

Eldersfield Lawn CE Primary School: English Progression - Cycle A (2023/24)

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.	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.	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.	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,jj,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/cvcc 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.	ELG Writing 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. ELG Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG Writing Write simple phrases and sentences that can be read by others. ELG Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
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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 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 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				
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Y1

Cycle A: Lighthouse keeper's Lunch, Flotsam, The Pirates next Door, The Barnabas Project, The Day that Louis Got Eaten, Dino Dinners, Where the Wild Things Are, Dick Whittington, Beatrix Potter, What the Ladybird Heard. Acrostic and Shape Poetry

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

Year 1: CONFIDENCE and ACCURACY

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

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.

Ideas for writing and sentence structures and grammar should be shared and modelled during innovation before inventing their own text.

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.

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)

Autumn

Narrative Unit 1: Lighthouse Keeper's Lunch
Focus on simple sentences retelling events without change - CL full stop and independence with sentence = 1 idea, CL for names and I conjunctions and, description and adjectives

Narrative Unit 2: Flotsam
Talk for Writing- patterned language with simple substitutions of words in writing, create questions conjunctions and simple sentences consolidated with CL, FS, Finger spaces

Narrative Unit 3: The Pirates Next Door
Focus on predictions, summarizing, descriptive language, verbs

Narrative Unit 4: The Barnabus Project
Focus on predictions, Talk for Writing to retell, vocabulary choice, noun phrases, conjunction and,

Narrative: Poetry Focus
Children will perform and write acrostic poems, exploring words, developing noun phrases, conjunctions and.
Children will explore and write repeating pattern poems, vocabulary choice, conjunction and, create questions,

Spring

Narrative Unit 5: The Day That Louis Got Eaten
Talk for Writing- plot and events. Creating instructions, noun phrases, verbs, letters and structure, patterned story.
Consolidating simple sentences and introducing conjunctions and/ but, adding -ed to make past tense

Narrative Unit 6: Dino Dinners
Consolidating conjunctions (and, but, or) and developing time connectives- then, next, after.

Narrative Unit 7: Where the Wild Things Are
Focus on predictions, Talk for Writing to retell, vocabulary choice, noun phrases, conjunction and, character description

Summer

Narrative Unit 8: Dick Whittington
Comparing story versions, traditional tale features and structure. Consolidating conjunctions and time connectives/ building noun phrases with adjectives.

Narrative Unit 9: Beatrix Potter Stories
Comparing stories from same author, story deconstruction, modelling, character description with repetition based on animal. Recounts, adverbials of time, relevant detail, past tense, range of suffixes, capital letter for pronoun I

Narrative Unit 6: What the Ladybird Heard
Changing characters, consolidating simple sentences and conjunctions and but, and so, adding -es for plurals.
Science experiment write up, factual, technical vocabulary.

Narrative: Poetry Focus
Children will perform and write shape poems, exploring words, developing noun phrases, conjunctions and.
Children will explore and write pattern poems, vocabulary choice

Recount: Flotsam
Children will create a count of simple events, ensuring they are in order in the past tense. Children will apply knowledge of time connectives to support the ordering of events.

Recount: Focus Trip To Wild Place
Children will write a recount introducing an opening paragraph, adverbials of time to order, relevant detail

Recount: Focus Recount of Gloucester Trip
Children will write a recount of simple events, ensuring they are in order in the past tense. Children will apply knowledge of time adverbials of time to support the ordering of events.

Non-chronological report: The Barnabas Project
Children will identify features of reports, plan and create a report, ask questions, use conjunction and

Non-chronological report Dino Dinners Animal Reports
Children will research and organise simple facts into groups using simple subheadings. These will be written in the present tense and they will also use conjunctions to join more than one idea, beginning to introduce new conjunctions, plurals,

Instructions: The Day That Louis Got Eaten
Order instructions with numbered points. Children will be introduced imperative verbs

Instructions 2 Cycle A: How to complete a science experiment
Minibeast hunt, relevant parts of science report, factual sentences, adverbials of time, past tense.

Narrative Unit 1: Cycle A – Lighthouse Keeper's Lunch
Character description for Hamish, using adjectives.

Narrative Unit 2: Cycle A - Flotsam
Setting description for under the sea and shoreline, using adjectives and conjunction 'and

Poetry: Cycle A The Barnabus Project
Explore repeating pattern poems to create a poem about being unique, perform and record

Letter: The Day That Louis Got Eaten
Planning and creating a letter from a character to hero, revisiting simple sentences, creating questions, 3 paragraph structure, Capital letters for proper nouns.

Diary: Cycle A: Dick Whittington
Order events, informal style, 1st person

Character Description Cycle A – Beatrix Potter Stories
Create a character and describe, noun phrases,

Story:
Cycle A – Beatrix Potter Stories
Create a story based on tale using own character

Poetry
Minibeast descriptions, shape form.

Y2

				Cycle A: Lighthouse keeper's Lunch, Flotsam, The Pirates next Door, The Barnabas Project, The Day that Louis Got Eaten, Dino Diners, Where the Wild Things Are, Dick Whittington, Beatrix Potter, What the Ladybird Heard. Acrostic and Shape Poetry.	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.	Autumn	Narrative Unit 1: Lighthouse Keeper's Lunch Focus on simple sentences retelling events without change - CL full stop and independence with sentence = 1 idea, CL for names and I conjunctions and, description and adjectives	Recount: Flotsam Children will create a count of simple events, ensuring they are in order in the past tense. Children will apply knowledge of time connectives to support the ordering of events. Explore expanded noun phrases for adding detail to description. Introduction of exclamation sentences.	Non-Chronological report: The Barnabas Project Children will identify features of reports, plan and create a report, ask questions, use co-ordinating conjunctions (and, but) and subordinating (when, if, because, then). Using past tense 'was' and irregular past tense verbs.	Narrative Unit 1: Cycle A - Lighthouse Keeper's Lunch Character description for Hamish, using noun phrases. Narrative Unit 2: Cycle A - Flotsam Setting description for under the sea and shoreline, using adjectives and conjunction but, because. Poetry: Cycle A The Barnabas Project Explore repeating pattern poems to create a poem about being unique, perform and record	
				Narrative Unit 2: Flotsam Talk for Writing- patterned language with simple substitutions of words in writing, create questions conjunctions and simple sentences consolidated with CL, FS, Finger spaces				
				Narrative Unit 3: The Pirates Next Door Focus on predictions, summarizing, descriptive language, verbs				
				Narrative Unit 4: The Barnabus Project Focus on predictions, Talk for Writing to retell, vocabulary choice, noun phrases, conjunction and,				
				Narrative: Poetry Focus Children will perform and write acrostic poems, exploring words, developing noun phrases, conjunctions and. Children will explore and write repeating pattern poems, vocabulary choice, conjunction and, create questions, _				
	Children will still use TFW maps for whole texts or parts of texts as they move through the year to exemplify language and structures.	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.	Spring	Narrative Unit 5: The Day That Louis Got Eaten Talk for Writing- plot and events. Creating instructions, noun phrases, verbs, letters and structure, patterned story. Consolidating simple sentences and introducing conjunctions and/ but, adding -ed to make past tense	Recount: Trip To Wild Place Children will write a recount introducing an opening paragraph, adverbials of time to order, relevant detail. Past tense verbs. Apostrophes of possession and contraction. Exclamation sentences.	Non- chronological report : Dino Dinners Animal Reports Children will research and organise simple facts into groups using simple question subheadings. These will be written in the present tense and they will also use conjunctions to join more than one idea, beginning to introduce new conjunctions, plurals. Possessive and apostrophes of contraction.	Instructions: The Day That Louis Got Eaten Order instructions with numbered points. Children will revise imperative verbs. Command sentences explored.	Letter: The Day That Louis Got Eaten Planning and creating a letter from a character to hero, revisiting simple sentences, creating questions, 3 paragraph structure, Capital letters for proper nouns. _
				Narrative Unit 6: Dino Dinners Consolidating conjunctions (and, but, or) and developing time connectives- then, next, after.				
				Narrative Unit 7: Where the Wild Things Are Focus on predictions, Talk for Writing to retell, vocabulary choice, noun phrases, conjunction and, character description				
	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.	Generalisers for information, e.g. Most dogs.... Some cats.... (A fuller list of suffixes can be found in the spelling appendix.)	Summer	Narrative Unit 8: Dick Whittington Comparing story versions, traditional tale features and structure. Consolidating conjunctions and time connectives/ building noun phrases with adjectives.	Recount: Recount of Gloucester Trip Children will write a recount of simple events, ensuring they are in order in the past tense. Children will apply knowledge of adverbials of time to support the ordering of events. Commas in lists.		Instructions 2 How to complete a science experiment Minibeast hunt, relevant parts of s science report, factual sentences, adverbials of time, past tense. Commas in lists.	Diary: Dick Whittington Order events, informal style, 1 st person Character Description/ Story: Beatrix Potter Stories Create a character and describe, expanded noun phrases, Using possessive apostrophes and apostrophes for contraction Create a story based on tale using own character. Vary sentences openers. Poetry Minibeast descriptions, shape and diamante form. Vary sentence length.
				Narrative Unit 9: Beatrix Potter Stories Comparing stories from same author, story deconstruction, modelling, character description with repetition based on animal. Recounts, adverbials of time, relevant detail, past tense, range of suffixes, capital letter for pronoun I				
				Narrative Unit 10: What the Ladybird Heard Changing characters, consolidating simple sentences and conjunctions and, but and so, adding -es for plurals. Science experiment write up, factual, technical vocabulary.				
				Narrative: Poetry Focus Children will perform and write shape poems, exploring words, developing noun phrases, conjunctions and. Children will explore and write diamante pattern poems, vocabulary choice, conjunction and, create questions, Varied sentence length using specific word types per line. _				

Year 3: ACCURACY, VARIED and INDEPENDENCE	Y3			ENTERTAINMENT		Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.</i>	Settings Character description Instruction and Explanation: (This begins as simple instructions and develops into explanations) <i>Purpose: To inform the reader about how to accomplish something.</i> <i>Purpose: to help someone understand a process or why something has happened.</i>	Persuasion: <i>Purpose: To promote a particular view or product in order to influence what people think or do.</i> Discussion: <i>Purpose: to present a reasoned and balanced view</i>
				Narrative: <i>Purpose: to retell an imagined series of events in an interesting and engaging way.</i>	Recount: <i>Purpose: to retell a real life event in an interesting and engaging way.</i>			
	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 Spiderwick Chronicles It all started when Jared Grace found their great uncle's book, "Arthur Spiderwick's Field Guide to the Fantastic World Around You." and they realise that are not alone in their new house. Now the Grace kids want to tell their story but the faeries will do everything to stop them.	Narrative: Creating a chapter from and imaginary world to continue the story. Children will use their knowledge of the characters in the story and introduce their own character which they have created. Introducing speech and time adverbials.	Information text To create a profile for Arthur Spiderwick's Field Guide of the character the children have created. Children will focus on choosing facts and structures to engage the reader with the information shared. Focus on carefully constructed sentences using a range of additional and comparative conjunctions for cohesion alongside technical language.	Scene Setting Children will describe the setting using feelings and emotions of being hoisted up a dumbwaiter and into a secret room describing what they can see, hear and smell in there. Character description: Based on some of the creatures in the story the children will design and describe their own character which could be introduced into the story at a later stage.	Drama Going through the feelings and emotions of walking around a new spooky house. Freeze frame about how the children feel at different parts of the story.
	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. 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.	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. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i>	Autumn 2	Narrative Unit 2: Christophe's Story This is the story of a young Rwandan refugee now living in the UK. Christophe is having trouble getting used to his new school, new language and new life. Life has been very lonely for him. Most of all he misses his grandfather who they had to leave behind. His teacher persuades Christophe to share his story with his classmates - so he tells them of the terrifying day the soldiers came to his house and killed his baby brother. The spoken story fills the air and his classmates are spellbound. But when his teacher asks him to write it down and read it out in assembly, Christophe is horrified.	Letter writing The children are to imagine they are Christophe writing a letter to his teacher asking her to explain why she has made the decisions she has, even though his grandfather has told him his beliefs on the matter of writing down stories. Planning and telling an oral story Children are to plan and orally tell a story based on Christophe's story, within the story. This is based on a big event which has happened in their life and they think it would be interesting for other people to listen to.	Non-Chronological Report Lost in the Rainforest The children are creating and designing their own new species of animal to write an NCR about. This is cross curricular with our rainforest geography topic. Children will identify and use features of an NCR such as, present tense, writing in third person, using formal language, using a good range of fronted adverbials, adjectives and coordinating conjunctions.	Character description Using inference to understand how some of the characters are feeling at different points of the story and how their feelings and emotions can change based on the events they have been through and the things happening around them.	Drama Role playing an argument between Christophe and Jeremy. The scene needs to finish with a different outcome for the boys to resolve their issues. Conscience Alley to see how Christophe should resolve the situation.
			Spring 1	Narrative Unit 3: The Twits How do you outwit a Twit? Mr. and Mrs. Twit are the smelliest, ugliest people in the world. They hate everything -- except playing mean jokes on each other, catching innocent birds to put in their Bird Pies, and making their caged monkeys, the Muggle-Wumps, stand on their heads all day. But the Muggle-Wumps have had enough. They don't just want out, they want revenge. Comprehension Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Playscripts Children are to write a playscript about Mugglewump trying to escape from The Twits. Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Using and punctuating direct speech. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Focus: Headings for scenes, scene setting description, names for speaker, new speaker new line	Non-Chronological Report Children to write NCR's based on animals both, real and imaginary based on the characters in The Twits. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Descriptive writing Children will be challenged to write an estate agent advert to sell the Twits' empty house after they had disappeared. Children look at different techniques for persuasive writing in adverts before exploring the way negative features can be described positively. Instructions Children to write a set of instructions either as Mr or Mrs Twit on how to play a trick on each other. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Composing and rehearsing sentences orally.	

Spring 2	Narrative Unit 4: The Boy at the Back of the Class Told with humor and heart, this book offers a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense. In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors. Free Verse Poetry <i>Bloodswept Lands and Seas of Red (Unknown Soldier)</i> <i>Lament for Syria (Amineh Abou Kerech)</i> Respond to the poems and reflect on whether they felt that Paul Cummins' interpretation as expressed through the <i>Weeping Window</i> art installation captured the essence of the poem. What did they think was most powerful and impactful? What aspects did they think most resonated with the poem? What would they have liked to have seen more of?	News Report Children to create a script and make a news report about an eye witness account of the events that happened at Buckingham Palace during the changing of the guard. Note and develop initial ideas, drawing on reading and research. Draft and write by selecting appropriate grammar and vocabulary. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors	Scripted Infomercial Map out and script a one-minute infomercial on what makes the foundations of a healthy, positive school culture.	Information Poster Through shared writing model how we might draw on the most effective features of two WWII posters to devise our own poster about the dangers and damage of spreading rumours. Design a poster in the style of the World War Two posters to communicate the importance of not spreading rumours about newcomers.	Persuasive Letter Writing a letter to The Queen. Consider the types of facts and information that would need to be included in such a letter. In view of the intended recipient of the letter, Think about the type of persuasive yet respectful language that would be required to inform the message, create the right tone and express the appropriate level of urgency?
Summer1	Narrative Unit 5: Evol – Film Unit The film centers around a man looking for an elusive phoenix feather to complete his collection, but after an unfortunate encounter finds himself in need of help. Even after the utmost sacrifice of the phoenix, the man's lust for greed triggers the phoenix's magnificent rebirth through his soul. Poetry <i>Kenning Poems</i> The children will write Kenning poems describing the Phoenix. Children are to write their own Kenning poem to describe the Phoenix. 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.	Diary Entry Children to write a diary entry describing thoughts and feelings of the main character (The Captain) in the story and from the point of view of another character. Children are to write the captain's diary entry using show, don't tell to describe his thoughts and feelings upon finding the Phoenix. They can write a further paragraph explaining how he was able to snare the phoenix with his harpoon.	Non-Chronological Report Children combine skills learnt during the unit and write a non-chronological report by the captain about the phoenix. Children are to write a non-chronological report on the phoenix species by the captain from the film using the planning notes they have written. They are to design the layout of the report themselves and must include key features such as an introductory paragraph, text boxes, subheadings, scientific and formal language.	Setting Description Children will write an independent setting description based on the habitat of a mythical creature. Children are to combine the descriptive writing skills they have been using in the previous lessons to write a setting description for the mythical creature of their choice from the map. They should consider use of the 5 senses as well as high quality vocabulary. Use fronted adverbials and a range of sentence structures alongside a variety of sentence openers.	
Summer 2	Narrative Unit 6: Varjak Paw Varjak Paw is a Mesopotamian Blue kitten, who lives high up in an old house on a hill. He's never left home, until he receives a mysterious visit from his grandfather who tells him about The Way - a secret martial art for cats. Now Varjak must use the Way to survive in a city full of dangerous dogs, cat gangs and, strangest of all, the mysterious Vanishings. Poetry Children to write an alliterative collective noun poem about city animals. Children to create their own collective nouns for some of the animals that Varjak might come across in his new life in the city. Use S F Said's idea of alliteration and so ensure that each collective noun begins with the same sound as the name of the animal.	Missing Poster Children will be creating a 'Missing' poster for Varjak Paw using possessive apostrophes to help convey his description. Children need to think about the most important physical features for their description. Complete a detailed description of Varjak where each sentence begins with his name (or an alternative pronoun) and contains a possessive apostrophe. Children should consider carefully what a Mesopotamian Blue cat would be like in their descriptions.	Non-Chronological Report Children to write a report about the similarities and differences between street cats and Mesopotamian Blue cats. Using the novel, make notes about the adaptations, habitat and family life of street cats and Mesopotamian Blue cats. Look for both similarities and differences between them. Use words / phrases / sentence structures from the lion/tiger good example text which would be useful in the street cat/ Mesopotamian cat text.	Narrative Children will be writing their scene detailing Varjak's first encounter with a helicopter. It will begin with Varjak noticing the helicopter in the sky and a detailed description of it from his perspective (write expanded noun phrases to achieve this) then Varjak will become frightened and flee. They must then consider how they wish to end the scene.	Comparison Children compare Mesopotamia with the city. Children to compare why S F Said chose to include two very different places in the story? Which do the children think is most important to Varjak? Why? Compare the two locations and use a conjunction to join two clauses. Compare these two locations and write a series of sentences/paragraphs to demonstrate the differences. Consider all 5 senses to help them to achieve this.

				punctuation within inverted commas: The conductor shouted, "Sit down!" Focus: Headings for scenes, scene setting description, names for speaker, new speaker new line.	increasing range of sentence structures. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices (for example, headings and sub-headings). Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Mrs Twit on how to play a trick on each other. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	
		Spring 2	Narrative Unit 4: The Boy at the Back of the Class Told with humor and heart, this book offers a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense. In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors. Free Verse Poetry <i>Bloodswept Lands and Seas of Red (Unknown Soldier)</i> <i>Lament for Syria (Amineh Abou Kerech)</i> Respond to the poems and reflect on whether they felt that Paul Cummins' interpretation as expressed through the Weeping Window art installation captured the essence of the poem. What did they think was most powerful and impactful? What aspects did they think most resonated with the poem? What would they have liked to have seen more of?	News Report Children to create a script and make a news report about an eye witness account of the events that happened at Buckingham Palace during the changing of the guard. Note and develop initial ideas, drawing on reading and research. Draft and write by selecting appropriate grammar and vocabulary. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors	Scripted Infomercial Map out and script a one-minute infomercial on what makes the foundations of a healthy, positive school culture.	Information Poster Through shared writing model how we might draw on the most effective features of two WWII posters to devise our own poster about the dangers and damage of spreading rumours. Design a poster in the style of the World War Two posters to communicate the importance of not spreading rumours about newcomers.	Persuasive Letter Writing a letter to The Queen. Consider the types of facts and information that would need to be included in such a letter. In view of the intended recipient of the letter, <u>think</u> about the type of persuasive yet respectful language that would be required to inform the message, create the right tone and express the appropriate level of urgency?
		Summer 1	Narrative Unit 5: Evol – Film Unit The film centers around a man looking for an elusive phoenix feather to complete his collection, but after an unfortunate encounter finds himself in need of help. Even after the utmost sacrifice of the phoenix, the man's lust for greed triggers the phoenix's magnificent rebirth through his soul. Poetry <i>Kenning Poems</i> The children will write Kenning poems describing the Phoenix. Children are to write their own Kenning poem to describe the Phoenix. 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 thesaurus thinking.	Diary Entry Children to write a diary entry describing thoughts and feelings of the main character (The Captain) in the story and from the point of view of another character. Children are to write the captain's diary entry using show, don't tell to describe his thoughts and feelings upon finding the Phoenix. They can write a further paragraph explaining how he was able to snare the phoenix with his harpoon.	Non-Chronological Report Children combine skills learnt during the unit and write a non-chronological report by the captain about the phoenix. Children are to write a non-chronological report on the phoenix species by the captain from the film using the planning notes they have written. They are to design the layout of the report themselves and must include key features such as an introductory paragraph, text boxes, subheadings, scientific and formal language.	Setting Description Children will write an independent setting description based on the habitat of a mythical creature. Children are to combine the descriptive writing skills they have been using in the previous lessons to write a setting description for the mythical creature of their choice from the map. They should consider use of the 5 senses as well as high quality vocabulary. Use fronted adverbials and a range of sentence structures alongside a variety of sentence openers.	
		Summer 2	Narrative Unit 6: Varjak Paw Varjak Paw is a Mesopotamian Blue kitten, who lives high up in an old house on a hill. He's never left home, until he receives a mysterious visit from his grandfather who tells him about The Way - a secret martial art for cats. Now Varjak must use the Way to survive in a city full of dangerous dogs, cat gangs and, strangest of all, the mysterious Vanishings. Poetry Children to write an alliterative collective noun poem about city animals. Children to create their own collective nouns for some of the animals that Varjak might come across in his new life in the city. Use S F Said's idea of alliteration and so ensure that each collective noun begins with the same sound as the name of the animal.	Missing Poster Children will be creating a 'Missing' poster for Varjak Paw using possessive apostrophes to help convey his description. Children need to think about the most important physical features for their description. Complete a detailed description of Varjak where each sentence begins with his name (or an alternative pronoun) and contains a possessive apostrophe. Children should consider carefully what a Mesopotamian Blue cat would be like in their descriptions.	Non-Chronological Report Children to write a report about the similarities and differences between street cats and Mesopotamian Blue cats. Using the novel, make notes about the adaptations, habitat and family life of street cats and Mesopotamian Blue cats. Look for both similarities and differences between them. Use words / phrases / sentence structures from the lion/tiger good example text which would be useful in the street cat/ Mesopotamian cat text.	Narrative Children will be writing their scene detailing Varjak's first encounter with a helicopter. It will begin with Varjak noticing the helicopter in the sky and a detailed description of it from his perspective (write expanded noun phrases to achieve this) then Varjak will become frightened and flee. They must then consider how they wish to end the scene.	Comparison Children compare Mesopotamia with the city. Children to compare why S F Said chose to include two very different places in the story? Which do the children think is most important to Varjak? Why? Compare the two locations and use a conjunction to join two clauses. Compare these two locations and write a series of sentences/paragraphs to demonstrate the differences. Consider all 5 senses to help them to achieve this.

Year 5: ACCURATE, VARIED, INDEPENDENT, EFFECTIVE AND APPROPRIATE

Y5

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 A (2023-2024) Autumn - Street Child by Berlie Doherty, Rooftoppers by Katherine Rundell, Spring - The Lighthouse (film – narrative for assessment), Tyger by SF Said. Summer – The Fantastic Flying Books of Morris Lessmore W.E Joyce. John Moore Resources, The Lost Words by Robert Macfarlane.	Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.	Character descriptions	Purpose: To promote a particular view or product in order to influence what people think or do.
Children should be encouraged to step further away from the sentence structures of the original model using independent ideas.	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	Poetry: Trees by Joyce Kilmer, WW2 poems, The Tyger by William Blake. John Moore 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.	
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.	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.	Narrative Unit 1: Street Child – Berlie Doherty Historical adventure story - Victorian times. Jim Jarvis’s mother dies and he is left an orphan in London to fend for himself. He is sent to the workhouse but manages to escape. He is finally discovered by Dr Barnardo who takes him to the city’s ‘Ragged School’ . Narrative Unit 2: Rooftoppers – Katherine Rundell Fantasy Adventure Story. Continuing on the theme of Victorians, Rooftoppers is set in London and Paris. The main character, Sophie is an orphan (linking it to Street Child), who is rescued from a sinking ship by Charles Maxim who fights to adopt her.	Information: Life of a Victorian Child Children will focus on choosing facts and structures to engage the reader with the information shared. Focus on carefully constructed sentences using a range of additional and comparative conjunctions for cohesion alongside technical language Include research about Dr Barnardo’s.	Character Descriptions Grimy Nick using thesaurus thinking to describe in detail his appearance and personality. Character description: Sophie and Charles.	Persuasion: Improving the School Library. All features of persuasion will be revisited, building on figurative language a l i t e r a t i o n , emotive language, modal verbs, rhetorical questions to persuade parents to improve the library. Balanced Argument: Should Charles Maxin have custody of Sophie. – adverbials, opposing views, modal verbs, 3 rd and 1 st person.
All children should be using the modelled approach to writing, to improve the quality, Thesaurus thinking and embedding of grammar.	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 streets ...at midnight Use of rhetorical questions	The Lighthouse – Film (2/3 weeks) Look at how the author uses description to capture emotion and thoughts. Focus on front loading grammatical sentence structures to use for effect and variety. Accuracy of grammar will be the key success criteria of written work within this unit. Comparing/contrasting/modelled sentences to show how vocabulary and sentence structure can be manipulated for the effect on the reader. Focus on atmosphere. Narrative Unit 3: Tyger – SF Said A mythical tale and an adventure story about an unwelcome alternative reality based in London. It uses ambitious vocabulary, figurative language, concepts such as racism, slavery, power and freedom. The children will focus on how language changes, the nuances in vocabulary and the protagonists’ emotions. Linked to Slavery Unit in History.	Narrative (assessment purposes) Modelled writing using mixed first-person/third-person narrative using expanded noun phrases, figurative language for emotion, prepositional phrases, relative clauses, adverbial phrases. Explore movement between different forms of the past tense. Edit and improve. Playscript Children plan a playscript which is a reimagining of the first meeting of Adam and the tyger. Examine a playscript which demonstrates ways to convey character, setting and action through dialogue. Children write their own considering appropriate tone.	Character: Lighthouse keeper. Scene setting: village. Weave information together. Predictions. Character Descriptions: Adam, Zadie, Tyger, Sir Meldehyde. Use key phrases and descriptions form text. Setting: Description: Bronze, silver, Gold, Diamond doors.	Balanced Argument: should Adam tell Zadie about the Tyger? Refer back and build on to work on Rooftoppers.
Children should check their own sentences for accurate grammar, varied structures and effective and appropriate register.		Narrative Unit: – The Fantastic Flying Books of Morris Lessmore Class reader – No Ballet shoes in Syria Winner of the Angels and Urchins Book Award for older readers. Nominated for the Carnegie medal. The Times book of the Week. Ava is 11 years old and has just arrived in Britain with her family seeking asylum from war in Syria.	Speech and Dialogue to develop our skill of writing speech and dialogue. Discuss with class – what is the difference between speech and dialogue? Speech is when someone is talking but dialogue is a conversation between two or more characters that moves the story forward. Model split speech and reporting clause first with comma.	Letter: written from Adam to Class 4 seeking advice. Rhetorical questions, modal verbs.	
		Summer 2 - John Moore Poetry The Lost Words by Robert Macfarlane, I am the Seed that Grew the Tree. Class Reader – Wind in the Willows by Kenneth Graham Shakespeare – Romeo and Juliet Class Play – Shakespeare Rocks.	Nature/Conservation Focus local area/Creative writing. Review literary techniques – alliteration, hyperbole, oxymoron, personification, rhyme, simile, superlatives. Creative writing and nature poems based on The Lost Words. John Moore Society – Visting Talk.	Write an in-depth description of the flying lady scene.	Class debate: Preparation and discussion. “The natural world is no longer important in today's society, so nature related words should be removed in order to include more technological terms in dictionaries.”

	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. 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)		Key Texts: Cycle A (2023-2024) Autumn - Street Child by Berlie Doherty, Rooftoppers by Katherine Rundell, Spring - The Lighthouse (film – narrative for assessment), Tyger by SF Said. Summer – The Fantastic Flying Books of Morris Lessmore W.E Joyce. John Moore Resources, The Lost Words by Robert Macfarlane.		Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.</i>	Settings Character Description	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.
	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.			Poetry: Trees by Joyce Kilmer, WW2 poems, The Tyger by William Blake. John Moore. 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.			
Year 6: ACCURATE, VARIED, INDEPENDENT, EFFECTIVE and APPROPRIATE	Teachers should make the writing process visible, create a love of words and writing, and 'hold' the writer's hand.		Autumn	Narrative Unit 1: Street Child – Berlie Doherty Historical adventure story - Victorian times. Jim Jarvis's mother dies and he is left an orphan in London to fend for himself. He is sent to the workhouse but manages to escape. He is finally discovered by Dr Barnardo who takes him to the city's 'Ragged School'. Narrative Unit 2: Rooftoppers – Katherine Rundell Fantasy Adventure Story. Continuing on the theme of Victorians, Rooftoppers is set in London and Paris. The main character, Sophie is an orphan (linking it to Street Child), who is rescued from a sinking ship by Charles Maxim who fights to adopt her.	Recount Diary: Writing as a Victorian child in a workhouse. Children will write in the first person, describe the child's point of view and opinions, use ambitious words to describe people and places, write in the informal style, use conjunctions, cohesive paragraphing. Biography: children write a biography about Jim Jarvis and the key events and influences in his life using the passive voice, linking sentences using ellipsis, adverbials and third person pronouns. Newspaper Report: Report about the event of finding a baby floating in a cello case. Headline using pun, rhyme or alliteration, 5Ws, 3 rd person, direct reported speech, chronological order Children will apply the features of a recount, but within a formal style. Children will focus on chronological order but use the language of generalisation, sensation and speculation: with particular focus effect on the reader. They will also collect the reporting language and apply the passive voice to support the formal register. The use of quotes will be developed looking at the viewpoints they can offer.	Information: Life of a Victorian Child Children will focus on choosing facts and structures to engage the reader with the information shared. Focus on carefully constructed sentences using a range of additional and comparative conjunctions for cohesion alongside technical language Include research about Dr Barnardo's.	Character Descriptions Grimy Nick using thesaurus thinking to describe in detail his appearance and personality. Character description: Sophie and Charles.	Persuasion: Improving the School Library. All features of persuasion will be revisited, building on figurative language a l l i t e r a t i o n , emotive language, modal verbs, rhetorical questions to persuade parents to improve the library. Formal speech and use of subjunctive. Balanced Argument: Should Charles Maxim have custody of Sophie. – adverbials, opposing views, modal verbs, 3 rd and 1 st person.
	Children should be encouraged to step even further away from the sentence structures to create the most effective version – adding in their own structure and taking risks discussing why they may hook the reader.	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 writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Spring	The Lighthouse – Film (2/3 weeks) Look at how the author uses description to capture emotion and thoughts. Focus on front loading grammatical sentence structures to use for effect and variety. Accuracy of grammar will be the key success criteria of written work within this unit. Comparing/contrasting/modelled sentences to show how vocabulary and sentence structure can be manipulated for the effect on the reader. Focus on atmosphere. Narrative Unit 3: Tyger – SF Said A mythical tale and an adventure story about an unworldly alternative reality based in London. It uses ambitious vocabulary, figurative language, concepts such as racism, slavery, power and freedom. The children will focus on how language changes, the nuances in vocabulary and the protagonists' emotions. Linked to Slavery Unit in History.	Narrative (assessment purposes) Modelled writing using mixed first-person/third-person narrative using expanded noun phrases, figurative language for emotion, prepositional phrases, relative clauses, adverbial phrases. Explore movement between different forms of the past tense. Edit and improve. Playscript Children plan a playscript which is a reimagining of the first meeting of Adam and the tyger. Examine a playscript which demonstrates ways to convey character, setting and action through dialogue. Children write their own considering appropriate tone.	Letter: written from Adam to Class 4 seeking advice. Rhetorical questions, modal verbs. Information text – London mapwork and significance of historical sites used in the book.	Character: Lighthouse keeper. Scene setting: village. Weave information together. Predictions. Character Descriptions: Adam, Zadie, Tyger, Sir Meldehyde. Use key phrases and descriptions form text. Setting: Description: Bronze, silver, Gold, Diamond doors.	Balanced Argument: should Adam tell Zadie about the Tyger? Refer back and build on to work on Rooftoppers.
	All children should be using the modelled approach to writing, to improve quality, thesaurus thinking and embedding grammar.	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	SATS	Narrative Unit: – The Fantastic Flying Books of Morris Lessmore Class reader – No Ballet shoes in Syria Winner of the Angels and Urchins Book Award for older readers, Nominated for the Carnegie medal, The Times book of the Week. Ava is 11 years old and has just arrived in Britain with her family seeking asylum from war in Syria. Summer 2 - John Moore Poetry The Lost Words by Robert Macfarlane, I am the Seed that Grew the Tree. Class Reader – Wind in the Willows by Kenneth Grahame Shakespeare – Romeo and Juliet Class Play – Shakespeare Rocks.	Speech and Dialogue to develop our skill of writing speech and dialogue. Discuss with class – what is the difference between speech and dialogue? Speech is when someone is talking but dialogue is a conversation between two or more characters that moves the story forward. Model split speech and reporting clause first with comma. Nature/Conservation Focus local area/Creative writing. Review literary techniques – alliteration, hyperbole, oxymoron, personification, rhyme, simile, superlatives. Creative writing and nature poems based on The Lost Words. John Moore Society – Visting Talk.		Write an in-depth description of the flying lady scene.	Class debate: Preparation and discussion. <i>“The natural world is no longer important in today's society, so nature related words should be removed in order to include more technological terms in dictionaries.”</i>
Y6								