What surprise gift would you like to find under the tree on Christmas morning? Why would it be special to you? My favourite part of Christmas Eve is... What is your favourite part of getting ready for Christmas? Is it hanging up your stocking, decorating the tree, or something else? Describing a Christmas living room: Can you use similes to describe the things you see in the Christmas scene - e.g. the fire is burning hot like the sun.
			Spring 1 Book 1 – Ginger Bread Man MISCHIEVUS BOAST FLEE DASH CRISP TANTALISE	Following a recipe to make a Gingerbread Man.	Writing instructions on how to make own Gingerbread Man.	Character description description – appearance, personality, likes, dislikes and skills. Adjectives Commas
			Book 2 – Goldilocks and the Three Bears SNOOZE CURIOSITY TRAMPLE INTRUDE FURIOUS TEMPT	Story talk – pictures from the story – beginning middle and end – to scribe around pictures.	Story maps Key language	Retell the story - beginning, middle and end. Time conjunctions Connectives

				Book 3 - Little Red Riding Hood LURKING DEVIOUS DECEIVE GULP FRIGHTEND VIVID TREMBLE	Describing the wolf	Create a warning letter.	Lost and Found Poster Imagine the Forest at Night.
				Book 4 - Billy Goats Gruff THUMP BELLOW FOOLISH MIGHTY GRUMBLE SCURRY	Features of traditional tales – spider web – to be done in small groups.	Speech bubbles – statement, question, exclamation and command.	Description of Troll – expanded noun phrases and similes
				Book 5 – Shrek	To describe a character from the story – Shrek, Fiona, Donkey or the Dragon?	To describe the swamp using sensory language.	Fairy tale comparisons Dialogue Writing Writing a new song for Donkey
			SPRING 2	Week 1 : Little Planet David Attenborough: information texts, Features and writing.	Features of information texts – labelling a nonfiction text with captions/ titles, sub headings/ contents/ index/ pictures etc Read Little Planet Prep for fact file on David Attenborough – KWL grid		Plan and write a fact file on David Attenborough using the features of nonfiction texts. (2 days)
				Week 2: Tigress	Tiger facts – statements. Present tense, factual language, capital letters full stops. Describe the tiger. Yr 2 expanded noun phrases, similes Poems.		West Midlands safari park trip World Book Day and WBD activities
				Week 3: West Midlands Safari Park recounts	Recount of West midlands safari Park Order events – map write time connectives. Go over features of a recount and time connectives. Write recounts		Animal fact files Choose an animal from WMSP Start to plan and research a fact file on chosen animal Write fact file – using features of non fiction texts (ie sub headings, title etc)

				Week 4: endangered animals: persuasive writing Story of Tilly the Turtle (on PowerPoint)	Introduce endangered animals Write about an animal Endangered animals posters using persuasive language		Tilly the Turtle story (PowerPoint) Children to write/ retell their own story about Tilly and the dangers she faces in the ocean. How does she overcome the problem? Persuasive letter. Children to write a letter from Tilly to persuade people to help keep the ocean clean and protect her habitat.	
				Week 5: The Snail and the Whale	Statement sentences Exclamation, statement, question.	Describe the setting – focus on using adjectives and connectives.	Packing for the Journey (Writing a List with Commas) Use commas in a list when writing about what the snail might pack for her adventure. Activity: Discuss what the snail might take on her trip with the whale (e.g., a tiny suitcase, a warm scarf, a magnifying glass). Model writing a sentence with commas in a list (e.g., "The snail packed a tiny suitcase, a warm scarf, a magnifying glass, and a notebook.") Have children write their own sentences using commas correctly. Character: Describing the whale using commas in a list	
				Week 6: riddles and SATS prep during phonics	Animal riddles. Introduce and explore. Find features. Research chosen animal using books and iPads to create their own ‘what am i?’ riddle. Riddle writing using 4/ 5 clues. Make class riddle book and perform riddles. Riddle treasure hunt.			
				Week 7: animal poetry and SATS prep during phonics	Easter acrostic poems Shape poems			
		Summer 1	Week 1: Commotion in the Ocean and SATS prep during phonics	Children to discuss and describe sea creatures. Children choose one sea creature and draw it. Write descriptive words around it	Draw a character from the poem and write a speech bubble. Include speech marks.	Describe a character using simple phrases. What creatures are not included in this poem? Model inventing a creature and including a line of speech. All children design and describe their own sea creature.		
			Week 2: The Night Pirates and SATS prep during phonics	Read <i>The Night Pirates</i> aloud with dramatic voices and actions. Discuss the story: Who are the pirates? What do they do at night? What surprises you? Create a simple story map as a class using pictures or key words. Y2 task: Write 3–5 sentences to	Revisit parts of the book and model different sentence types: Statement: "The pirates sailed at night." Question: "Where are the grown-up pirates?" Exclamation: "What a brave boy Tom is!" Command. Group sorting activity: Give	Describe a character using adjectives and full sentences. Look at illustrations of Tom or the girl pirates. What do they look like? What are they like? Create a word bank of adjectives (brave, sneaky, clever, quiet, etc.) Model writing a character description.	Describe a setting using the senses. Look at the night scenes from the book. What might you see, hear, smell, feel? Guided shared writing to model a setting paragraph. Y2 task: Write a full descriptive setting paragraph, using adjectives and varied sentence	

				retell the story in order.	children sentences from the book and ask them to sort into columns. Y2 task: Write their own three sentences—one statement, one question, one exclamation—based on the story. (HA to write more)	Y2 task: Write a short descriptive paragraph with full stops, commas in lists, and expanded noun phrases.	openers.
			Week 3: The Pirates are Coming and SATS prep during phonics	Describe a pirate island or ship using exciting vocabulary. Read book Discuss the front cover, title, and predictions. What happened in the story? Who were the characters? How did the villagers feel? Y2: Write a short setting paragraph using adjectives, prepositions (on, under, next to), and connectives.	To invent and describe their own pirate character. <i>Grammar focus: commas in a list</i> Y2: Write a descriptive paragraph about their pirate including conjunctions (and, because), adjectives, and interesting verbs. Children to use commas in a list to describe their pirates i.e. His gleaming, silver hook shone brightly in the bright sunlight.	Plan their own short pirate story. Recap story structure: Who is your pirate? Where do they go? What goes wrong? How is it solved? Shared planning: Model creating a story map or storyboard as a class. Y2: Use a story mountain or 3-part plan with notes on each section.	Write a short pirate-themed adventure story using their plan. Tell their story to a partner first. Y2: Write their story in full using their plan. Encourage punctuation, adjectives, interesting verbs and conjunctions. Encourage to use speech.
			Week 4: The Whale Who Wanted More and SATS prep during phonics	Retell the story in sequence using time connectives. Retell the story together orally. Use sequencing cards or pictures from the book. Emphasise time openers: <i>First, Then, Next, After that, finally.</i> Writing task: Retell the story in their own words in 5 steps. Year 2s can extend with more detail and conjunctions.	To understand how characters change and express thoughts in writing. Track Humphrey's emotions across the story: greedy, lonely, reflective, happy. Use a feelings chart to map his emotions. Write a diary entry from Humphrey's point of view at a key moment in the story (e.g. when he realises, he has no friends). Focus on "I" voice, feelings, and past tense. Model on board and recap writing in the 1 st person.	Describe a setting using adjectives and expanded noun phrases and adverbs Look at the underwater setting illustrations. What can you see? Use senses: <i>What might you hear, feel, smell under the sea?</i> Create a word bank together (e.g. shimmering seaweed, bubbly water, slippery rocks). Recap adverbs, nouns, verbs and adjectives and model writing sentences using all of these. Year 2: write a setting description using adjectives, expanded noun phrases and adverbs.	To write a message in the first person using full sentences and clear ideas. Pretend Humphrey has written a note to the other sea creatures to say sorry and thank you for their kindness. Writing task: Write a short note or message in role as Humphrey. Focus on using kind words, sentence punctuation, and purpose (to apologise or say thank you).

			Summer 2	Week 1: The Carnival of animals One of the animals has gone missing from the carnival! Write a story about what happened and how they were found. Focus: Narrative structure (beginning, problem, solution), capital letters and full stops. Y2 Grammar Focus: - Use of expanded noun phrases (e.g. <i>the small, striped zebra</i>) -Use of past tense verbs (e.g. <i>ran, searched, found</i>) -Introduction of co-ordination (e.g. <i>and, but</i>) and subordination (e.g. <i>because, when, if</i>).	Science Festival	Write an invitation from one animal to another, inviting them to join the carnival. Focus: Letter format, persuasive language ("You will have so much fun because..."), include place, time, and dress code. Year 2 Grammar Focus: - Use of commas in a list (e.g. <i>bring your costume, snacks, and music</i>) - Use of apostrophes for contraction (e.g. <i>you'll, don't</i>) - Using exclamation marks for persuasive tone and excitement (e.g. <i>It will be amazing!</i>)	A Day at the Animal Carnival <i>Imagine you were invited to the Carnival of the Animals. Which animal would you meet first? What do you see, hear and smell? What magical things happen at the carnival? → Use senses and time connectives: First, Next, suddenly...</i> Year 2 Grammar Focus: - Use of present and past tense consistently (choose one depending on writing voice) - Use of adverbs to describe actions and sequence (e.g. <i>quickly, gently, suddenly</i>) - Use of subordinating conjunctions to add detail (e.g. <i>when, because, if</i>).
				Week 2: How to Catch a Mermaid SATS Week – Year 2 Design and write instructions for your own mermaid-catching trap. Focus: Instructional writing using bossy verbs (imperatives) and time connectives (First, Next). Year 2 Grammar Focus: - Use of imperative verbs (e.g. <i>Place, Tie, Wait</i>) - Use of time connectives to sequence instructions (e.g. <i>First, Then, Finally</i>) - Use of commas in lists (e.g. <i>Hook, rope, and net</i>)	The mermaid finds a message in a bottle. What does it say? Focus: letter writing and imagination - Could be a call for help, an invitation, or a secret treasure map Year 2 Grammar Focus: - Use of question marks and exclamation marks to show tone (e.g. <i>Help! Where are you?</i>) - Use of apostrophes for contractions (e.g. <i>I'm, don't</i>) - Use of formal and informal language features depending on letter type	Describe the underwater world where the mermaid lives." Focus: Adjectives, similes, and the five senses ("What can you see/hear/smell?") Year 2 Grammar Focus: - Use of expanded noun phrases (e.g. <i>shimmering blue waves</i>) - Use of similes (e.g. <i>as bright as the sun</i>) - Use of prepositions to describe location (e.g. <i>under the coral, beside the seaweed</i>)	What does a mermaid do all day under the sea? Write a diary entry from the mermaid's point of view. Focus: First-person writing, using time words and feelings. - Use expanded noun phrases (e.g. "shimmering purple tail") Year 2 Grammar Focus: - Use of first-person pronouns (I, me, my) - Use of expanded noun phrases (e.g. <i>my shimmering purple tail</i>) - Use of time connectives to order events (e.g. <i>In the morning, Later, At night</i>)

							Use of emotion words to express feelings (e.g. <i>happy, excited, lonely</i>).
			Week 3: The Singing Mermaid	Story structure Focus: Discuss beginning (mermaid at sea), middle (captured at circus), and end (escape). Create a class story map. Children sequence main events using pictures/labels.	Describe a character using adjectives. Focus: Generate adjectives about mermaid's appearance, personality, and talents. Model a character description. Pupils design their own sea creature or performer (e.g. singing crab, juggling seahorse) and write a description.	Describe seaside or circus settings. Focus: Compare the beach and circus settings. Look at images/videos for inspiration. Shared writing of a setting description. Children choose their story setting and write a descriptive paragraph.	Story planning. Discuss what might happen in their own story: Who is the main character? Where do they go? Who tries to keep them? How do they escape? Pupils plan their story using a 5-part plan (opening, setting off, problem, escape, ending).
			Week 4: Inventing own story	Story maps for very own story. Focus: Discuss the beginning (mermaid at sea), middle (captured at circus), and end (escape). Create a class story map. Children sequence main events using pictures/labels. Year 2 Grammar Focus: Use of time connectives to sequence events (e.g. <i>first, then, finally</i>) Use of past tense verbs consistently to retell events (e.g. <i>was, escaped, found</i>) Use of simple conjunctions (and, but, so) to link ideas	Focus: Story Opening - Write the beginning of their story Teach opening phrases (e.g. "Far beneath the waves..." or "One sunny day at the beach..."). Model writing the opening paragraph. Pupils write their own beginning, introducing their character and setting. Year 2 Grammar Focus: Use of questions and exclamation marks in planning dialogue or thoughts Use of coordinating and subordinating conjunctions to show cause and effect (e.g. <i>because, so, but</i>) Use of time connectives to structure the plot	Focus: Write the build-up and problem Model the next section (character goes somewhere new, encounters a problem). Pupils write the middle section with support (e.g. trapped by a circus master, stuck in a treasure chest, etc.). Year 2 Grammar Focus: Use of questions and exclamation marks in planning dialogue or thoughts Use of coordinating and subordinating conjunctions to show cause and effect (e.g. <i>because, so, but</i>) Use of time connectives to structure the plot	Focus: Ending. Write how the character escapes and returns Discuss and model a creative resolution. Pupils write their ending, focusing on how their character gets home safely. Year 2 Grammar Focus: Use of questions and exclamation marks in planning dialogue or thoughts Use of coordinating and subordinating conjunctions to show cause and effect (e.g. <i>because, so, but</i>) Use of time connectives to structure the plot

			Week 5: Signs of Summer Show children images of different seasonal scenes and sort them into the correct seasons. Focus: to identify and describe features of summer through observation, discussion, and writing. Discuss what we wear, what the weather feels like, and what we see more of in summer. In Forest School, children use a "Summer Spotter Sheet" to look for signs of summer outdoors. Year 1 use a "Summer Scene" image to write simple sentences, with support from a word bank if needed. Year 2 Grammar Focus: Use of expanded noun phrases to add detail (e.g. <i>bright yellow sun, green leafy trees</i>) Use of present tense verbs to describe ongoing features (e.g. <i>The sun shines, Birds sing</i>) Use of simple conjunctions to link ideas (e.g. <i>and, because</i>).	Focus: Poetry – Using the Five Senses to Describe Summer. Children explore how to use their five senses to describe summer through poetry. After discussing a model poem and how each line links to a sense, they brainstorm sensory summer experiences. Children then write their own five-line summer poem, using one sense per line. A scaffold or writing frame is provided for Year 1 and emerging Year 2 writers, with encouragement to include adjectives and expanded descriptions. Year 2 Grammar Focus: Use of adjectives and expanded noun phrases to add vivid description (e.g. <i>sweet, juicy strawberries</i>) Use of similes to create imagery (e.g. <i>as warm as the sun</i>) Use of verbs in present tense to describe sensory experiences (e.g. <i>I hear waves crashing</i>).	Nature in Art	Sports Day
			Week 6: Focus: Vocabulary and Labelling – Packing a Summer Bag Children discuss and identify items they might take on a summer day out. The teacher models drawing and labelling items in a large summer bag using simple nouns and adjectives (e.g. "cold lemonade," "blue sunglasses"). Children then complete their own summer bag activity by drawing 4–6 items and labelling each one, using descriptive	Focus: Poetry – Descriptive Writing Using Nouns and Adjectives Children write a poem listing what they would pack in their summer bag. They are encouraged to use descriptive language and, optionally, rhyme. Begin by modelling a few lines using expanded noun phrases (e.g. <i>a shiny pair of sunglasses, cold, fizzy lemonade</i>).	Transition Morning	Focus: Recount Writing – Retelling a Visit to Nature in Art Children reflect on their recent trip to <i>Nature in Art</i>, recalling key events and favourite moments. Model how to write a simple recount using time connectives (e.g. <i>First, Then, After that, Finally</i>) and past tense verbs. Independent Activity – Recount

				language to build vocabulary and develop writing confidence Year 2 Grammar Focus: Use of adjectives and expanded noun phrases to add detail (e.g. <i>cold, refreshing lemonade, shiny blue sunglasses</i>) Use of commas in lists when labelling multiple items (e.g. <i>towel, sunscreen, and hat</i>) Correct use of capital letters for proper nouns (if any are included, e.g. <i>Sunscreen Brand Names</i>)	Discuss how to build imagery using the senses and adjectives. Year 2 Grammar Focus: Use of expanded noun phrases (e.g. <i>a fluffy yellow towel</i>) Use of commas in a list if listing items within a line Optional: rhyming words to develop sound patterns (e.g. <i>hat / mat</i>) Use of adjectives for detail and imagery		Writing (20–30 mins) Children write a short recount of their visit, including what they saw, did, and enjoyed. Year 2 Grammar Focus: Use of past tense verbs consistently to describe events (e.g. <i>visited, saw, enjoyed</i>) Use of time connectives to sequence the recount (e.g. <i>First, Then, After that, Finally</i>) Use of capital letters and full stops to punctuate sentences correctly.
			Week 7: Looking a head	Recount: My Favourite Memory. Focus: Recount Writing - Personal Experience. Children write about their favourite memory from the school year (e.g. a school trip, a fun lesson, a special event). Support: Use sentence starters and time connectives (e.g. <i>One day, Then, I liked it because...</i>). Year 2 Grammar Focus: Use of past tense verbs to describe events (e.g. <i>went, played, enjoyed</i>) Use of time connectives to order ideas (e.g. <i>One day, Then, After that</i>)	Letter Writing: Dear New Teacher. Focus: Letter Writing – Personal Information Children write a friendly letter to their new teacher, introducing themselves and sharing what they enjoy, their strengths, and what they're excited/nervous about. Support: Provide a letter template with sentence prompts. Year 2 Grammar Focus: Use of formal letter conventions (greeting, closing) Use of apostrophes for contractions (e.g. <i>I'm, can't</i>) Use of commas in lists when describing interests or strengths (e.g. <i>I like reading, drawing, and playing football</i>)	N/A	Summer Bucket List / Holiday Plan Writing Focus: Writing Lists or Instructions Children write a "Summer Bucket List" or a short piece on what they hope to do over the summer (real or imaginary). Y1: Write a list with some descriptive words (<i>go to the big beach, eat cold ice cream</i>). Y2: Write full sentences or even short diary-style entries. Optional: Create a class display of summer hopes and dreams! Year 2 Grammar Focus: Use of imperative verbs for instructions if needed (e.g. <i>pack, visit</i>) Use of full sentences with capital letters and full stops for diary entries or lists Use of commas in lists (e.g. <i>swim, eat ice cream, and play</i>)

					Use of expanded noun phrases to add detail (e.g. <i>the sunny school trip, my best friend</i>)			<i>outside</i>)
--	--	--	--	--	--	--	--	------------------

			ENTERTAINMENT	Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting</i>	Settings Character description	Persuasion: <i>Purpose: To promote a particular view or product in order to influence</i>
--	--	--	---------------	---	-----------------------------------	--

Y3								
Year 3: ACCURACY, VARIED and INDEPENDENCE	Sharing of familiar stories: ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content.	Revisit: Adverbials Conjunction and subordination KEY: Present perfect form of verbs in contrast to the past tense. Extend the range of sentences	Autumn 1	Narrative Unit 1: The Tin Forest The Tin Forest follows an old man who tidies the rubbish in a junkyard and dreams of a better place. With faith, ingenuity and hard work, he transforms it into a wonderland in this poetic modern fable. Poetry: Children to listen to and think of sounds they might hear in the jungle. Create a soundscape of noises. Children to write a poem using the 5 senses about what they might encounter in a jungle. Children to add a contrasting extra verse to their poem about the man’s reality (e.g. Lives in a wasteland, rain lashing town on his tin roof etc.).	Diary entry: Children write two contrasting diary entries reflecting the old man’s emotions—optimism at the bird’s arrival and loneliness at its disappearance. Explore the paragraph introducing the real bird to the tin forest, noting language repetition (e.g., “windswept” and “wind swept”), mirrored actions (“the old man spilled the crumbs” and “the bird ate the crumbs”), and the bird’s lively presence. Contrast this with text describing the old man’s loneliness, highlighting the use of “but” and phrases like “his heart ached with emptiness.”	Visualising a text: Children to listen to text and sketch what they view based on the descriptions. Discuss the use of alliteration, comma placement, word repetition, and choice of words in the first sentence to highlight the landscape’s vastness and the contrast between the small house and the expansive land. Allow children to share and compare their work, noting similarities and differences in their illustrations. Ask them to consider how their drawings express the scene’s atmosphere, compare their work to the actual illustration, and explore details like colors, light, and house placement. Encourage close examination of the image to find additional clues about the story and how text and illustration work together.	Writing in role: Writing about how the main character (old man) is feeling about his home being turned into a wasteland. Children to write a detailed character description of the old man and infer his interests from the picture of his living room. Setting description: Children to make a setting description of the man’s dreams (jungle scene). Talk about the 5 senses and make comparisons to Henri Rousseau’s jungle scene paintings. Children to use both stimuli of jungle scenes to create their own painting.	Tell me and book talk: Children to give opinion of the book using evidence. Re-read the end of the story and discuss children’s responses, including likes, dislikes, puzzles, and connections. Ask why the old man is the only human, his potential loneliness, and his legacy. Use Aidan Chambers’ questions to explore their views: Whose perspective did they see the story from? Did the story feel current or like a past memory? Did any characters remind them of people they know or characters from other books?
	Modelled writing of whole and part texts should be used to exemplify language, sentence structures and organisation. Teachers should make the writing process visible, create a love of words and writing, and ‘hold’ the writer’s hand.	with more than one clause by using a wider range of conjunctions, including when, if, because, although Use a growing range of fronted adverbials accurately with a comma. Prepositions Next to by the side of In front of during through throughout because of Use inverted commas for direct speech Powerful verbs e.g. stare, tremble, slither More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.		Narrative Unit 2: Mouse, Bird, Snake, Wolf The gods have created a world - they’ve built mountains, a sea and a sky and now their days are filled with long naps in the clouds (and tea and cake). That’s until Harry, Sue and little Ben begin to fill the gaps of the world: with a mousy thing, a chirpy thing and a twisty legless thing. As the children’s ideas take shape, the power of their visions proves to be greater than they, or the gods, could ever have imagined. Poetry: Kenning Poems The children will write Kenning poems describing the spaces in the world which the children in the book are filling. They should use their word banks for support, as well as any good examples of descriptive vocabulary from the previous lesson and today’s resource. Use thesauruses thinking.	Playscript: Children to write a playscript with an alternative ending to the story. Must include cast, setting, characters etc.	Letter writing: Children are to write a letter to the characters in the story describing whether they are happy or unhappy with their actions. Children need to persuade the characters that they are doing the right thing and should carry on or they are wrong and should leave the work to the gods and should stop what they are doing right now.	Character/creature creation description: Children to use a range of powerful adjectives to describe their own creations which the gods could have made. Children will then Draw their creation in their mind. Then annotate it- how does it look? What does it do? How does it behave? Setting description for a play: Children to write a setting description for their play. Will it be down on earth with the main characters of the story or in the clouds with the gods?	Persuasive writing: Children to write persuasively about which they think is the best of Earth’s creations. They can also do this from the point of view of the gods. Children to use imperative verbs, powerful vocabulary, fronted adverbials and subordinate clauses to persuade the reader of their point of view. Balanced argument: Children to write a balanced argument about whether the children are right or wrong to do the work of the gods. The children are now faced with a monumental task: taking over the work of the gods, who have stopped due to laziness. This raises an important question: Is it right or wrong for children to assume these divine responsibilities? In this balanced argument, we will explore both sides of the debate, weighing the pros and cons before reaching a conclusion.
	Only less confident writers should still be hugging the text closely.							
	Children should be encouraged to step further away from the scaffolds of the model texts, applying the structures taught within their independent ideas-shaking hands (adapting sentence structures) rather than hugging the text.							
All children should be using the slow, modelled writing approach with developing independence: checking their own sentences for accurate grammar.								

			Spring 1	Narrative Unit 3: One Plastic Bag For years, plastic bags were a cheap and convenient option for carrying goods in Njau, Gambia. However, when these bags broke or were no longer needed, they were carelessly discarded, leading to an unsightly accumulation of plastic waste alongside roads. The stagnant water in the bags provided a breeding ground for mosquitoes and diseases, while the burning of bags left behind a foul smell. The bags also strangled gardens, killed livestock, and polluted the environment. Isatou Ceesay decided to take action, and she began to collect the plastic bags and recycle them into something new. Her efforts not only helped to clean up the environment, but also provided income for women in her community who had been struggling to make ends meet. Poetry: Free Verse Poem about a Rubbish Dump Students will create a vivid free verse poem inspired by a rubbish dump, using descriptive language to explore its sights, sounds, and smells, while reflecting on its impact on the environment.	Recount: Story Map: What Has Happened So Far. Students will design a story map to sequence the events of <i>One Plastic Bag</i> so far. This visual tool will include key moments, characters, and settings to deepen their understanding of the narrative.	Non-Chronological Report: about Plastic and Its Uses. Students will write a detailed non-chronological report about plastic, its properties, uses, and impact on the world. They will organize their writing into clear sections with subheadings.	Narrative: The Life of a Plastic Water Bottle. Students will craft a creative narrative from the perspective of a plastic water bottle, following its journey from production to disposal or recycling, highlighting its impact along the way.	Persuasive Argument: Students will write a balanced persuasive argument, exploring the benefits and drawbacks of plastic. They will use evidence and rhetorical devices to present both sides of the issue.
			Spring 2	Narrative Unit 4: The Butterfly Lion Bertie rescues an orphaned white lion cub from the African veld. They are inseparable until Bertie is sent to boarding school far away in England and the lion is sold to a circus. Bertie swears that one day they will see one another again, but it is the butterfly lion which ensures that their friendship will never be forgotten. Poetry: Based on the poem – The Lion Children will be introduced to blackout poems and how they are made. They are challenged to make their own blackout poems using pages from the story of ‘The Butterfly Lion’, specifically the part where Bertie is fighting in the war. Children must choose the words they use carefully and be able to justify their choices based on the mood, tone or story they are trying to create using the existing words.	Newspaper Report: Children will look at the use of quotes in a newspaper report and compare the effect of using direct or reported speech to convey this. Children use the grammatical and structural features that they have studied in this scheme of work to create and write a newspaper report based on a point in the story of ‘The Butterfly Lion’. They will be encouraged and supported to use a variety of sentence openers as well as relative clauses, direct and reported speech.	Letter Writing: Children will compare the differences between the features of a formal letter and an informal letter. They will discuss the purposes of writing a letter and the structure and language used to achieve this purpose. Children use their discussions from the previous lesson to build up a bank of ideas on how the characters would write to one another. The children are challenged to focus on creating an informal and familiar tone in their reply to Bertie’s last letter, including conveying the relationship between the characters through their choice of language and sentence structure.	Character Development: Children explore how the author develops and changes a character throughout the story and have the opportunity to reflect on why they might choose to do this. They investigate how how different aspects of Bertie’s character could change or stay the same throughout the story and his life. They are challenged to discuss and reason why he changes and think about the lessons he might have learnt through the experiences he has.	Balanced Argument: Children use their understanding of the story up to this point and their own thoughts and ideas to generate arguments to support and oppose the statement: The lion should be sent to live in the circus. They use these arguments to plan out their final draft of a balanced argument.
			Summer 1	Narrative Unit 5: Tales of Ancient Egypt – The Egyptian Cinderella She is a slave, from the far-off country of Greece. Only the beautiful rose-red slippers her master gives her can make Rhodopis smile. So, when a falcon swoops down and snatches one of the slippers away, Rhodopis is heartbroken. For how is she to know that the slipper will land in the lap of the great Pharaoh himself and who would ever guess that the Pharaoh has promised to find the slipper’s owner and make her queen of all Egypt. Poetry: Acrostic Poems – Take an in-depth look at this popular form of poetry and become more familiar with the poetic device of alliteration. Themed around Ancient Egypt, the children will construct their own acrostic poem using alliteration. Alternatively, the children attempt some different types of acrostics as a trickier challenge. Kenning Poems - Introduce your class to kenning poems. Challenge the children to guess the subject of different kenning riddles and focus on the words which make up this type of poem. Remind the children of the spelling rule for using -er to turn verbs into nouns as the children write their own Ancient Egyptian kenning poems.	Biography: To write a biography of Cleopatra VII. The children will use their learning from this scheme to write a biography about Cleopatra’s life. They will use the supporting resources to include organised paragraphs and a variety of sentence openers to create an effective biography.	Informative blog or newsletter: Children will create their explanation text when they explain the process of mummifying a tomato and how this process links to the Ancient Egyptian process of mummifying a body. Newspaper Report: Children are challenged to think about how they will write a report on the news of Cleopatra’s death. After discussing and researching her death, the children will organise their writing into paragraphs.	Narrative: Children will discuss how to retell a traditional fairy tale and pick out the main events of a given tale. They are challenged to create a storyboard or freeze frames to highlight the main events of their chosen fairy tale and then use this to retell the story. Children will use all their learning, planning and discussions from the previous lessons to create and write their own Egyptian version of a traditional fairy tale.	

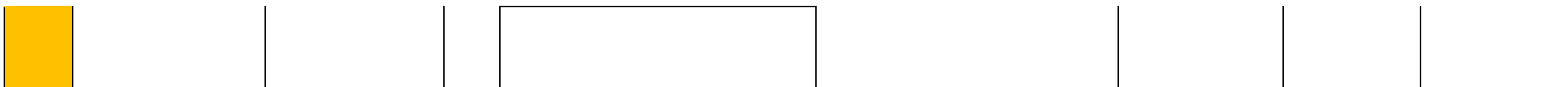
			Summer 2	Narrative Unit 6: Lob He's older than anyone can tell. Older than the trees. Older than anybody. For as long as she can remember, Lucy has wanted to catch a glimpse of the mysterious green man who lives in Grandpa Will's Garden: Lob. You have to be very special to see him; that's what Grandpa says. Lucy's parents think Lob's just imaginary, but Lucy knows he exists. And she can't believe it when she finally spots Lob in the gooseberry bushes. But Lucy's world is about to be shattered by a terrible event. What will happen to Lob now - and will she ever see him again? Poem about the Sounds of Nature Students will write a sensory poem capturing the sounds of their surroundings and the natural world, using vivid imagery and descriptive language to bring these sounds to life. Free Verse Poem about Forever and Performance Students will compose a free verse poem reflecting on the concept of "forever," exploring its meaning and emotions. They will practice and perform their poem to enhance expression and delivery.		Instructions: How to Plant a Seed and Help It Grow. Students will learn about the process of planting and nurturing a seed, focusing on key steps such as selecting a seed, preparing the soil, planting, watering, and providing sunlight. They will write detailed instructions using imperative verbs, time conjunctions, and adverbs to ensure clarity and precision. Illustrations or diagrams may be included to enhance understanding.	Character Description: Empathising with a Character. Students will step into the shoes of a character from <i>LOB</i>, such as Lucy or another key figure, to explore their thoughts, feelings, and motivations. Through drama activities like hot seating or writing diary entries, they will reflect on pivotal moments in the story and express how the drawing on evidence from the text to support their insights. Narrative from Lucy's Point of View Students will retell a key event from the story through Lucy's eyes, focusing on her emotions, thoughts, and reactions. They will use first-person narrative techniques to develop a strong voice, incorporating descriptive language and dialogue to bring Lucy's experiences and personality to life. Narrative Based on the Story <i>LOB</i> Students will write their own imaginative story inspired by the themes of <i>LOB</i>. They will develop their narrative by creating a plot that explores ideas such as loyalty and connection to nature. Using well-structured paragraphs, rich description, and compelling character to capture the heart and tone of the original story while making it their own.	
--	--	--	----------	--	--	---	--	--

Year 4: ACCURATE, VARIED, INDEPENDENCE and EFFECTIVE	Sharing of familiar stories- ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content. Ideas for texts that can be taken for writing should be collected. Teachers should make the writing process visible, create a love of words and writing, and ‘hold’ the writer’s hand. During the imitation stage children should be still using a text map for sections of texts but looking at whole/ longer texts also. All children should be introduced to the terms: effective, varied and appropriate as key terms for evaluating texts they read and also their own writing. During the innovation this time should be used to teach new text features and also embed grammar within the context of the text. Children should be encouraged to step further away from the sentence structures and organisation of the original model during the invention stage using their own ideas and applying these structures for growing effect. Time to experiment with sentences to create the most effective version should be given to enable children to use sophisticated addition to create their own texts. All children should be using the slow, modelled writing approach with developing independence: checking their own sentences for accurate grammar.	REVISIT: PRESENT PERFECT, ADVERBIALS, PREPOSITIONS, INVERTED COMMAS FOR SPEECH KEY Fronted Adverbials: Adverb starters to add detail e.g. Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) Prepositional phrases to place the action: on the mat; behind the tree, in the air Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions and demarcating accurately with a comma. The grammatical difference between plural and possessive –s apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) as opposed to s to mark a plural Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella! Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly E.g. <i>It was midnight.</i> <i>It’s great fun.</i> Start with a simile E.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i> ‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i> Expanded ‘-ing’ clauses as starters e.g. <i>Grimming menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i> Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g. <i>Sam rushed down the road jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i> Repetition to persuade e.g. <i>Find us to find the fun</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, and Enjoy!</i>					
	Autumn 1	Narrative Unit 1: The Tin Forest The Tin Forest follows an old man who tidies the rubbish in a junkyard and dreams of a better place. With faith, ingenuity and hard work, he transforms it into a wonderland in this poetic modern fable. Poetry: Children to listen to and think of sounds they might hear in the jungle. Create a soundscape of noises. Children to write a poem using the 5 senses about what they might encounter in a jungle. Children to add a contrasting extra verse to their poem about the man’s reality (e.g. Lives in a wasteland, rain lashing town on his tin roof etc.).	Diary entry: Children write two contrasting diary entries reflecting the old man’s emotions—optimism at the bird’s arrival and loneliness at its disappearance Explore the paragraph introducing the real bird to the tin forest, noting language repetition (e.g., “windswept” and “wind swept”), mirrored actions (“the	Visualising a text: Children to listen to text and sketch what they view based on the descriptions. Discuss the use of alliteration, comma placement, word repetition, and choice of words in the first sentence to highlight the landscape’s vastness and the contrast between the small house and the expansive land. Allow children to share and compare their work, noting similarities and differences in their illustrations. Ask them to consider how their	Writing in role: Writing about how the main character (old man) is feeling about his home being turned into a wasteland. Children to write a detailed character description of the old man and infer his interests from the picture of his living room. Setting description: Children to make a setting description of the man’s dreams (jungle scene). Talk about the 5 senses and make comparisons to Henri Rousseau’s jungle scene paintings.	Tell me and book talk: Children to give opinion of the book using evidence. Re-read the end of the story and discuss children’s responses, including likes, dislikes, puzzles, and connections. Ask why the old man is the only human, his potential loneliness, and his legacy. Use Aidan Chambers’ questions to explore their views: Whose perspective did they see the	
	Autumn 2	Narrative Unit 2: Mouse, Bird, Snake, Wolf The gods have created a world - they’ve built mountains, a sea and a sky and now their days are filled with long naps in the clouds (and tea and cake). That’s until Harry, Sue and little Ben begin to fill the gaps of the world: with a mousy thing, a chirpy thing and a twisty legless thing. As the children’s ideas take shape, the power of their visions proves to be greater than they, or the gods, could ever have imagined. Poetry: Kenning Poems The children will write Kenning poems describing thespaces in the world which the children in the book are filling. They should use their word banks for support, as well as any good examples of descriptive vocabulary from the previous lessonand today’s resource. Use thesauruses thinking.	Playscript: Children to write a playscript with an alternative ending to the story. Must include cast, setting, characters etc.	Letter writing: Children are to write a letter to the characters in the story describing whether they are happy or unhappy with their actions. Children need to persuade the characters that they are doing the right thing and should carry on or they are wrong and should leave the work to the gods and should stop what they are doing right now.	Character/creature creation description: Children to use a range of powerful adjectives to describe their own creations which the gods could have made. Children will then Draw their creation in their mind. Then annotate it- how does it look? What does it do? How does it behave? Setting description for a play: Children to write a setting description for their play. Will it be down on earth with the main characters of the story or in the clouds with the gods?	Persuasive writing: Children to write persuasively about which they think is the best of Earth’s creations. They can also do this from the point of view of the gods. Children to use imperative verbs, powerful vocabulary, fronted adverbials and subordinate clauses to persuade the reader of their point of view. Balanced argument: Children to write a balanced argument about whether the children are right or wrong to do the work of the gods. The children are now faced with a monumental task: taking over the work of the gods, who have stopped due to laziness. This raises an important question: Is it right or wrong for children to assume these divine responsibilities? In this balanced argument, we will explore both sides of the debate, weighing the pros and cons before reaching a conclusion.	
	Spring 1	Narrative Unit 3: One Plastic Bag For years, plastic bags were a cheap and convenient option for carrying goods in Njau, Gambia. However, when these bags broke or were no longer needed, they were carelessly discarded, leading to an unsightly accumulation of plastic waste alongside roads. The stagnant water in the bags provided a breeding ground for mosquitoes and diseases, while the burning of bags left behind a foul smell. The bags also strangled gardens, killed livestock, and polluted the environment. Isatou Ceesay decided to take action, and she began to collect the plastic bags and recycle	Recount: Story Map: What Has Happened So Far. Students will design a story map to sequence the events of <i>One Plastic Bag</i> so far. This visual tool will include key moments, characters,	Non-Chronological Report: about Plastic and Its Uses. Students will write a detailed non-chronological report about plastic, its properties, uses, and impact on the world. They will organize their	Narrative: The Life of a Plastic Water Bottle. Students will craft a creative narrative from the perspective of a plastic water bottle, following its journey from production to disposal	Persuasive Argument: Students will write a balanced persuasive argument, exploring the benefits and drawbacks of plastic. They will use evidence and rhetorical	

			them into something new. Her efforts not only helped to clean up the environment, but also provided income for women in her community who had been struggling to make ends meet. Poetry: Free Verse Poem about a Rubbish Dump Students will create a vivid free verse poem inspired by a rubbish dump, using descriptive language to explore its sights, sounds, and smells, while reflecting on its impact on the environment.	and settings to deepen their understanding of the narrative.	writing into clear sections with subheadings.	or recycling, highlighting its impact along the way.	devices to present both sides of the issue.
		Spring 2	Narrative Unit 4: The Butterfly Lion Bertie rescues an orphaned white lion cub from the African veld. They are inseparable until Bertie is sent to boarding school far away in England and the lion is sold to a circus. Bertie swears that one day they will see one another again, but it is the butterfly lion which ensures that their friendship will never be forgotten. Poetry: Based on the poem – The Lion Children will be introduced to blackout poems and how they are made. They are challenged to make their own blackout poems using pages from the story of 'The Butterfly Lion', specifically the part where Bertie is fighting in the war. Children must choose the words they use carefully and be able to justify their choices based on the mood, tone or story they are trying to create using the existing words.	Newspaper Report: Children will look at the use of quotes in a newspaper report and compare the effect of using direct or reported speech to convey this. Children use the grammatical and structural features that they have studied in this scheme of work to create and write a newspaper report based on a point in the story of 'The Butterfly Lion'. They will be encouraged and supported to use a variety of sentence openers as well as relative clauses, direct and reported speech.	Letter Writing: Children will compare the differences between the features of a formal letter and an informal letter. They will discuss the purposes of writing a letter and the structure and language used to achieve this purpose. Children use their discussions from the previous lesson to build up a bank of ideas on how the characters would write to one another. The children are challenged to focus on creating an informal and familiar tone in their reply to Bertie's last letter, including conveying the relationship between the characters through their choice of language and sentence structure.	Character Development: Children explore how the author develops and changes a character throughout the story and have the opportunity to reflect on why they might choose to do this. They investigate how how different aspects of Bertie's character could change or stay the same throughout the story and his life. They are challenged to discuss and reason why he changes and think about the lessons he might have learnt through the experiences he has.	Balanced Argument: Children use their understanding of the story up to this point and their own thoughts and ideas to generate arguments to support and oppose the statement: The lion should be sent to live in the circus. They use these arguments to plan out their final draft of a balanced argument.
		Summer 1	Narrative Unit 5: Tales of Ancient Egypt – The Egyptian Cinderella She is a slave, from the far-off country of Greece. Only the beautiful rose-red slippers her master gives her can make Rhodopis smile. So, when a falcon swoops down and snatches one of the slippers away, Rhodopis is heartbroken. For how is she to know that the slipper will land in the lap of the great Pharaoh himself and who would ever guess that the Pharaoh has promised to find the slipper's owner and make her queen of all Egypt. Poetry: Acrostic Poems – Take an in-depth look at this popular form of poetry and become more familiar with the poetic device of alliteration. Themed around Ancient Egypt, the children will construct their own acrostic poem using alliteration. Alternatively, the children attempt some different types of acrostics as a trickier challenge. Kenning Poems - Introduce your class to kenning poems. Challenge the children to guess the subject of different kenning riddles and focus on the words which make up this type of poem. Remind the children of the spelling rule for using -er to turn verbs into nouns as the children write their own Ancient Egyptian kenning poems.	Biography: To write a biography of Cleopatra VII. The children will use their learning from this scheme to write a biography about Cleopatra's life. They will use the supporting resources to include organised paragraphs and a variety of sentence openers to create an effective biography.	Informative blog or newsletter: Children will create their explanation text when they explain the process of mummifying a tomato and how this process links to the Ancient Egyptian process of mummifying a body. Newspaper Report: Children are challenged to think about how they will write a report on the news of Cleopatra's death. After discussing and researching her death, the children will organise their writing into paragraphs.	Narrative: Children will discuss how to retell a traditional fairy tale and pick out the main events of a given tale. They are challenged to create a storyboard or freeze frames to highlight the main events of their chosen fairy tale and then use this to retell the story. Children will use all their learning, planning and discussions from the previous lessons to create and write their own Egyptian version of a traditional fairy tale.	
		Summer 2	Narrative Unit 6: Lob He's older than anyone can tell. Older than the trees. Older than anybody. For as long as she can remember, Lucy has wanted to catch a glimpse of the mysterious green man who lives in Grandpa Will's Garden: Lob. You have to be very special to see him; that's what Grandpa says. Lucy's parents think Lob's just imaginary, but Lucy knows he exists. And she can't believe it when she finally spots Lob in the gooseberry bushes. But Lucy's world is about to be shattered by a terrible event. What will happen to Lob now - and will she ever see him again? Poem about the Sounds of Nature Students will write a sensory poem capturing the sounds of their surroundings and the natural world, using vivid imagery and descriptive language to bring these sounds to life. Free Verse Poem about Forever and Performance Students will compose a free verse poem reflecting on the concept of "forever," exploring its meaning and emotions. They will practice and perform their poem to enhance expression and delivery.		Instructions: How to Plant a Seed and Help It Grow. Students will learn about the process of planting and nurturing a seed, focusing on key steps such as selecting a seed, preparing the soil, planting, watering, and providing sunlight. They will write detailed instructions using imperative verbs, time conjunctions, and adverbs to ensure clarity and precision. Illustrations or diagrams may be included to enhance understanding.	Character Description: Empathising with a Character. Students will step into the shoes of a character from <i>LOB</i>, such as Lucy or another key figure, to explore their thoughts, feelings, and motivations. Through drama activities like hot seating or writing diary entries, they will reflect on pivotal moments in the story and express how the drawing on evidence from the text to support their insights. Narrative from Lucy's Point of View Students will retell a key event from the story through Lucy's eyes, focusing on her emotions, thoughts, and reactions. They will use first-person narrative techniques to develop a strong voice, incorporating descriptive language and dialogue to	

						bring Lucy's experiences and personality to life. Narrative Based on the Story <i>LOB</i> Students will write their own imaginative story inspired by the themes of <i>LOB</i>. They will develop their narrative by creating a plot that explores ideas such as loyalty and connection to nature. Using well-structured paragraphs, rich description, and compelling character to capture the heart and tone of the original story while making it their own.	
--	--	--	--	--	--	--	--

Year 5: ACCURATE, VARIED, INDEPENDENT, EFFECTIVE and APPROPRIATE	Sharing of familiar stories- ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content. Ideas for texts that can be taken for writing should be collected and texts compared and used as models for writing, with discussion focus on effective, varied and appropriate language and sentence structures. Teachers should make the writing process visible, create a love of words and writing, and 'hold' the writer's hand.	REVISIT – Y3/4 subordination and coordination adverbials followed by a comma KEY: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)	Key Texts: Cycle B (2024-2025) Autumn – Goodnight Mr., Tom - Michelle Magorian, The Piano (film), Finding Alfie by Micheal Morpurgo Spring – Beowulf by Micheal Murpurgo, Film - Alma Summer – SATs Preparation, Moderation (2025), Holes by Louis Sachar.	Information: Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.	Settings Character descriptions	Persuasion: Purpose: To promote a particular view or product in order to influence what people think or do. Balanced Argument Purpose: to present a reasoned and balanced view.	
	Children should be encouraged to step further away from the sentence structures of the original model using independent ideas. Children should be able to independently experiment with sentences to create the most effective version- adding in their own structure and taking risks discussing why they may hook in a reader.	KEY Indicating degrees of possibility using adverbs, (perhaps, surely) modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) Brackets/dashes/commas for parenthesis Colons Semi colons in lists Use of commas to clarify meaning or avoid ambiguity Use of colon to introduce a list and semi-colons within lists. KEY Punctuation of bullet points to list information.	Autumn	Narrative Unit with Class reader: Goodnight Mr. Tom Remembrance Assembly- Monday 11 th November 2024. School Trip to RAF Defford (Geography) Film Unit: The Piano Class reader – Finding Alfie Aunty Iris always treasured her small painting of a boat, painted by her close friend Alfie many years before. Her nephew, Michael, is inspired to try and find out what actually happened to Alfie in World War II. He embarks on a journey that takes him across the Channel into France, learning a profound lesson along the way about service and the surprising power of memory .	Emotion driven narrative: thoughts and feelings of the characters using different sentence openers, colon, semi-colon. Children write a third person narrative integrating dialogue to convey character. Extend, edit and improve writing. Amplification: using literary devices like metaphor, imagery, and hyperbole to draw extra attention to the subject. Flashback: Children learn about how to create the transition into a flashback and create a paragraph about the man at the piano to do this. Children write a flashback of the man remembering the death of his friend. Children will include an amplification and a transition in and out. Children use similes and metaphors to create sentences about the time spent at war.	Create an evacuee card – formal register. Dialogue to enhance characterisation – dialogue between Willie and Mister Tom. Write a political address (formal speech) announcing war. Use the appropriate grammatical structure and vocabulary. Perform speech using correct tone, intonation and accent. Amplification -preparation using the senses, expanded noun phrases and relative clauses.	Setting Description – Mr. Tom's house. Expanded noun phrases, prepositions, similes, metaphors. Dramatisation- explore characters as an evacuee. William Beech. Mr. Tom Using impersonal formal register Character description: The Piano soldier – verb openers, symbolism, figurative language, Room, Children memories, toys.
	All children should be using the modelled approach to writing, to improve the quality, Thesaurus thinking and embedding of grammar. Children should check their own sentences for accurate grammar, varied structures and effective and appropriate register.	Develop complex sentences: Main and subordinate clauses with full range of conjunctions: Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly through the lonely streetsat midnight Use of rhetorical questions	Spring	Narrative Unit: Beowulf by Micheal Murpugo Viking Day – 2 February. Grammar revision with Y6 Film Unit: Alma	Newspaper Report – Grendel's Defeat Headline, introduction (5Ws), facts, opinions in quotes, chronological order, third person, past tense, formal tone, conclusion. Narrative based on Alma using imagery – relative clauses and all Y5/6 grammar and spelling words.	CV for Beowulf – personal profile, qualifications, interests and hobbies etc. Procedural Piece – how to train Grendel – Introduction, equipment, method, conclusion.	Recount - Young Voices trip. Thank you, letter, – Viking day Description of shop front and inside shop Identify mood and atmosphere using descriptive vocabulary. Identify and use imagery.
			Summer	There's a Ran Tan in my Bedroom Film: Nemo Narrative Unit: Holes by Louis Sachar Class 4 Production – He-Ya! Shakespeare - Macbeth	Non-chronological report – The Orangutan Write a scene from Nemo – when Marlin meets Dory using dialogue to move the action on. Narrative: I am learning to use precise vocabulary and expanded noun phrases to create a narrative integrating description. Children create a narrative describing an encounter with a yellow spotted lizard. Practical work – characters, plot and acting the play in a round.	Non- Chronological report: Yellow spotted lizard. children revise features, formality and cohesion of paragraphs. Bulletin: Children write a brief bulletin about the arrest and incarceration of Stanley. Letter: Informal letter to Mom.	Story Setting: Camp Green Lake. Character: feelings of Stanley. How a character is feeling through their thought process (Hearts and Minds). Children gather ideas about the thoughts and feelings Stanley experiences at each age of the story. Description of Camp Green Lake and the lizard.



Year 6: ACCURATE, VARIED, INDEPENDENT, EFFECTIVE AND APPROPRIATE	Sharing of familiar stories – ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content.	KEY Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.		Key Texts: Cycle B (2024-2025) Autumn – Goodnight Mr., Tom - Michelle Magorian, The Piano (film), Finding Alfie by Micheal Morpurgo Spring – Beowulf by Micheal Murpurgo, Film - Alma Summer – SATs Preparation, Moderation (2025), Holes by Louis Sachar.	Information: Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.	Settings Character Description	Persuasion: Purpose: To promote a particular view or product in order to influence what people think or do.	
	Ideas for texts that can be taken for writing should be collected and texts compared and used as models for writing, with discussion focus on effective, varied and appropriate language and sentence structure.	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)		Poetry: In Flanders Fields, Poppies PGL Poems Children will explore figurative language, repetition, rhyme, personification, couplets, similes and metaphors.	Recount: Purpose: to retell a real-life event in an interesting and engaging way.		Balanced Argument Purpose: to present a reasoned and balanced view.	
	Teachers should make the writing process visible, create a love of words and writing, and 'hold' the writer's hand	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of the subjunctive in some very formal writing and speech) as in If I were you. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and	Autumn	Narrative Unit with Class reader: Goodnight Mr Tom Remembrance Assembly- Monday 11 th November 2024. School Trip to RAF Defford (Geography) Film Unit: The Piano Class reader – Finding Alfie Aunty Iris always treasured her small painting of a boat, painted by her close friend Alfie many years before. Her nephew, Michael, is inspired to try and find out what actually happened to Alfie in World War II. He embarks on a journey that takes him across the Channel into France, learning a profound lesson along the way about service and the surprising power of memory.	Emotion driven narrative: thoughts and feelings of the characters using different sentence openers, colon, semi-colon. Children write a third person narrative integrating dialogue to convey character. Extend, edit and improve writing. Amplification: using literary devices like metaphor, imagery, and hyperbole to draw extra attention to the subject. Flashback: Children learn about how to create the transition into a flashback and create a paragraph about the man at the piano to do this. Children write a flashback of the man remembering the death of his friend. Children will include an amplification and a transition in and out. Children use similes and metaphors to create sentences about the time spent at war.	Create an evacuee card – formal register. Dialogue to enhance characterisation – dialogue between Willie and Mister Tom. Write a political address (formal speech) announcing war. Use the appropriate grammatical structure and vocabulary. Perform speech using correct tone, intonation and accent. Amplification -preparation using the senses, expanded noun phrases and relative clauses.	Setting Description – Mr. Tom's house. Expanded noun phrases, prepositions, similes, metaphors. Dramatisation- explore characters as an evacuee. William Beech. Mr. Tom Using impersonal formal register Character description: The Piano soldier – verb openers, symbolism, figurative language, Room, Children memories, toys.	Letter to apply for a monitor role. Recount -summer holiday Perform political address. Balanced argument – was the UK right to go to war? Book review
	All children should be using the modelled approach to writing, to improve quality, thesaurus thinking and embedding grammar. Children should check their own sentences independently for accurate grammar, varied structures and effective and appropriate register.	writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Brackets, dashes and commas for parenthesis						

Y6

Summer:
SATs

SATs Grammar Revision

Film: Nemo

Narrative Unit: **Holes by Louis Sachar**

Class 4 Production – He-Ya!

Shakespeare - **Macbeth**

Write a scene from Nemo – when Marlin meets Dory using dialogue to move the action on.

Narrative: I am learning to use precise vocabulary and expanded noun phrases to create a narrative integrating description. Children create a narrative describing an encounter with a yellow spotted lizard.

Practical work – characters, plot and acting the play in a round.

Non- Chronological report: Yellow spotted lizard. children revise features, formality and cohesion of paragraphs.

Bulletin: Children write a brief bulletin about the arrest and incarceration of Stanley.

Letter: Informal letter to Mom.

Story Setting: Camp Green Lake.

Character: feelings of Stanley. How a character is feeling through their thought process (Hearts and Minds). Children gather ideas about the thoughts and feelings Stanley experiences at each age of the story.

Description of Camp Green Lake and the lizard.

Recount – London Trip

Prayers for Rev Julie's Leaving Service