



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<p>Within the EYFS setting, writing skills are first developed through physical development (moving and handling). Once children are ready, they are given the tools and support to explore early writing skills within the setting.</p> <p><b>Statutory ELG: Writing</b> – Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>						
<b>Class Book</b>	<p><b>Where's Spot</b> by Eric Hill</p> <p><b>Dear Zoo</b> by Rod Campbell</p> <p><b>Rosie's Walk</b> by Pat Hutchins</p> <p><b>Nursery rhymes Plus: songs and rhymes about animals</b></p>	<p><b>You Choose</b> by Pippa Goodhart and Nick Sharratt</p> <p><b>The Enormous Turnip</b></p> <p><b>Nursery rhymes Plus: songs and rhymes about food</b></p>	<p><b>Brown Bear, Brown Bear, What do you see?</b> By Bill Martin Jnr and Eric Carle</p> <p><b>Jasper's Beanstalk</b> by Nick Butterworth and Mick Inkpen</p> <p><b>We're Going on a Bear Hunt</b> by Michael Rosen</p> <p><b>The Magic Porridge Pot</b></p> <p><b>Nursery rhymes Plus: Brown Bear, Brown Bear</b></p>	<p><b>The Very Hungry Caterpillar</b> by Eric Carle</p> <p><b>Hairy McClary from Donaldson's Diary</b> by Lynley Dodd</p> <p><b>The Gingerbread Man</b></p> <p><b>Nursery Rhymes</b></p>	<p><b>Each Peach Pear Plum</b> by Allan and Janet Ahlberg</p> <p><b>Hug</b> by Jez Alborough</p> <p><b>Come on, Daisy</b> by Jane Simmons</p> <p><b>Chicken Licken</b></p> <p><b>Nursery Rhymes</b></p> <p><b>Plus: Hooray for Fish: Lucy Cousins</b></p>	<p><b>The Train Ride</b> by June Crebbin</p> <p><b>The Three Billy Goats Gruff</b></p> <p><b>Nursery Rhymes</b></p>
<b>Nursery</b>	<p><b>Physical Development – Moving &amp; Handling</b> Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. Hands start to operate independently during a task that uses both. When holding crayons, chalks etc, makes connections between their movement and the marks they make.</p> <p>Begins to walk, run and climb on different levels and surfaces. Uses wheeled toys with increasing skill. May be beginning to show preference for dominant hand and/or leg/foot. Turns pages in a book, sometimes several at once. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools. Holds mark-making tools with thumb and all fingers.</p>			<p><b>Literacy – Writing</b> Begins to understand the cause and effect of their actions in mark making. Knows that the marks they make are of value. Enjoys the sensory experience of making marks.</p> <p>Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>		
<b>Core Texts</b>	<p><b>Owl Babies</b> by Martin Waddell</p> <p><b>The Gruffalo</b> by Julia Donaldson</p> <p><b>Little Red Hen</b> <b>A Wise Old Owl</b> <b>The Owl and the Pussycat</b> <b>Here we go Round the Mulberry Bush</b> <b>Old Mother Hubbard Twinkle Twinkle</b></p>	<p><b>Handa's Surprise</b> by Eileen Browne</p> <p><b>Elmer</b> by David McKee</p> <p><b>The Ugly Duckling</b> <b>Old King Cole</b> <b>Finger Family</b> <b>The Grand Old Duke of York</b> <b>Sing a Song of Sixpence</b> <b>The Queen of Hearts</b> <b>Humpty Dumpty</b></p>	<p><b>Six Dinner Sid</b> by Inga Moore</p> <p><b>How to Catch a Start</b> by Oliver Jeffers</p> <p><b>Jack and the Beanstalk</b> <b>Teddy Bear, Teddy Bear Turn Around</b> <b>Teddy Bear's Picnic</b> <b>Round and Round the Garden</b> <b>When Goldilocks Went to the House of the Bears</b> <b>The Bear went over the Mountain</b> <b>Row, Row, Row your Boat</b> <b>Snowflake, Snowflake</b></p>	<p><b>Mrs Armitage on Wheels</b> by Quentin Blake</p> <p><b>Whatever Next</b> by Jill Murphy</p> <p><b>The Three Little Pigs</b></p> <p><b>Five Little Monkeys</b> <b>Rock a bye Baby</b> <b>Hush Little Baby</b> <b>Are you Sleeping</b> <b>Little Star</b> <b>Baa Baa Black Sheep</b> <b>Hey Diddle Diddle</b></p>	<p><b>On the Way Home</b> by Jill Murphy</p> <p><b>Farmer Duck</b> by Martin Waddell</p> <p><b>Little Red Riding Hood</b></p> <p><b>Polly Put the Kettle on</b> <b>Who's afraid of the big bad wolf</b> <b>What's the time Mr Wolf</b> <b>Grandma, Grandma's sick in bed</b> <b>There Was an Old Woman Who Lived in a Shoe</b></p>	<p><b>Goodnight Moon</b> by Margaret Wise Brown</p> <p><b>Shhh!</b> By Sally Grindley</p> <p><b>Mr Gumpy's Outing</b> by John Burningham</p> <p><b>The Emperor's New Clothes</b> <b>Old McDonald</b> <b>Little Bo Peep</b> <b>Little Miss Muffet</b> <b>This Little Piggy Went to Market</b> <b>Three Blind Mice</b> <b>Farmer's in his Den</b> <b>Mary had a Little Lamb</b></p>

EYFS



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Reception</b>	<p><b>Physical Development – Moving &amp; Handling</b>            Begins to walk, run and climb on different levels and surfaces.            Uses wheeled toys with increasing skill.            May be beginning to show preference for dominant hand and/or leg/foot.            Turns pages in a book, sometimes several at once.            Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools.            Holds mark-making tools with thumb and all fingers.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.            Creates lines and circles pivoting from the shoulder and elbow.            Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Uses simple tools to effect changes to materials.            Shows a preference for a dominant hand.            Begins to use anticlockwise movement and retrace vertical lines.            Begins to form recognisable letters independently.            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>		<p><b>Literacy – Writing</b>            Distinguishes between the different marks they make.            Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>Makes up stories, play scenarios and drawings in response to experiences, such as outings.            Sometimes gives meaning to their drawings and paintings.            Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.            Includes mark making and early writing in their play.            Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.            Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.            Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.            Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.            Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.            Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.            Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.            Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p>			
<b>Continuous Provision</b>	<p><b>Continuous Provision – Physical Development – Moving and Handling</b>            Provide:</p> <ul style="list-style-type: none"> <li>• A range of wheeled toys indoors and outdoors.</li> <li>• Offer exploratory play with sets of simple natural and household objects for toddlers to manipulate.</li> <li>• Sticks, rollers and moulds for young children to use in dough, clay, mud or sand.</li> <li>• Recorded music, scarves, streamers and musical instruments so that children can respond spontaneously to music.</li> <li>• 'Tool boxes' containing things that make marks (indoors and outdoors).</li> <li>• Activities that give children the opportunity and motivation to practise manipulative skills.</li> <li>• A range of left-handed tools.</li> <li>• A range of construction toys of different sizes, made of different materials and that fit together in different ways.</li> </ul>		<p><b>Continuous Provision – Literacy - Writing</b>            Provide:</p> <ul style="list-style-type: none"> <li>• A range of appropriate implements for children to trace patterns and shapes.</li> <li>• A range of different surfaces to make marks on.</li> <li>• A range of opportunities for early writing experiences through sensory and symbolic play.</li> <li>• Attention to marks, signs and symbols in the environment.</li> <li>• Materials which reflect cultural diversity.</li> <li>• A notepad to scribe children's stories.</li> <li>• Writing for purpose opportunities (shopping list, labels etc).</li> <li>• Environments of offices, dens, library, shop etc.</li> <li>• A range of accessible materials and tools for writing, as part of everyday play activity.</li> <li>• Writing resources for indoor and outdoor play.</li> <li>• Systematic phonics activities.</li> </ul>			



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Class Book</b>	<p><b>The Colour Monster</b> by Anna Llensa</p> <p><b>The Naughty Bus</b> by Jan Oke</p> <p><b>The Ugly Duckling</b> retold by Ian Beck</p> <p><b>How Are You Feeling Today?</b> By Moll Poyyrt</p> <p><b>Spaghetti Spaghetti</b> by Jack Prelutsky</p>	<p><b>Where the Wild Things Are</b> by Maurice Sendak</p> <p><b>Little Red Riding Hood</b> by Clementine Sourdias</p> <p><b>Lots The Diversity of Life on Earth</b> by Nicola Davies</p> <p><b>Who is looking at the moon tonight?</b> By Brenda Williams</p>	<p><b>Lost in the Toy Museum</b> by David Lucas</p> <p><b>Beegu</b> by Alexis Deacon</p> <p><b>Jack and the Beanstalk</b> versions by Anna Millbourne and Richard Walker</p> <p><b>What's under the bed?</b> By Mick Manning and Greta Gramstrom</p> <p><b>Rickety Train Ride</b> by Tony Milton</p>	<p><b>The Tiger Who Came to Tea</b> by Judith Kerr</p> <p><b>Elmer</b> by David Mckee</p> <p><b>Giraffe's Can't Dance</b> by Giles Andreae</p> <p><b>This is how we do it</b> by Matt Lamothe</p> <p><b>Feasts</b> by Shirley Hughes</p>	<p><b>Poetry-Teddy Bears</b> (Grammarsaurus)</p> <p><b>Lost and Found</b> by Oliver Jeffers (or fairytale)</p> <p><b>Knuffle Bunny</b> by Mo Willems</p> <p><b>Cinderella</b> by Ruth Sanderson</p> <p><b>Rosa Parks</b></p> <p><b>Creature Features</b> by Natasha Durley</p> <p><b>What we found at the Seaside</b> by Kate Williams</p>	<p><b>Dogger</b> by Shirley Hughes</p> <p><b>Toys in Space</b> by Mini Grey</p> <p><b>Handa's Surprise</b> by Eileen Browne</p> <p><b>Planet Awesome</b> by Stacey McNulty</p> <p><b>Water</b> by Shirley Hughes</p>
<b>Text Types</b>	Descriptive sentence Character description	Simple Narrative Weather report Animal fact file	Character Description Simple Narrative	Instructions	Poetry A simple narrative	Diary Non-chronological report
<b>Spoken Language (Y1-6)</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>			<ul style="list-style-type: none"> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ gain, maintain and monitor the interest of the listener(s)</li> <li>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ select and use appropriate registers for effective communication.</li> </ul>		
<b>Grammar Features</b>	Leave <b>spaces</b> between words  Use a <b>capital letter</b> for the pronoun I  Write using a <b>simple sentence structure</b>  Use <b>adjectives</b> in:	<b>Embed previously taught content:</b> <ul style="list-style-type: none"> <li>• <b>spaces</b></li> <li>• <b>capital letter for 'I'</b></li> <li>• <b>adjectives</b></li> <li>• <b>simple sentence structure</b></li> </ul>	<b>Embed previously taught content:</b> <ul style="list-style-type: none"> <li>• <b>capital letters for I</b></li> <li>• <b>using 'and'</b></li> <li>• <b>adjectives</b></li> <li>• <b>simple sentence</b></li> </ul> Use <b>capital letters</b> for names	Use <b>simple sentence structure</b> and begin to <b>join words using and</b>  <b>Structure</b> own writing using 'scaffolds' e.g. pictures  Use <b>adjectives</b> in: <ul style="list-style-type: none"> <li>• labels</li> <li>• sentences</li> </ul>	Show <b>awareness of purpose</b> of writing through choice of content which is relevant to task  Secure using <b>adjectives in sentences</b>  <b>Read their writing aloud</b> , clearly enough to be heard	<b>Secure using and to join words and clauses</b> to create <b>compound sentences</b>  Use <b>time conjunctions</b>  Show <b>awareness of purpose</b> of writing through

Year 1



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	<ul style="list-style-type: none"><li>• labels</li><li>• sentences</li></ul>	<p>Use a <b>capital letter and full stop</b> to punctuate a <b>simple sentence</b></p> <p>Use <b>words and phrases appropriate to task and topic</b></p> <p>Use <b>questions marks</b></p> <p><b>Group related ideas</b></p> <p><b>Sequence sentences</b> to create a narrative</p>	<p>Use <b>questions marks</b></p> <p><b>Group related ideas</b></p> <p><b>Sequence sentences</b> to create a narrative</p>	<p>Add <b>detail to nouns</b> using <b>prepositions</b></p>	<p>by their peers and the teacher</p> <p>Show <b>awareness of purpose</b> of writing through choice of content which is relevant to task</p> <p><b>Secure sequencing sentences</b> to form <b>short narratives</b></p> <p>Use <b>and to join words and clauses</b> to create <b>compound sentences</b></p> <p>Use <b>exclamation marks</b></p>	<p>choice of content which is relevant to task</p> <p>Use <b>simple sentence structure</b> and begin to <b>join words using and</b></p> <p>Use <b>capital letters</b> for <b>proper nouns</b></p>
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Guidance Areas	Autumn		Spring		Summer		
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
Year 2	<b>Class Book</b>	<b>Foggy Foggy Forest</b> by Nick Sharratt  <b>The Emperor's New Clothes</b> by Marcus Sedgewick  <b>Emily Brown and the Thing</b> by Cressida Cowell  <b>What did the tree see?</b> By Charlotte Guillain  <b>A Tiny Burning Flame</b> (unknown)	<b>Vlad and the Great Fire</b> of London by Kate Cunningham  <b>The Crow's Tale</b> by Naomi Howarth  <b>The Owl who was afraid of the Dark</b> by Jill Tomlinson  <b>We Build our Homes</b> by Laura Knowles  <b>The Owl and the Pussy Cat</b> by E Lear  <b>Cats Sleep Anywhere</b> by Eleanor Farjeon	<b>The Hodgeheg</b> by Dick Kings-Smith  <b>The Hare and the Tortoise</b> by Helen Ward  <b>Leap, Hare, Leap</b> by Dom Conlon  <b>Footprints in the Sand</b> by Brenda Williams	<b>Flat Stanley</b> by Jeff Brown  <b>Anisha Accidental Detective</b> by Serena Patel  <b>Grace Darling</b>  <b>When Daddy fell into the Pond</b> by Alfred Noyes	<b>The Twits</b> by Roald Dahl  <b>The Magic Finger</b> by Roald Dahl  <b>Aunty Dot's Atlas</b> by Eljay Ildirim  <b>Cinderella</b> by Roald Dahl	<b>Fantastic Mr Fox</b> by Roald Dahl  <b>The Day the Crayons Quit</b> by Oliver Jeffers  <b>Wild</b> by Emily Hughes  <b>The Street beneath my Feet</b> by Charlotte Guillain  <b>Tiger Tiger Burning Bright</b> by Fiona Waters
	<b>Text Types</b>	Narrative recount Character description Instructions	Poem Diary entry	Non-chronological report Setting Description	Recount letter	Character description Setting description	Letter of complaint Narrative
	<b>Spoken Language (Y1-6)</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			<ul style="list-style-type: none"> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ gain, maintain and monitor the interest of the listener(s)</li> <li>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> select and use appropriate registers for effective communication.		
	<b>Grammar Features</b>	Use <b>capital letters</b> for: <ul style="list-style-type: none"> <li>• the beginning of sentences</li> <li>• the names of people and places</li> </ul> Use the <b>co-ordinating conjunction 'and'</b>  Use <b>question marks</b>  Use the <b>subordinating conjunction 'because'</b>	Embed previously taught content: <b>capital letters</b>  Use <b>capital letters</b> for days of the week Use a wider variation of <b>sentence openers</b>  Use the co-ordinating conjunctions: <ul style="list-style-type: none"> <li>• and</li> <li>• but</li> </ul>	Embed previously taught content: <b>capital letters</b>  Use <b>questions marks</b>  Use <b>commas in lists</b>  Use <b>apostrophes for omission</b>  Use the co-ordinating conjunctions:	Embed previously taught content: <b>capital letters</b>  Use the <b>co-ordinating conjunctions</b> : <ul style="list-style-type: none"> <li>• and</li> <li>• but</li> <li>• or</li> </ul> Use the <b>subordinating conjunction 'because'</b>	Use <b>expanded noun phrases for description</b>  Use more <b>adventurous vocabulary</b> choices to <b>add detail</b>  Secure use of <b>commas in a list</b>  <b>Embed using adverbs to start a sentence</b>	Use the <b>progressive form of the present tenses ( I am writing)</b>  Use a <b>wider range of conjunctions</b> to extend sentences including: <ul style="list-style-type: none"> <li>• co-ordinating</li> <li>• subordinating</li> </ul> Use <b>some features of written standard English</b>



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	<p>Use <b>expanded noun phrases</b> for description and specification</p> <p>Use <b>time conjunctions</b> to connect and sequence ideas</p> <p>Use <b>sentences</b> with different forms:</p> <ul style="list-style-type: none"> <li>• <b>commands</b></li> </ul> <p><b>Use commas in lists</b></p>	<ul style="list-style-type: none"> <li>• <b>or</b></li> </ul> <p>Use a <b>wider range of conjunctions</b> to extend sentences including</p> <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>when</b></li> <li>• <b>because</b></li> <li>• <b>although</b></li> </ul> <p>Use <b>commas in a list</b></p> <p>Use <b>adverbs</b> to start a sentence</p>	<ul style="list-style-type: none"> <li>• <b>and</b></li> <li>• <b>but</b></li> <li>• <b>or</b></li> </ul> <p>Use <b>time conjunctions</b> to sequence ideas</p> <p>Use the <b>past tense</b> correctly</p> <p>Use <b>question marks</b> (rhetorical questions)</p> <p>Use <b>apostrophes for omission</b></p> <p>Use <b>adverbs</b> of:</p> <ul style="list-style-type: none"> <li>• <b>place</b></li> <li>• <b>time</b></li> <li>• <b>manner</b></li> </ul> <p>Use the <b>subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>• <b>when</b></li> <li>• <b>if</b></li> <li>• <b>that</b></li> <li>• <b>or</b></li> <li>• <b>because</b></li> </ul>	<p>Use the <b>progressive form</b> of the <b>present tenses</b></p> <p>Use <b>expanded noun phrases</b> for <b>specification</b></p> <p>Use sentences with different forms:</p> <ul style="list-style-type: none"> <li>• <b>statements</b></li> <li>• <b>questions</b></li> <li>• <b>commands</b></li> </ul> <p>Use some features of <b>written standard English</b></p>	<ul style="list-style-type: none"> <li>• <b>place</b></li> </ul> <p><b>Proof-read</b> to check for <b>errors in spelling, punctuation and grammar</b></p>	<p><b>Secure previously taught narrative content</b></p> <p>Write a <b>narrative</b> with an <b>apparent beginning, middle and end</b></p> <p>Use <b>adverbs</b> to start a sentence:</p> <ul style="list-style-type: none"> <li>• <b>time</b></li> <li>• <b>manner</b></li> <li>• <b>place</b></li> </ul> <p>Use a <b>wider variation of sentence openers</b></p> <p><b>Proof-read</b> to check for <b>errors in spelling, punctuation and grammar</b></p> <p>Use <b>time conjunctions</b> to sequence ideas</p>
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Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Class Book</b>	<b>Starbird</b> by Sharon King Chai  <b>How to Wash a Woolly Mammoth</b>	<b>Stone Age Boy</b> by Satoshi Kitamura  <b>The Christmasaurus</b> by Tom Fletcher  <b>I was Born in the Stoneage</b> by Michael Rosen	<b>The Princess and the White Bear King</b> by Tanya Robyn Batt  <b>My Brother Might be Bigfoot</b> Ken Nesbitt  <b>Hansel and Gretel</b> by Anthony Browne	<b>The Boy who Grew Dragons</b> by Andy Shepard  Poems <b>The Sound Collector</b> by Roger McGough	<b>Escape from Pompeii</b> by Christiana Ballit  <b>James and the Giant Peach</b> by Roald Dahl  <b>The BFG Playscript</b> adapted by David Wood	<b>The Magic Porridge Pot</b> by Alan Stuart  <b>The Magic Paintbrush</b> by Julia Donaldson
<b>Text Types</b>	Character description Setting description	Narrative Non-chronological report Poetry- Christmasaurus	Letter Newspaper	Instructions Poetry	Diary entry Persuasive Advert	Narrative- alternative fairy-tale Email
<b>Spoken Language (Y1-6)</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>			<ul style="list-style-type: none"> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ gain, maintain and monitor the interest of the listener(s)</li> <li>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ select and use appropriate registers for effective communication.</li> </ul>		
<b>Grammar Features</b>	Use the following, previously taught <b>punctuation</b> correctly: <b>capital letters and full stops</b>  <b>Group information</b> together into sections  <b>Use noun phrases</b> in writing  Use <b>apostrophes</b> correctly: for <b>singular possession</b>  Express time, place and cause through use of: <b>prepositions</b>	In <b>narratives, describes setting and characters</b>  Use <b>inverted commas</b> for direct speech  Express <b>time, place and cause</b> through use of: <b>conjunctions</b>  Use <b>a or an</b> correctly  Use a <b>wide range of conjunctions</b> to extend sentences including:	Set <b>non-fiction</b> writing out appropriately: <ul style="list-style-type: none"> <li>• letter</li> </ul> Use <b>paragraphs</b> as a way to <b>group related material</b>  Use of the <b>present perfect form of verbs</b> instead of the simple past  Express <b>time, place and cause</b> through use of: <ul style="list-style-type: none"> <li>• <b>conjunctions</b></li> <li>• <b>adverbs</b></li> <li>• <b>prepositions</b></li> </ul>	Use a <b>wider range of conjunctions</b> to extend sentences including: <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>when</b></li> <li>• <b>until</b></li> <li>• <b>so that</b></li> </ul> Use a <b>variety of sentence types</b> including: <ul style="list-style-type: none"> <li>• <b>simple</b></li> <li>• <b>compound</b></li> <li>• <b>complex</b></li> </ul> Use <b>prepositions</b> to add detail to nouns	<b>Open sentences with adverbs</b>  Secure expressing <b>time, place and cause</b> through use of: <ul style="list-style-type: none"> <li>• <b>conjunctions</b></li> <li>• <b>adverbs</b></li> <li>• <b>prepositions</b></li> </ul> <b>Secure</b> using <b>noun phrases</b> in writing  Secure using <b>a or an</b> correctly	<b>Secure</b> previously taught <b>narrative content</b>  In <b>narratives, describes setting and characters</b>  <b>Expand detail / description / explanation</b> of events through careful choice of <b>vocabulary</b>  Use <b>dialogue</b> to add more to the <b>story and characters</b>

Year 3



Curriculum Overview

	<p>Use <b>paragraphs</b> as a way to group related material</p> <p>Embed content previously taught in <b>fact files</b>:</p> <ul style="list-style-type: none"> <li>• <b>organisational devices</b></li> <li>• <b>question marks</b></li> <li>• <b>apostrophes for possession and omission</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>when</b></li> <li>• <b>if</b></li> <li>• <b>because</b></li> <li>• <b>although</b></li> </ul> <p>Write poetry</p>	<p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>headline</b></li> <li>• <b>columns</b></li> </ul> <p>Expand <b>noun phrases</b> to add detail using:</p> <ul style="list-style-type: none"> <li>• <b>from</b></li> <li>• <b>of</b></li> </ul> <p>Use a <b>wider range of conjunctions</b> to extend sentences</p> <p>Use <b>paragraphs</b> as a way to <b>group related material</b></p> <p>Embed previously taught <b>tenses</b>:</p> <ul style="list-style-type: none"> <li>• <b>simple and progressive past</b></li> <li>• <b>simple and progressive present</b></li> </ul>	<p>Use <b>imperative verb forms</b></p> <p>Use <b>adverbials</b> of:</p> <ul style="list-style-type: none"> <li>• <b>manner</b></li> <li>• <b>time</b></li> </ul> <p>Write Poetry</p> <p>Use simple <b>organisational devices</b> to aid presentation in non-fiction writing</p> <ul style="list-style-type: none"> <li>• <b>headings</b></li> <li>• <b>subheadings</b></li> </ul> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past</p> <p>Use the previously taught <b>punctuation</b> correctly:</p> <ul style="list-style-type: none"> <li>• <b>question marks</b></li> </ul> <p>Use <b>apostrophes</b> correctly:</p> <ul style="list-style-type: none"> <li>• <b>singular possession</b></li> <li>• <b>omission</b></li> </ul>	<p>Some <b>detail / description</b> expanded through <b>careful choice of vocabulary</b></p> <p>Expand sentences with <b>subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>even if</b></li> <li>• <b>whenever</b></li> </ul> <p>Embed previously taught <b>sentence types</b>:</p> <ul style="list-style-type: none"> <li>• <b>commands</b></li> <li>• <b>statements</b></li> </ul> <p>Use <b>commas in lists</b></p> <p>Use <b>apostrophes for possession</b></p>	<p>Use <b>inverted commas for direct speech</b></p> <p>Secure using a <b>wider range of conjunctions</b> to extend sentences</p> <p>Secure previously taught <b>tenses</b>:</p> <ul style="list-style-type: none"> <li>• <b>simple and progressive past</b></li> <li>• <b>simple and progressive present</b></li> </ul> <p>Use simple <b>organisational devices</b> to aid <b>presentation in non-fiction</b> writing</p> <p>Use <b>adverbials</b> of:</p> <ul style="list-style-type: none"> <li>• <b>reason</b></li> </ul> <p>Secure previously taught content:</p> <ul style="list-style-type: none"> <li>• <b>letter writing</b></li> </ul> <p>Secure using <b>paragraphs to group information</b></p> <p>Secure previously taught content:</p> <p><b>punctuation</b></p>
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Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Year 4	<b>Class Book</b> Tuesday by David Wiesner If I had Wings by Pie Corbett Charlotte's Web	<b>The Winter Witch</b> Lily and the Snowman (literacy shed video) Gender-swapped Fairytales by Karrie Fransman Poems about Fireworks	<b>The Firework Maker's Daughter</b> by Phillip Pullman A Menagerie of Feelings Big and Small by Sarah Maycock	<b>Monster Slayer: A Beowulf Tale</b> by Brian Patten Beowulf – BBC Teach video <a href="https://www.youtube.com/watch?v=j4tsjDuULZQ">https://www.youtube.com/watch?v=j4tsjDuULZQ</a> Poems from A Shame to Miss by Anne Fine	<b>The Creakers</b> by Tom Fletcher Adventures are the Pits – Literacy Shed Amazing Islands by Sabrina Weiss A Song for Minke by Michael Morpurgo	<b>The Saga of Eric the Viking</b> by Terry Jones Voices in the Park by Anthony Browne Real Life Mysteries by Susan Martineau The Jabberwocky by Lewis Carroll
	<b>Text Types</b> Newspaper report Non-chronological report	Character description Instructions- how to build a snowman Dialogue- characterising speech	Persuasive advert	Non-chronological report Diary entry	Diary entry Persuasive letter	Explanation Narrative
	<b>Spoken Language (Y1-6)</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		<ul style="list-style-type: none"> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ gain, maintain and monitor the interest of the listener(s)</li> <li>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ select and use appropriate registers for effective communication.</li> </ul>		
<b>Grammar Features</b>	Set <b>non-fiction</b> writing out appropriately through use of: <ul style="list-style-type: none"> <li>• headline</li> <li>• columns</li> </ul> Use the following, previously taught <b>punctuation</b> correctly: <b>capital letters and full stops</b>	Organise <b>paragraphs around a theme</b> Use <b>deliberately chosen vocabulary</b> to create a desired effect: <ul style="list-style-type: none"> <li>• expanded noun phrases</li> <li>• precise nouns</li> </ul> Use <b>apostrophes for singular possession</b>	Expand <b>noun phrases for exaggeration</b> Begin sentences with <b>subordinating conjunctions</b> : <ul style="list-style-type: none"> <li>• if</li> <li>• even if</li> <li>• whenever</li> </ul> Use <b>imperative verb forms</b>	Organise <b>paragraphs around a theme</b> Use <b>appropriate pronouns or nouns</b> within and across sentences to aid <b>cohesion and avoid repetition</b> Use <b>commas in lists</b> Use <b>apostrophes for singular possession</b>	Secure using <b>adverbials to connect sections/paragraphs</b> Secure using a variety of <b>sentence types</b> including: <ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• complex</li> </ul> Secure using <b>fronted adverbials to show time,</b>	Secure using a <b>wider range of subordinating conjunctions</b> Secure using <b>fronted adverbials to show time, manner and place and punctuate correctly</b> Use of the <b>present perfect form</b> of verbs instead of the simple past



Curriculum Overview

	<p>Use <b>paragraphs</b> as a way to group related material</p> <p>Use <b>noun phrases</b> in writing</p> <p>Use <b>apostrophes</b> correctly: for <b>singular possession</b></p> <p>Express time, place and cause through use of: <b>prepositions</b></p> <p>Use <b>full range of speech punctuation correctly</b>:</p> <ul style="list-style-type: none"> <li>• comma after the reporting clause</li> <li>• end punctuation within inverted commas</li> <li>• new line for a new speaker</li> </ul> <p>Use simple <b>organisational devices</b> to aid presentation in non-fiction writing</p> <ul style="list-style-type: none"> <li>• headings</li> <li>• subheadings</li> </ul> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past</p> <p>Use the <b>previously taught punctuation</b> correctly: <b>question marks</b></p> <p>Use <b>apostrophes</b> correctly:</p> <ul style="list-style-type: none"> <li>• singular possession</li> </ul>	<p>Use <b>pronouns</b> within and across sentences to <b>aid cohesion</b> and <b>avoid repetition</b></p> <p>Use the previously taught punctuation:</p> <ul style="list-style-type: none"> <li>• <b>comma after a fronted adverbial</b></li> </ul> <p>Use <b>fronted adverbials</b> to show <b>time, manner and place</b></p> <p>Embed previously taught content: <b>commas in a list</b></p> <p>Use <b>fronted adverbials</b> to show <b>time, reason, manner and place</b></p> <p>Vary sentence openers through use of <b>adverbials</b></p> <p><b>Expand noun phrases</b> by using</p> <ul style="list-style-type: none"> <li>• <b>prepositions</b></li> </ul> <p>Use <b>dialogue, description and behaviour</b> to add more to the character</p>	<p>Use appropriate pronouns: <b>personal pronouns</b></p> <p>Use <b>adverbs</b> to show:</p> <ul style="list-style-type: none"> <li>• <b>possibility</b></li> <li>• <b>degree</b></li> </ul> <p>Use <b>apostrophes for possession</b></p>	<p>Use <b>fronted adverbials</b> to show <b>time, manner and place</b></p> <p>Use <b>commas for fronted adverbials</b></p> <p>Use <b>standard English forms for verb inflections</b></p> <p>Use of the <b>present perfect form</b> of verbs instead of the simple past</p> <p><b>Vary sentence structure</b> through <b>complex openings</b>:</p> <ul style="list-style-type: none"> <li>• <b>subject reference</b></li> </ul> <p>Use a variety of <b>sentence types</b> including:</p> <ul style="list-style-type: none"> <li>• <b>simple</b></li> <li>• <b>compound</b></li> <li>• <b>complex</b></li> </ul> <p>Use <b>deliberately chosen vocabulary</b> to create a desired effect:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> <li>• <b>appropriate verb choices</b></li> </ul> <p>Use <b>apostrophes for omission</b></p> <p>Use <b>adverbials to connect sections/paragraphs</b></p>	<p><b>manner and place and punctuate correctly</b></p> <p>Secure using <b>apostrophes for omission</b></p> <p>Secure using <b>deliberately chosen vocabulary</b> to create a desired effect</p> <p>Set <b>non-fiction</b> writing out appropriately:</p> <ul style="list-style-type: none"> <li>• letter</li> </ul> <p>Use <b>imperative verb forms</b></p> <p>Secure using <b>appropriate pronouns</b>:</p> <p><b>Expand noun phrases for exaggeration</b></p> <p>Use <b>adverbs</b> to show:</p> <ul style="list-style-type: none"> <li>• <b>possibility</b></li> <li>• <b>degree</b></li> </ul> <p><b>Begin sentences with subordinating conjunctions</b>:</p> <ul style="list-style-type: none"> <li>• <b>if</b></li> <li>• <b>even if</b></li> <li>• <b>whenever</b></li> </ul>	<p>Secure <b>previously taught punctuation</b></p> <p>In <b>narrative</b>, describes <b>setting, characters and plot</b></p> <p><b>Organise a narrative</b> into <b>relevant parts</b></p> <p>Use <b>dialogue, description and behaviour</b> to add more to the <b>character</b></p> <p>Use <b>full range of speech punctuation</b> correctly:</p> <ul style="list-style-type: none"> <li>• <b>comma after the reporting clause</b></li> <li>• <b>end punctuation within inverted commas</b></li> <li>• <b>new line for a new speaker</b></li> </ul> <p>Vary <b>sentence structure</b> through <b>complex openings</b>:</p> <ul style="list-style-type: none"> <li>• <b>adverbials</b></li> <li>• <b>speech</b></li> </ul>
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# Writing Curriculum Overview



Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Class Book</b>	<b>Secrets of a Sun King</b> by Emma Carroll  <b>Ancient Egypt</b> Howard Carter  <b>The Man who Walked between the Towers</b> by Modica Gerstein  <b>The Sky Artist</b> by Grace Nichols	<b>Varjak Paw</b> by SF Said  <b>SF Said Biography</b>  <b>The Story of Ruby Bridges</b> by Robert Coles  <b>Autumn Leaves</b> by James Mcinerney	<b>Malamander</b> by Thomas Taylor  <b>Hansel and Gretel</b> by Neil Gaiman  <b>Whispering Waves</b> by National Poetry Library	<b>Wonder</b> by RJ Palacio  <b>I am not a Label</b> by Cerrie Burnell  <b>I am</b> by Lachlan Fanning	<b>Street Child</b> by Berlie Doherty  <b>FArTHER</b> by Graham Baker-Smith  <b>Leisure</b> by William Henry Davies	<b>Tom's Midnight Garden</b> by Philippa Pearce  <b>Macbeth</b> by William Shakespeare playscript adapted by Neil Richards  <b>BBC School Radio</b>
<b>Text Types</b>	Instructions Diary entry Setting description	Non-chronological report Narrative	Newspaper report	Narrative - perspectives Balanced Argument	Non-chronological report Persuasive Text	Narrative Biography
<b>Spoken Language (Y1-6)</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>			<ul style="list-style-type: none"> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ gain, maintain and monitor the interest of the listener(s)</li> <li>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ select and use appropriate registers for effective communication.</li> </ul>		
<b>Grammar Features</b>	Select <b>vocabulary</b> to create a desired effect and add to meaning: <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> </ul> Use <b>relative clauses</b> beginning with who, which, where, when, whose and that  Select <b>vocabulary</b> to create a desired effect and add to meaning: <ul style="list-style-type: none"> <li>• <b>appropriate verb choices</b></li> </ul>	Set <b>non-fiction</b> writing out appropriately through use of: <ul style="list-style-type: none"> <li>• <b>paragraphs</b></li> <li>• <b>bullet points</b></li> </ul> Use <b>topic sentences</b> to open paragraphs  Select <b>vocabulary</b> to create a desired effect and to add meaning: <ul style="list-style-type: none"> <li>• <b>technical vocabulary</b></li> <li>• <b>expanded noun phrases</b></li> </ul>	Set <b>non-fiction</b> writing out appropriately through use of: <ul style="list-style-type: none"> <li>• <b>headline</b></li> <li>• <b>columns</b></li> </ul> Use <b>relative clauses</b> with an <b>omitted relative pronoun</b> when appropriate  Use <b>modal verbs and adverbs</b> to indicate <b>degrees of possibility</b>	Embed <b>previously taught narrative</b> content  In narrative, <b>describe setting, character, plot and atmosphere</b>  Can <b>link ideas through tense choice</b> e.g. he <u>had</u> seen her before  Use <b>speech and behaviour</b> to add to <b>characterisation</b>	Embed previously taught content: <ul style="list-style-type: none"> <li>• <b>non-chronological reports</b></li> </ul> Embed setting out <b>non-fiction</b> writing out appropriately through use of: <ul style="list-style-type: none"> <li>• <b>paragraphs</b></li> <li>• <b>bullet points</b></li> </ul> Use <b>topic sentences</b> to open paragraphs	Secure <b>previously taught narrative</b> content  In narratives, <b>describes settings, characters, plot and atmosphere</b>  Secure selecting <b>vocabulary</b> to create a desired effect and add to meaning: <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> <li>• <b>appropriate verb choices</b></li> </ul>

Year 5



Curriculum Overview

	<p>Use <b>commas</b> to:</p> <ul style="list-style-type: none"> <li>• mark phrases or clauses when opening sentences</li> <li>• mark embedded clauses</li> </ul> <p>Use <b>paragraphs</b> to organise work</p> <p>Use a <b>range of conjunctions</b> within sentences showing greater understanding of their meaning</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>adverbial phrases</b></li> </ul> <p>Use <b>adverbs</b> to make meaning precise</p>	<p>In narrative, <b>describe setting, character and plot</b></p> <p>Vary <b>sentence length</b></p> <p>Use <b>relative clauses</b> with an <b>omitted relative pronoun</b></p> <p>Use the <b>correct punctuation</b> to demarcate <b>speech</b></p> <p>Use <b>speech and behaviour</b> to add to characterisation</p>	<p>Use <b>adverbs</b> to make meaning precise</p> <p>Use <b>adverbials of time and place</b> to build cohesion <b>across paragraphs</b></p> <p>Use <b>brackets, commas and dashes</b> to indicate <b>parenthesis</b></p>	<p>In narrative, <b>describe setting, character, plot and atmosphere</b></p> <p>Set <b>non-fiction</b> writing out appropriately:</p> <ul style="list-style-type: none"> <li>• <b>balanced argument</b></li> </ul> <p>Use devices <b>to build</b> cohesion within a paragraph</p> <p>Use <b>adverbials number</b> to build cohesion <b>across</b> paragraphs</p> <p>Use <b>relative clauses</b> with an <b>omitted relative pronoun</b></p> <p>Secure selecting <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> <li>• <b>appropriate verb choices</b></li> </ul> <p>Use <b>modal verbs and adverbs</b> to indicate <b>degrees of possibility</b></p>	<p>Select <b>vocabulary</b> to create a desired effect and to add meaning:</p> <ul style="list-style-type: none"> <li>• <b>technical vocabulary</b></li> <li>• <b>expanded noun phrases</b></li> </ul> <p>Use <b>modal verbs and adverbs</b> to indicate <b>degrees of possibility</b></p> <p>Use conjunctive adverbs for:</p> <ul style="list-style-type: none"> <li>• <b>additional points</b></li> <li>• <b>similar points</b></li> <li>• <b>opposite points</b></li> <li>• <b>results</b></li> </ul> <p>Use <b>imperative verbs</b> in <b>command sentences</b></p> <p>Secure use of <b>relative clauses</b></p> <p>Select <b>vocabulary</b> to create a desired effect:</p> <ul style="list-style-type: none"> <li>• <b>exaggeration</b></li> </ul> <p>Secure using <b>brackets, commas and dashes</b> to indicate <b>parenthesis</b></p>	<p><b>Secure</b> the full range of <b>speech punctuation</b> correctly including <b>interrupted speech</b></p> <p>Secure selecting <b>vocabulary</b> to create a <b>desired effect and to add meaning</b>:</p> <ul style="list-style-type: none"> <li>• <b>technical vocabulary</b></li> </ul> <p><b>Secure</b> using <b>adverbials of time and number</b> to build cohesion <b>across</b> paragraphs</p> <p>Secure using <b>devices to build cohesion within a paragraph</b>:</p> <ul style="list-style-type: none"> <li>• <b>pronouns</b></li> </ul> <p>Secure using <b>organisational and presentational devices</b> to structure text</p> <ul style="list-style-type: none"> <li>• <b>heading</b></li> <li>• <b>paragraphs</b></li> <li>• <b>subheadings</b></li> <li>• <b>picture</b></li> </ul>
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Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Year 6	<b>Class Book</b> <b>The Explorer</b> by Katherine Rundell  <b>The Boy, the Mole, the Fox and the Horse</b> by Charlie Mackesy  <b>Tyger</b> by William Blake  <b>When Hitler Stole Pink Rabbit</b> by Judith Kerr  <b>Bombs and Blackberries</b> by Julia Donaldson  <b>London Blitz</b> by Colin Ian Jeffery	<b>Holes</b> by Louis Sachar  <b>Louis Sachar Biography</b>  <b>Holes</b> by Tim Wynne-Jones  <b>Journeys – The story of migration to Britain</b> by Dan Lyndon-Cohen  <b>On the Move: Poems about migration</b> by Michael Rosen  <b>Kay's Anatomy</b> by Adam Kay	<b>Darwin's Dragons</b> by Lindsay Galvin  <b>The Arrival</b> by Shaun Tan  <b>Freedom We Sing</b> by Amyra Leon	Past SAT Papers  <b>Zootropolis: The Official Handbook</b> by Suzanne Francis  <b>Clockwork</b> by Philip Pullman  <b>The World Famous Antique Clock: RAUTHAUS GLOCKENSPIEL</b>  <b>Can I build another me?</b> By Shinsuke Yoshitake  <b>Stop all the clocks</b> by WH Auden	<b>The Nowhere Emporium</b> by Ross Mackenzie  <b>Flower Power – The magic of Nature's Healers</b> by Christine Paxxman  <b>Alice's Adventures in Wonderland</b> pop-up by Robert Sabuda  <b>If</b> by Rudyard Kipling	
	<b>Text Types</b> Non-chronological report Setting description	Flashback narrative Informal letter	Instructions Newspaper report	Persuasive leaflet Speech for characterisation	Biography	Narrative x2
	<b>Spoken Language (Y1-6)</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		<ul style="list-style-type: none"> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>✓ gain, maintain and monitor the interest of the listener(s)</li> <li>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>✓ select and use appropriate registers for effective communication.</li> </ul>		
	<b>Grammar Features</b>  <b>NB</b> <b>Previously taught KS2 punctuation to be recapped and embedded</b>	Use <b>previously taught</b> punctuation correctly  Use <b>paragraphs</b> to organise work  Use <b>topic sentences</b> to open paragraphs Use a <b>range of clauses</b> to add detail	Use <b>previously taught</b> punctuation correctly  Select <b>vocabulary</b> , explaining how such choices can change and enhance meaning: <ul style="list-style-type: none"> <li>• <b>appropriate verb choices</b></li> <li>• <b>use behaviour to convey character</b></li> </ul>	Use <b>previously taught</b> punctuation correctly  Set <b>non-fiction</b> writing out appropriately through use of: <ul style="list-style-type: none"> <li>• <b>equipment list</b></li> <li>• <b>diagrams/illustrations</b></li> <li>• <b>subheadings</b></li> </ul>	Use <b>previously taught</b> punctuation correctly  Embed <b>previously taught non-fiction</b> content  <b>Maintain formality</b> throughout a piece of writing- <b>formal</b>	Use <b>previously taught</b> punctuation correctly  Use <b>semi-colons, colons and dashes</b> to separate clauses  Punctuate <b>bullet points</b> correctly.



<p><b>in all pieces of work where appropriate</b></p>	<p>Use <b>brackets, dashes</b> and <b>commas</b> to mark parenthesis</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• technical vocabulary</li> </ul> <p>Select <b>vocabulary</b>, explaining how such choices can <b>change and enhance meaning</b>:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> </ul> <p>Select vocabulary to create an effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>similes</b></li> <li>• <b>personification</b></li> </ul> <p>Use <b>commas to mark fronted adverbials</b></p>	<p>Select <b>vocabulary</b> to create an effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>figurative language- metaphor</b></li> </ul> <p>Use <b>description and behaviour</b> to add more to the <b>character</b></p> <p>Use a <b>colon</b> to introduce a list and <b>semi-colons</b> within a list</p> <p>Use <b>colons to mark boundaries</b> between independent clauses</p> <p>Use the <b>passive voice</b> to affect the presentation of information in a sentence</p> <p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>headline</b></li> <li>• <b>columns</b></li> </ul> <p>Use <b>a range of devices</b> to build <b>cohesion within paragraphs</b>:</p> <ul style="list-style-type: none"> <li>• <b>adverbials of time</b></li> <li>• <b>pronouns</b></li> </ul> <p>Use the <b>correct punctuation</b> to demarcate <b>speech</b></p> <p>Use clause to add detail</p> <ul style="list-style-type: none"> <li>• <b>relative</b></li> </ul> <p>Use <b>the passive voice</b> to affect the presentation of information in a sentence</p>	<p>Use the <b>passive voice</b> to affect the presentation of information in a sentence</p> <p>Add detailed information through use of:</p> <ul style="list-style-type: none"> <li>• <b>prepositions</b></li> <li>• <b>quantifiers</b></li> <li>• <b>precise vocabulary</b></li> </ul> <p>Use a <b>range of clauses</b> to add detail, show contrast and show cause and effect:</p> <ul style="list-style-type: none"> <li>• <b>subordinating</b></li> <li>• <b>relative</b></li> </ul> <p>Use <b>paragraphs to organise</b> work opened with <b>topic sentences</b></p> <p>Use <b>brackets</b> to mark parenthesis</p> <p>Select <b>vocabulary</b> to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> <li>• <b>technical vocabulary</b></li> </ul> <p>Use <b>semi-colons to mark boundaries</b> between independent clauses</p> <p>Set <b>non-fiction</b> writing out appropriately:</p> <ul style="list-style-type: none"> <li>• letter</li> </ul> <p>Select <b>vocabulary</b>, explaining how such choices can change and enhance meaning:</p> <ul style="list-style-type: none"> <li>• <b>expanded noun phrases</b></li> <li>• <b>adverbial phrases</b></li> </ul> <p>Use a range of devices to build <b>cohesion across paragraphs</b>:</p>	<p>Use <b>vocabulary and structures</b> that are appropriate for <b>formal writing</b></p> <ul style="list-style-type: none"> <li>• <b>the subjunctive form</b></li> </ul> <p>Use clauses to add detail</p> <ul style="list-style-type: none"> <li>• <b>embedded</b></li> </ul> <p>Set <b>non-fiction</b> writing out appropriately through use of:</p> <ul style="list-style-type: none"> <li>• <b>paragraphs</b></li> <li>• <b>heading</b></li> <li>• <b>subheadings</b></li> </ul> <p>Use <b>a range of devices</b> to build <b>cohesion within paragraphs</b></p> <ul style="list-style-type: none"> <li>• <b>personal pronouns</b></li> </ul> <p>Use a <b>colon</b> to introduce a list and <b>semi-colons</b> within a list</p> <p>Use <b>semi-colons to mark boundaries</b> between independent clauses</p> <p>Use <b>description and behaviour</b> to add more to the <b>character</b></p> <p>Use the <b>correct punctuation</b> to demarcate <b>speech</b></p> <p>Select <b>vocabulary</b> to create an effect and add to meaning</p> <p>expanded noun phrase</p> <ul style="list-style-type: none"> <li>• <b>all</b></li> </ul> <p>Use clauses to add detail</p> <ul style="list-style-type: none"> <li>• <b>all</b></li> </ul> <p><b>Vary the position of main and subordinate clause</b> to achieve different effects</p> <ul style="list-style-type: none"> <li>• <b>impact</b></li> </ul>	<p>Secure the use of the <b>passive voice</b></p> <p>Secure the use of the <b>subjunctive form</b></p> <p>Secure using a <b>wide range of co-ordinating and subordinating conjunctions</b> within sentences</p> <p><b>Maintain formality</b> throughout a piece of writing</p> <p>Use the <b>perfect form of verbs</b> to mark <b>relationship between time and cause</b></p>	
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			<ul style="list-style-type: none"><li>• <b>adverbials of time</b></li><li>• <b>conjunctions</b></li></ul> <p>Use <b>commas to mark fronted adverbials</b></p> <p><b>Maintain formality</b> throughout a piece of writing- <b>informal</b></p> <p>Recognise <b>vocabulary and structures</b> that are appropriate for <b>informal writing</b></p> <p>Use <b>dashes for parenthesis</b></p> <p>Use <b>verb tense consistently/correctly</b></p>	<ul style="list-style-type: none"><li>• <b>emphasis</b></li></ul>		
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