

English Curriculum Map



Our School Vision

But those who hope in the Lord will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.
Isaiah 40:31

Raising Aspirations

We want all pupils at Holy Trinity Primary School to experience the beauty, power and enjoyment of English. English is important: it is the basic communication in our society. We want our pupils to have high aspirations for their future and, to do this, they need proficiency in basic language and communication skills. We aspire for them to lead full lives as responsible and contributing individuals in society in which attainment in English is essential.

Reaching Our Potential

Reaching our potential in English is being a confident and proficient reader with a life-long reading habit. In Reception and Year One, we have a very comprehensive Phonics and Early Reading programme that is guided by Essential Letters and Sounds (a government affiliated programme). We focus on decoding through segmenting and blending as the prime approach to decoding print. Pupils apply their learning in reading lessons with decodable books, matched to the sounds they are learning in Phonics lessons. Once our pupils become fluent readers, they continue **reading to learn** in small groups with books that are organised into colour bands. Children are taught key comprehension strategies such as prediction, summarising and retrieval.

In Key Stage 2, most pupils transition from **learning to read** to **reading to learn**. As a class, they are introduced to high quality, engaging texts that support their curriculum and introduce them to esteemed authors. The texts have been carefully chosen to link to areas of the curriculum and celebrate diversity. In order for pupils to reach their potential, we understand how important it is to keep reading for pleasure at the heart of all sessions. Talk is central and children have open-ended discussions around the texts while learning explicit reading strategies, such as making inferences and comparisons across texts.

The strategies taught in reading lessons are both formatively and summatively assessed so that all children can reach their potential. For those who require further support, we have an intervention programme from Year 2- 6 that targets comprehension skills such as inference, vocabulary and retrieval. In Reception and Year 1, we target fluency with a

'Keep Up' phonics intervention provided by Essential Letters and Sounds. We recognise that some pupils will need to go at a different pace than their peers and ensure that these pupils follow a reading programme that best reflects their needs.

In writing, we support children to reach their potential by teaching writing skills explicitly and systematically. Teachers plan engaging writing opportunities by linking them to first-hand experience (talks, trips, storytellers etc) and the wider curriculum. Texts that are used in reading lessons are often linked to writing and children gain exposure to both modern and classic texts. We want our children to be confident, enthusiastic and effective writers who are willing to take risks in written work and understand the purpose of writing.

In order to reach their potential in writing, we believe it is important to have an understanding of how to use grammar correctly. We explicitly teach children grammar and encourage them to use it in the context of a piece of writing. Likewise, we believe good handwriting is an essential skill. To support this, there is an emphasis on fine motor skills from the Early Years. Reception and Year 1 focus on correct letter formation in their phonic lessons and consolidate it in handwriting sessions. Years 2-6 follow the Nelson Handwriting scheme that is modelled in our classroom fonts.

Learning to Live Well Together


We learn to live well together through our shared '40 Book' scheme. This is a school program in which every class has 20- 40 high quality, age appropriate texts that have been chosen by their classmates before them or their teachers. The pupils are paired and both children read the same book over a one or two week period (depending on the length of the book). They then have the opportunity to share their thoughts with each other and the children in their class. The children are taught the importance of caring for the books; they are well read so it is important to look after them for the next reader!

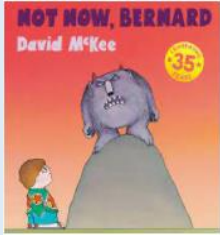
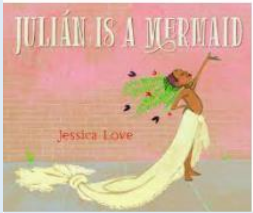
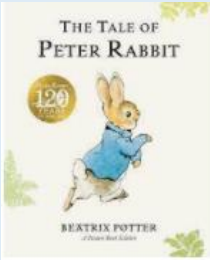

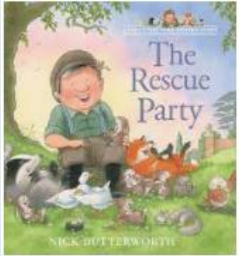
Pupils learn to live well together through a number of whole school events over the school year including: World Book Day, Hot Chocolate Story evening, the Book Fair, visits to Waterstones etc.

Our pupils also learn to support each other through annual drama performances such as:


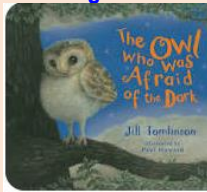
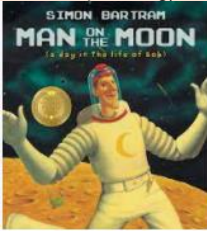

- The Key Stage One Nativity Performance
- The Year 6 Production
- Poetry Performances during National Poetry Week
- Class Assemblies (one per year)
- The Year 5 Carol Concert

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Stimulus	All About Me Feelings/Emotions Family Homes Autumn - Local Garden Visit	Celebrations Autumn Diwali Bonfire Night Nativity Christmas around the world - Hannukah	Weather Weather Winter Polar Animals Lunar New Year	Heroes and Villains Traditional Tales Healthy Living / good and bad food choices - eat them to defeat them adverts - visit from dentist/fire station visit Pancake Day Easter Planting/Gardening/Spring Local Area – Local garden visit	Growing Life cycles – Frog/butterfly/plant sunflowers Growing up – babies - generations Hampstead Heath/Camley Street Visit	Journeys Recycling/Sustainability Transport Museum - links to Year 1 Communication unit Journeys & Maps London (past and present)
Linked Texts	The Colour Monster Super Duper You When's My Birthday? Happy In Our Skin Hello Friend Leaf Man	Let's Celebrate! - Festival Poems It Was a Cold Dark Night Stickman	The Magic Paintbrush Mr Wolf's Week Percy the Park Keeper After the Storm/One Snowy Night You're Snug With Me	Traditional Tales - The Enormous Turnip, Hansel & Gretel, Little Red Riding Hood Supertato Oliver's Vegetables Maisy's Fire Engine	A Fruit is a suitcase for Seeds The Very Hungry Caterpillar Caterpillar Butterfly - National Geographic Tad Titch	Naughty Bus Katie in London This Is London London Town Somebody swallowed Stanley
Communication and Language aims	Listening Nursery Rhymes and Poems	Social phrases	Asking questions	Story language	Using new vocabulary	Recounting experiences (tenses and sentence structure)

<p>Literacy</p> 	<p>Comprehension: Listen and enjoy sharing a range of books. Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension: Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Re-tell a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p>Reading</p>	<p>Decodable books linked to Phonics levels (Oxford University Press)</p>					
<p>Phonics</p>	<p>See Essential Letters and Sounds</p>					
<p>Writing/ Drawing club</p>	<p>Focus on letter formation of letters taught - anticlockwise movements.</p>	<p>Focus on simple VC/CVC words using sounds taught in phonics. Child writes the initial sound of a word, adult scribes the rest.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to VC and CVC words.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or word bank to support. Adult writes any unknown words.</p>	<p>Child writing more captions & phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story/sentences. May still need a phonics mat to support.</p>


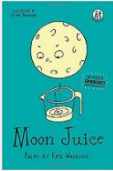
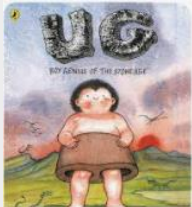
Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Stimulus	<p>Narrative Not Now Bernard by David McKee</p>  <p>Narrative/ Poetry No Dinner! by Jessica Souhami</p> <p>Poetry Autumn/ harvest CC. Science Link to seasons</p>	<p>Narrative Beegu by Alexis Decon Julian as a Mermaid by Jessica Love CC. PSHE</p>  <p>Non fiction Trip to Camley Street CC. Science</p> <p>Drama Nativity</p>	<p>Narrative Traditional and fairy tales, Rumpelstiltskin Little Red Riding Hood Three Little Pigs CC links to science: everyday materials</p>	<p>Narrative Author Focus- Beatrix Potter Peter Rabbit The Tale of the Flopsy Bunnies The tale of Squirrel Nutkin The tale of Mrs Tiggywinkle</p>  <p>Non fiction Author Focus- Beatrix Potter</p>	<p>Narrative 'Where the Wild Things are' by Maurice Sendak Grace and Family by Mary Hoffman</p> 	<p>Narrative Percy the Park Keeper by Nick Butterworth</p>  <p>Non fiction Recounts Post cards CC History link to the seaside</p>
Writing Outcomes	<ol style="list-style-type: none"> Prediction from front cover of Not Now Bernard Annotations for drawings Character annotation Not Now Bernard Thought bubbles of character thought – No Dinner Write text to ask questions – No dinner Senses poem about Autumn 	<ol style="list-style-type: none"> Settings description- Beegu Writing a postcard- Beegu Wanted poster- Beegu Instructions of how to be a mermaid Advertisement for a costume shop Recount for Camley Street 	<ol style="list-style-type: none"> Annotations for drawings (Rumpelstiltskin) Wanted Poster (Rumpelstiltskin) Character description (Little Red Riding Hood) Instructions of how to trick Little Red Riding Hood) Thought bubbles (3 little pigs) House description linking to materials (3 little pigs) Senses poem about Winter 	<ol style="list-style-type: none"> Character description of Peter Rabbit Letter of apology to brown owl For and against going into Mr McGregor's garden Writing questions from Mr McGregor Write invitation to invite the duchess to tea Write a list of jobs for Mrs Tittlemouse Fact file of Beatrix Potter 	<ol style="list-style-type: none"> Prediction from WTWTA Character description – WTWTA Setting description – WTWTA Narrative- Grace and Family Write a poem- Grace and Family Party preparation – guest lists, food lists 	<ol style="list-style-type: none"> Fact file on woodland animals Narrative of Percy the Park Keeper Recipe for ice-cream sandwiches Post card from the seaside Recount of trip to the seaside Senses poem about Summer/ beach
Reading	Decodable books linked to Phonics levels (Oxford University Press)					
Phonics	See Essential Letters and Sounds					
Handwriting	Nelson handwriting scheme					

Grammar and Punctuation	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>) How words can combine to make sentences Joining words and sentences e.g. with ‘and’ Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <p>Terminology - word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>
--------------------------------	---

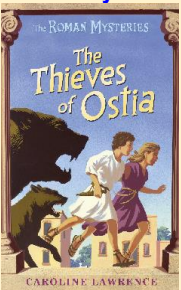
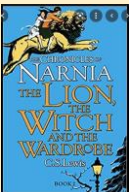
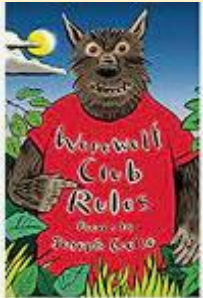

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing stimulus	<p>Narrative Traditional Stories – ‘The Pea & the Princess’ By Mini Grey ‘Paper bag Princess’ by Robert Munsch (Pictures Talk)</p>  <p>Non fiction Mary Seacole Trip to museum Recount CC History plans)</p>	<p>Non-fiction Recounts – trip to Camley street/Heath CC. Science Link to Animals including Humans</p> <p>Non fiction Non Chronological Reports Owl lady</p> <p>Drama Nativity</p> <p>Fiction Great Fire of London setting description</p>	<p>Narrative The Owl who was Afraid of the Dark by Jill Tomlinson</p>  <p>CC. Science Animals including Humans</p> <p>Non fiction Duck diaries CC. Science Animals including Humans, History</p>	<p>Narrative Man on the Moon by Simon Bertram (Book Power 2 planning)</p>  <p>Plus another Simon Bertram book (e.g. Bob and the Moontree adventure, Bob’s best ever friend) Poetry Man on the Moon by Simon Bertram</p>	<p>Narrative Paddington Bear CC link Comparative Study Lima, Peru and London</p> 	<p>Narrative Author focus- Anthony Browne including: Silly Billy Changes (Hamilton Trust planning)</p> <p>Narrative Stories from other Cultures – Mufaro’s Beautiful Daughter OR Baba Yaga and Hansel and Gretel (Hamilton Trust planning)</p> <p>Instructions – How to grow healthy plants/ make a cress sandwich</p>
Writing outcomes	<ol style="list-style-type: none"> Character description of Elizabeth Diary entry of when paper bag princess sees Prince Ronald taken by the dragon Letter from Elizabeth to her mum (settings description) 	<ol style="list-style-type: none"> Information text about owls Write a recount of your trip Recount owl lady visit Setting description GFL 	<ol style="list-style-type: none"> Character description Settings description Set of instructions Letter to plop to say thank you Chick diaries Biography of Mary Seacole. 	<ol style="list-style-type: none"> Wanted poster/character description of alien Settings description Post card to mum from moon Write-up straw rockets maths investigation Narrative re-telling of Bob’s day on the moon (start on moon) 	<ol style="list-style-type: none"> Description of Paddington station Persuasive letter so that Paddington Bear stays with the Browns? Write a list of what Mrs Bird brought Paddington for breakfast/ packed in his suitcase (see SPAG) 	<ol style="list-style-type: none"> Write a letter of advice for one of the worries (based on Silly Billy) Create a character in the style of Anthony Browne Write speech bubbles between a character I have created and my friends character Author fact file

	4. Advertisement for a princess – Paper bag Princess			6. Acrostic poems on space (use noun phrases)	4. Write an instruction text of how to make marmalade sandwiches 5. Write comparison of Lima and London	5. Narrative from another character in Mufaro's Beautiful Daughter
Reading	Guided Reading Levelled Groups					
Spelling	Follow No Nonsense Spelling scheme					
Handwriting	Nelson handwriting scheme					
Grammar and Punctuation	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) Apostrophes to mark contracted forms in spelling	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs Sentences with different forms: statement, question, exclamation, command	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	Commas to separate items in a list	Revise all new teaching

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
---------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

<p>Writing stimulus</p>	<p>Narrative Author focus – Roald Dahl including: The Magic finger The Twits</p> 	<p>Narrative Discovery of Tutankhamun's tomb CC Link to history: Ancient Egypt</p> <p>Non Fiction Life in Ancient Egypt CC Link to history: Ancient Egypt</p> <p>Non fiction Magnets game CC link to Science: forces</p>	<p>Poetry Moon Juice by Kate Wakeling (CLPE planning)</p>  <p>Narrative The Tin Forest by Helen Ward CC link to geography: rainforest</p>	<p>Non fiction Information texts layers/ animals CC link to geography: rainforest</p> <p>Non Fiction Persuasion using 'The Great Kapok Tree' by Lynne Cherry CC link to geography: rainforest</p> <p>Narrative Easter Story CC link to RE: who is the most important person in the Easter story?</p>	<p>Narrative Stone Age Boy Ug: Boy Genius CC link to history: Stone Age</p>  <p>Poetry The Pebble in My Pocket by Meredith Hooper CC link to science: rocks</p>	<p>Non fiction Instruction texts Persuasive writing Postcard Link to geography: comparative study</p> <p>Narrative Oliver and the Seawigs by Philip Reeve (CLPE planning)</p> <p>Non fiction Instructions texts CC link to history: Stone Age</p>
<p>Writing outcomes</p>	<ol style="list-style-type: none"> 1. Diary entry of the worm trick- Mr Twits perspective 2. Character description of Mrs Twit 3. Instructions for own disgusting recipe 4. Narrative of new chapter of twits 5. Letter to apologise for turning into an animal- Magic finger 6. Author fact file 	<ol style="list-style-type: none"> 1. Recount of Howard Carter discovering Tutankhamun's tomb. 2. Instructions of how to make a magnetic game 3. Non-chronological report on Ancient Egypt 4. Explanation text on mummification 5. Christmas writing unit 	<ol style="list-style-type: none"> 1. Poem about the sun link to Moon Juice 2. Poem linked to CLPE planning- to perform for assembly 3. Write a narrative around a character from the poem 4. Character description for Tin Forest 5. Setting description Tin forest 	<ol style="list-style-type: none"> 1. Non-chronological report on rainforest animals 2. Retelling of 'The Great Kapok Tree' from an animal's perspective 3. Persuasive letter to stop deforestation – letter to President of Brazil. 4. Diary entry from perspective of someone watching the resurrection of Jesus (RE) <p>5. ?</p>	<ol style="list-style-type: none"> 1. Re-tell part of Ug including dialogue 2. Write a letter to Ug telling him how you live today 3. Agony aunt letter from parents wanting Ug to be a normal boy! 4. Narrative beginning of Stone Age Boy 5. Write poem about Pebble in my Pocket 	<ol style="list-style-type: none"> 1. Persuasive brochure- Why should you visit Italy? 2. Instructions text- how to make pizza 3. Postcard from a trip to Italy 4. Write up science experiment about Light 5. Diary entry as Oliver and Seawigs
<p>Reading (chn below white read levelled books everyday with an adult)</p>	<p>Novel Marble Crusher by Michael Morpurgo (novel)</p>	<p>Novel Journey to Jo'Burg by Beverly Naidoo</p>	<p>Poetry Anthology Moon Juice by Kate Wakeling</p> <p>Picture Book The Tin Forest by Helen Ward</p>	<p>Non-fiction Non-fiction texts to link to the Rainforest</p> <p>Picture Book The Great Kapok Tree' by Lynne Cherry</p>	<p>Comic Ug: Boy Genius of the Stone Age</p> <p>Non-Fiction Picture Book The Pebble in My Pocket by Meredith Hooper</p>	<p>Novel Oliver and the Seawigs by Philip Reeves</p>
<p>Spelling</p>	<p>Follow No Nonsense spelling scheme</p>					

Grammar and Punctuation	Formation of nouns using a range of prefixes , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i> Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i> , <i>an open box</i>)	Expressing time and cause using conjunctions (e.g. <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>because</i>), adverbs (e.g. <i>then</i> , <i>next</i> , <i>soon</i> , <i>so</i>), or prepositions (e.g. <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>)	Headings and sub headings Word families based on common words, showing how words are related in form and meaning e.g. <i>solution</i> , <i>dissolve</i> , <i>solve</i>	Use of perfect form of verbs to mark relationships of time and cause (e.g. <i>he has gone out to play</i> instead of <i>he went out to play</i> .)	Introduction to speech marks to punctuate direct speech	Introduction to paragraphs
--------------------------------	---	---	--	--	--	----------------------------

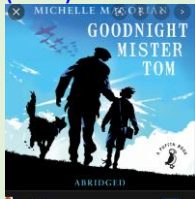
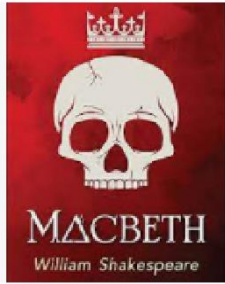
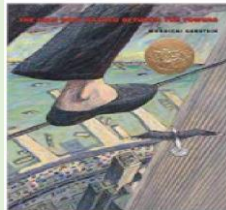
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing stimulus	<p>Narrative Thieves of Ostia by Caroline Lawrence CC History</p>  <p>Poetry Volcano CC Link with Geog Volcanoes and Earthquakes</p>	<p>Non-fiction Escape from Pompeii by Christina Balit CC Link with Geog Volcanoes and Earthquakes</p> <p>Non fiction Sound CC Link with Science</p> <p>Narrative Windrush / Benjamin Zephaniah</p>	<p>Narrative The Lion, the Witch and the Wardrobe- CS Lewis</p>  <p>Poetry Kennings CC Link with Anglo-Saxons</p> <p>Non Fiction States of Matter CC link to Science</p>	<p>Poetry Warewolf Club Rules by Joseph Coelho (CLPE planning)</p>  <p>Non-fiction Explanation texts CC link with History</p>	<p>Narrative Varjack Paw S.F. Said (CLPE planning)</p>  <p>Non-fiction Information texts CC Link to Science: living things and their habitats</p> <p>Non-fiction Information texts CC Link to Islamic history topic</p>	<p>Narrative One Thousand and One Nights (Scheherazade) retold by Geraldine McCaughrean CC Link to Islamic history topic CC PSHE links</p> <p>Non-fiction Recount Instructions</p>

Writing outcomes Information text, non-chronological reports, chronological reports	<ol style="list-style-type: none"> 1. Description of setting 2. Character description of Nubia 3. Detective interview of Libertus/ Avitus about the death of Babos. Write dialogue. 4. Write lyrics for Nubia's Dog Song 5. Write a background story of Lupus 6. Write a poem 	<ol style="list-style-type: none"> 1. Write a newspaper article of Pompeii 2. Instructions text – how to build an ear trumpet 3. Diary of the journey 4. Setting description of 1950s London 5. Letter to persuade a family member to come over 	<ol style="list-style-type: none"> 1. Character description 2. Narrative of entering Narnia 3. Dialogue between Lucy and Mr Tumnus / White Witch and Edmund 4. Diary of Edmund when trapped by the witch 5. Kennings – link to History 6. Instructions text- how to make ice-cream 	<ol style="list-style-type: none"> 1. Write 3 poems based on personal experience 2. Non-chronological report on the daily life of a Viking 3. Recount of the music festival/ dance 4. Diary of Holy Communion day 	<ol style="list-style-type: none"> 1. Write a diary entry as Varjack paw as he settles to sleep for the night 2. Write a newspaper report of cats going missing 3. Write a narrative from the perspective of Sally Bones/ Taking the story from the point at which Cludge finds the friends in the alley way. Plot the narrative from Cludge's viewpoint. 4. Non-chronological report about an animal 5. Letter from a scholar 	<ol style="list-style-type: none"> 1. Write a letter as Sinbad to a friend in Baghdad about his adventures since leaving the city. 2. Create an additional 'Arabian Nights' story - the 1002nd story using the character of Sinbad
Reading	Novel Thieves of Ostia by Caroline Lawrence or The Butterfly Lion by Michael Morpurgo (chn WT)	Picture Book Escape from Pompeii by Christina Balit Novel The Miraculous journey of Edward Tulane by Kate DiCamillo	Novel Wild Robot by Peter Brown	Poetry Anthology Warewolf Club Rules by Joseph Coelho Non Fiction Picture Book Wolves by Emily Gravett	Novel Varjack Paw by S.F Said	Novel The Boy at the Back of the Class by Onjali Q Rau
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	Expanded Noun phrases to expand description (e.g. the soldiers with clanging shields , instead of the noisy soldiers)	Fronted adverbials + Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	Appropriate choice of pronoun or noun across and within sentences Use of speech marks to punctuate direct speech	The grammatical difference between plural and possessive –s Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)	Use of paragraphs to organise ideas around a theme	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--------	----------	----------	----------	----------	----------	----------

<p>Writing Stimulus</p>	<p>Narrative The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Bailit (CLPE planning) CC Link to Greek History Topic</p>  <p>Non-fiction Life in Ancient Greece CC Link to Greek History Topic</p>	<p>Narrative There's a Boy in the Girl's bathroom by Louis Sacher (CLPE planning)</p>	<p>Non-fiction Report writing about Space CC Link to Space Topic</p> <p>Narrative The Infinite Lives of Maisie Day (Nosy Cow planning) CC Link to Space Topic</p>  <p>Narrative Script writing CC link to Computing</p>	<p>Non-fiction Reports/persuasion – King's Cross CC link to Geography our local area</p> <p>Poetry unit Classic/narrative poems 'The Highwayman' by Alfred Noyes</p>	<p>Narrative A Midsummers Nights Dream by William Shakespeare (RSC planning) CC Link Tudors</p> <p>Non fiction Persuasive / Discursive writing Advertisements CC Link to History Tudors</p>	<p>Narrative Rooftoppers CLPE unit</p>  <p>Or ads (linked to DT/entrepreneurship Citrus Saturday?)</p>
<p>Writing Outcomes</p>	<ol style="list-style-type: none"> 1. Writing a letter from Penelope 2. Retelling a chapter from Cyclops perspective 3. Diary entry of the chapter 'Land of the Dead' from Odysseus 4. Agony aunt letter from Odysseus 5. Report on how women were treated in Ancient Greece (History) 	<ol style="list-style-type: none"> 1. Writing a character description of Bradley 2. Letter to Mrs Hall from the school counsellor 3. Write a piece of dialogue between counsellor and Bradley 4. Diary Entry on the fight with the girls 5. Letter of advice from an Agony Aunt to Jeff 6. Retelling of the nativity story (R.E) 	<ol style="list-style-type: none"> 1. Write an non-chronological report on space 2. Newspaper article based on the disappearance of Maisie Day 3. Dialogue speech between alien and interviewer (Computing) 	<ol style="list-style-type: none"> 1. Voiceover on a space video (Computing) 2. Highwayman Poem based on Bess 3. Setting descriptions past and present (Geography) 4. Comparison of canal and rivers (Geography) 	<ol style="list-style-type: none"> 1. Agony aunt letter as Hermia waking up and realising that Lysander loves Helena 2. Write a modern day play script of a scene 3. Diary entry as Helena waking up to find Lysander in love with her 4. Instructions on how to use cue cards 	<ol style="list-style-type: none"> 1. Poetry about Paris 2. Persuasive letter to Charles to argue to run away 3. retell the story from a characters perspective 4. Recount of SCIENCE trip to the Heath
<p>Reading</p>	<p>Novel</p>	<p>Novel There's a boy in the girls bathroom by Louis Sacher</p>	<p>Novel</p>	<p>Poetry The Highway Man by Alfred Noyes</p>	<p>Non-fiction Picture book</p>	<p>Current affairs unit (Guardian) Novel</p>

	The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Baitl Non-fiction Ancient Greece texts		The Infinite Lives of Maisie Day by Christopher Edge		William Shakespeare by Mick Manning (Picture book)	Rooftoppers by Katherine Rundell
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	Use of commas to clarify meaning or avoid ambiguity Brackets, dashes or commas to indicate parenthesis	Relative Clauses beginning with <i>who, which, where, why, or whose</i>	Devices to build cohesion within a paragraph (e.g. then, after that, this firstly)	Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>) Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Stimulus	<p>Narrative Goodnight Mister Tom by Michelle Magorian (CLPE) CC Link Local History (WW2)</p>  <p>Poetry Blitz CC Link Local History (WW2)</p> <p>Non fiction VE day (Key Stage History planning)</p>	<p>Narrative Anne Frank by Josephine Poole (Pictures Talk)</p> <p>Non Fiction - Biography Noor Khan CC Black History Month</p> <p>Non Fiction Instructions text CC Science- Electricity</p>	<p>Non-fiction Reports (Hamilton Trust planning) CC Science - Living things and their Habitats</p> <p>Narrative 4 wks Macbeth (BBC Teach planning)</p> 	<p>Non-fiction Biography of Darwin Information Text on Evolution CC Science – Evolution and Inheritance</p> <p>Narrative 'Just So stories' by Rudyard Kipling CC Science – Evolution and Inheritance</p> <p>Poetry Lady of Shalott by Aldred Lord Tennyson (Book Power)</p>	<p>Film Unit / Narrative / Nonfiction The Man who Walked Between the Towers by Mordicai Gerstein</p>  <p>Narrative: Skellig</p>	<p>Playscripts Year 6 Play and Leavers Service</p> <p>Non-fiction (linked to Science units) Non-chronological explanations (CC link Science linked to humans circulatory system)</p>

	CC Link Local History (WW2)					
Writing outcomes	<ol style="list-style-type: none"> 1. Re-tell chapter 1 from Mr Tom's perspective 2. Write a letter as an evacuee 3. Setting description of 1940s village 4. Persuasive argument- Is Ms Beech a victim or villain? 5. Personal account of VE day 6. Write poem describing the Blitz 	<ol style="list-style-type: none"> 1. Diary as Anne Frank as a child at school 2. Newspaper report about Kristallnacht 3. Write up Science experiment – 'An experiment to show...' 4. Biography Noor Khan 	<ol style="list-style-type: none"> 1. Create a new animal and write information report 2. Narrative of Macbeth and Banquo meeting the three witches 3. Letter to agony aunt of whether to kill the king or not 4. Report of the Battle of Dunsinane 5. Write a witches spell 	<ol style="list-style-type: none"> 1. Biography of Darwin 2. Science report on Evolution 3. Re-write own 'Just So story' 4. Lady of Shalott write descriptive poem/ write her song 	<ol style="list-style-type: none"> 1. First person narrative of the Man who Walked Between the Towers (include flashback) 	<ol style="list-style-type: none"> 1. Script writing of play 2. Script for Leavers Service 3. Write a letter to invite parents to Oscars 4. Write a recount about PGL
Reading	Novel Goodnight Mr Tom by Michelle Magorian	Novel The Boy in the Striped Pyjamas by John Boyne Poetry New and Collected poems by Carol Anne Duffy	Novel Wolf Brother by Michelle Paver	Poetry The Lady of Shalott by Alfred, Lord Tennyson	Picture Book The Man who walked between the Towers by Mordicai Gerstein (picture book)	Novel Skellig by David Almond Non-fiction Current affairs
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Use of the passive voice to affect the presentation of information in a sentence • Expanded noun phrases to convey complicated information concisely • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text • Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity 					