

# Great Gaddesden Church of England (VA) Primary School



## English Curriculum

## Statement of Intent:

At Great Gaddesden School, we value reading as a key skill and are dedicated to enabling our pupils to become lifelong readers. We give children the skills they need to decode words in order to be able to read fluently and with an understanding of what they have read. Children's confidence in reading is developed through engagement with a wide variety of genres and text types. We encourage a love of literature and an enjoyment of reading which enables children to develop the habit of reading widely and often for both pleasure and understanding. Through these reading opportunities, children are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading. Children become enthusiastic and motivated readers with an appreciation for our rich and varied literary heritage.

Writing is at the cornerstone of our entire curriculum. We want children to be able to confidently communicate their knowledge, ideas and emotions through their writing. Writing is embedded within our lessons and we give children many opportunities to develop and apply their writing skills across the curriculum through the use of high quality texts. These opportunities enable children to be able to write clearly, accurately and coherently and be able to adapt their language and style for a range of contexts, purposes and audiences. Children acquire a wide vocabulary, an understanding of grammar and are able to spell new words effectively by applying the spelling patterns and rules they have learnt. Children are encouraged to take pride in the presentation of their work and develop a love of writing. We plan for children to be able to plan, revise and evaluate their writing in order to develop effective transcription and composition. We believe that all good writers edit their writing over time so we want children to develop the independence to edit and improve their work effectively both during and after the writing process.

## Reading Aims:

### EYFS:

- Understand that print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

### KS1:

- Read accurately many words of two or more syllables containing graphemes taught so far<sup>1</sup> for all of the 40+ phonemes
- Read most words containing suffixes
- Read most Year 1 common exception words
- Read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, without undue hesitation
- Check their reading makes sense to them, correcting most inaccurate reading
- Answer questions and make some inferences
- Join in discussions about what has happened so far in what they have read
- Explain what has happened so far in what they have read

#### LKS2:

- Read accurately most polysyllabic and multi-morphemic words and further exception words
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Read aloud fluently with intonation that shows understanding
- Read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation
- Check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty or when the meaning is lost
- Make plausible predictions about what might happen on the basis of what has been read so far
- Summarise main ideas from what has been read, providing key details
- Retrieve information from non-fiction
- Draw inferences and begin to justify their opinions through discussions
- Make links between the book they are reading and other books they have read

#### UKS2:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding
- Work out the meaning of words from context, checking that the text makes sense
- Predict what might happen from details stated and implied
- Summarise main ideas identifying key details and using quotations for illustration
- Retrieve information from non-fiction
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Make comparisons between the book they are reading and other books they have read
- Evaluate how authors use language, beginning to consider the impact on the reader

## Writing Aims:

#### EYFS:

- Use some of their print and letter knowledge in their early writing
- Write their name
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

#### KS1:

- Read own writing aloud clearly for others to hear and discuss
- Orally rehearse sentences and sequence them to form short narratives
- Use past, present and future accurately in speech and begin to incorporate these in their writing
- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others
- Spell many common exception words and the days of the week
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

#### LKS2:

- Write for a range of purposes and audiences with an increasing awareness of appropriate language and form
- Create settings, characters and plot in narrative
- Use past and present tense mostly correctly and include a wider range of verb forms
- Spell most common exception words
- Use speech punctuation correctly most of the time
- Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose
- Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity
- Use the range of punctuation taught up to and including Year 4 mostly correctly
- Spell correctly words from learning in previous year groups, and most words from the Year 3 / Year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- Write legibly and with increasing fluency, paying attention to size and spacing
- Maintain the use of joined handwriting throughout independent writing

#### UKS2:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In narratives, describe settings, characters and atmosphere
- Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
- Use a range of devices to build cohesion within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly
- Spell correctly most words from the Year 5 / Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

## Schemes:

Phonics/Early Reading	Reading (KS2)	Spelling	Writing
<b>Little Wandle</b> <b>(Letters and Sounds Revised)</b>	<b>Literacy Tree Literacy Leaves</b>		

## Cycle A Overviews 23-24; 25-26

Year group	Autumn 1		Autumn 2	
Early Years	Theme: Outside Inside		Theme: Knowing Yourself	
	Key Text	Outcomes	Key Text	Outcomes
	Where the Wild Things Are - Maurice Sendak	<b>Own version ‘wild thing’ narratives</b> Labels, captions, oral retelling, developing a new character	Look Up! - Nathan Bryon and Dapo Adeola	<b>Non-chronological reports</b> Dialogue, diaries, re-telling (oral dictation), mini autobiography, ship’s log
	Bringing the Rain to Kapiti Plain - Verma Aardema	<b>Tourist information leaflets</b> Labels and captions, retellings, simple explanations	I am Henry Finch - Alexis Deacon	<b>Guidebooks - How to Think</b> Timetables, thought-bubbles, lists, commands, letters of advice
	Nursery F2P: rhyme time	Year R Phonics sounds progression: s a t p i n m d g o c k c k e u r h b f l is I the	Nursery F2P: s a t p i n m	Year R Phonics sounds progression: ff ll ss j v w x y z zz qu ch sh th ng nk -s put pull full as and has his her go no to into she push he of we me be
	Spring 1		Spring 2	
	Theme: Talents and Powers		Theme: Sowing a Seed	
	Key Text	Outcomes	Key Text	Outcomes
	The Magic Paintbrush - Julia Donaldson and Joel Stewart	<b>Own version ‘overcoming’ tales</b> Thought bubbles, labels, oral retelling, writing in role, thank you letters	The Tiny Seed - Eric Carle	<b>Advice leaflets</b> Labels and captions, advice, retellings, writing in role, narrative, letter
	Little Red - Lynn Roberts and David Roberts	<b>Alternative character versions</b> Labels, notes of advice, adverts	I Will Not Ever Never Eat a Tomato - Lauren Child	<b>Own stories about a fussy eaters</b> Statements, writing in role, shopping lists
	Nursery F2P: d g o c k e	Year R Phonics sounds progression: ai ee igh oa oo oo ar or ur ow oi ear air er longer words / double letters was you they my by all are sure pure	Nursery F2P: u r h b f l	Year R Phonics sounds progression: phase 3 review longer words / double letters / more than one digraph / -ing / -s / -es
	Summer 1		Summer 2	
	Theme: Celebrating Self		Theme: Family and Friends	
	Key Text	Outcomes	Key Text	Outcomes
	My Shadow is Pink - Scott Stuart	<b>Leaflet</b> Innovated spoken rhymes, questions, notes and advice, lists, instructions	And Tango Makes Three - Justin Richardson and Peter Parnell	<b>Alternative version narratives</b> Signs and lists, writing in role, letters of advice, ‘new baby’ cards
	The Night Pirates - Pete Harris and Deborah Allwright	<b>‘How to be a pirate’ guides</b> Writing in role, letters, labels and captions	Oi Frog! - Kes Gray and Jim Field	<b>Own version rhyming narratives</b> Rhyming flipbooks, questions, captions and labels

	Nursery F2P: j v w y z qu ch	Year R Phonics sounds progression: short vowels / adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words / compound words / -ing / -ed / -est	Nursery F2P: ck x sh th ng nk	Year R Phonics sounds progression: long vowels / adjacent consonants CVCC CCVC CCCVC CCV CCVCC longer words / -ing / -ed / -er / -est
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Year group	Autumn 1		Autumn 2	
Year 1&2	Theme: Destruction & Preservation		Theme: Space & Our World	
	Key Text	Outcomes	Key Text	Outcomes
	Cave Baby- Julia Donaldson & Emily Gravett (2 weeks)	<b>Narrative retellings</b> Labels and captions, informal letters	We are Water Protectors- Carole Lindstorm (3 weeks)	<b>Environmental campaign</b> List poems, non-chronological reports, chronological reports (life-cycles), character description, protest signs
	The Journey Home- Frann Preston-Gannon	<b>Persuasive letters</b> Posters, lists, postcards, wanted posters, information reports, short stories	Toys in Space Mini Grey (3 weeks)	<b>Own fantasy world narrative</b> Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions
	Year 1 Phonics sounds progression: phase 3 / 4 review ay ou oy ea	Year 2 Spelling progression: phase 5 review	Year 1 Phonics sounds progression: ir ie ue u o i a e a-e i-e o-e u-e e-e ew ie aw their people oh your Mr Mrs Ms ask could would should our house mouse water want	Year 2 Spelling progression: -er -s -es -ing -ed -ing
	Spring 1		Spring 2	
	Theme: Similarities and Differences		Theme: Changes & Relationships	
	Key Text	Outcomes	Key Text	Outcomes
	Beegu- Alexis Deacon (3 weeks)	<b>Own version ‘alien’ narratives</b> Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	The Odd Egg- Emily Gravett (3 weeks)	<b>Egg-spotter’s guides (nonfiction reports)</b> Thought and speech bubbles, diaries, letters, certificates
	Leo and the Octopus - Isabelle Marinov (3 weeks)	<b>Fact files</b> This is Me! posters, letters of advice, factual descriptions, logbooks, scripts	The Owl and the Pussy-Cat Edward Lead (2 weeks)	<b>Persuasive letters</b> Posters, lists, postcards, wanted posters, information reports, short stories
	Year 1 Phonics sounds progression: y ea wh oe ou y ow g ph le al c ve o-e se ce ey ui ou any many again who whole where two school call different thought through friend work	Year 2 Spelling progression: kn gn wr ge dge j g -ed -ing -er -est -y once two any many knight night one won where wear	Year 1 Phonics sounds progression: or u oil are au aur oor al tch ture al a ear ere wr st sc ch ze one laugh because eye	Year 2 Spelling progression: w qu ey le al il el -es who whole people friend move improve our hour quite quiet see sea to too two

	Summer 1		Summer 2	
	Theme: Fantasy Journeys		Theme: Structures & Materials	
	Key Text	Outcomes	Key Text	Outcomes
	Lost and Found- Oliver Jeffers (3 weeks)	<b>Own version 'losing/finding' narratives</b> Character descriptions, retellings, advice, instructions, non-chronological reports	The Great Fire of London- Emma Adams	<b>Information booklets</b> Persuasive poster, warning posters, speech bubbles, letters of advice, certificates
	Ocean Meets Sky - Eric Fan and Terry Fan (3 weeks)	<b>Own version fantasy world narratives</b> Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue	Rosie Revere, Engineer - Andrea Beaty	<b>Leaflet for local landmarks</b> Short explanations, writing in role, reports, adverts
	Year 1 Phonics sounds progression: PSC review	Year 2 Spelling progression: c zh -ment -ness -ful -less -ly beautiful laugh busy pretty parents because here hear be bee bare bear there they're their	Year 1 Phonics sounds progression: eigh aigh ey ea kn gn mb ere eer su si dge y ge ti ssi si ci busy beautiful pretty hour move improve parents shoe	Year 2 Spelling progression: ti possessive apostrophe -ing -er -est -y -ed eye shoe thought through sun son whole hole blue blew

Year group	Autumn 1		Autumn 2	
Year 3&4	Theme: Magic and Mystery		Theme: Dreams and Desires	
	Key Text	Outcomes	Key Text	Outcomes
	Leon and the Place Between - Angela McAllister (3 weeks)	<b>Fantasy narratives</b> Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	The BFG- Roald Dahl	<b>Own version fantasy narratives</b> Recount (diary entry), character descriptions, wanted posters, new chapters, instructions
	The Mermaid of Zennor- Charles Causley (3 weeks)	<b>Own version legend</b> Information booklets, retelling from another perspective, letters, tourist guides, dialogue	The Tear Thief- Carol Ann Duffy	<b>Newspaper article</b> Shared poems, diary entries, persuasive posters, letters of explanation, discussions
	Whole class guided reading: Arthur and the Golden Rope- Joe Todd Stanton The Lost Spells- Robert MacFarlane		Whole class guided reading: The BFG- Roald Dahl & New and Collected Poems for Children- Carol-Ann Duffy	
	Spring 1		Spring 2	
	Theme: Hope and Healing		Theme: Overcoming Adversity	
	Key Text	Outcomes	Key Text	Outcomes
	Frindleswylde - Natalia & Lauren O'Hara (3 weeks)	<b>Narrative sequels</b> Letters, voting slips, dialogue, poetry, birds-eye view, descriptions, speeches	Cloud Tea Monkeys Mal Peet & Elspeth Graham (3 weeks)	<b>Non-chronological reports</b> Descriptions, 'how to' guides (instructions), letters, discussions
	Escape from Pompeii- Christina Balit (3 weeks)	<b>Newspaper reports</b>	Small in the City- Sydney Smith (3 weeks)	<b>Narrative</b>



		Setting descriptions, diaries, letters, thought bubbles		Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters
	Whole class guided reading: The Firework Maker’s Daughter- Philip Pullman & Earth Shattering Events- Robin Hacobs		Whole class guided reading: Africa, Amazing Africa Atinuke & How does a Lighthouse Work- Roman Belyaev	
	Summer 1		Summer 2	
	Theme: From Mystery to Discovery		Theme: Pride and Downfall	
	Key Text	Outcomes	Key Text	Outcomes
	How to Live Forever- Colin Thompson	<b>Prequels</b> Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	Jim, A Cautionary Tale - Hilaire Belloc	<b>Narrative poems</b> Warning posters, warning announcements, alternative endings, performance poetry, apology letters
	The Story of Tutankhamun- Patricia Cleveland-Peck	<b>Tutankhamun biographies</b> Reports, instructions, character descriptions, diaries, newspaper, posters	Pride: The Story of Harvey Milk and the Rainbow Flag- Rob Sanders	<b>Biographies of Harvey Milk</b> Thought bubbles, speech, simple leaflets
	Whole class guided reading: Mr Penguin and the Lost Treasure Alex T. Smith & I am the Seed that Grew the Tree- Fiona Waters		Whole class guided reading: A Necklace of Raindrops- Joan Aiken & Two Weeks with the Queen Morris Gleitzman	

Year group	Autumn 1		Autumn 2	
Year 5&6	Theme: Crime and Punishment		Theme: Power vs. Principles	
	Key Text	Outcomes	Key Text	Outcomes
	The Man Who Walked Between the Towers Mordicai Gerstein (3 weeks)	<b>Biographies</b> Wikipedia pages, letters of advice, interviews, news, report persuasive speeches	The Tempest- William Shakespeare (3 weeks)	<b>Playscripts-</b> Setting descriptions, character descriptions, diaries, dialogue
	The Promise- Nicola Davies (3 weeks)	<b>Narrative poem sequels</b> , Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems	Rain Player- David Wisniewski (3 weeks)	<b>Analytical essays about The Maya</b> Instructions, posters, missing scenes, diaries, newspapers, debates
	Whole class guided reading: Politics for Beginners- Louie Stowell & The Good Thieves- Katherine Rundell		Whole class guided reading: Who Let the Gods Out- Maz Evans & Mythologica Dr. Stephen P. Kershaw	
	Spring 1		Spring 2	
	Theme: Affirmation and Equality		Theme: Legends, folklore & fairytales	
	Key Text	Outcomes	Key Text	Outcomes
	The Lost Thing- Shaun Tan	<b>Own version narratives</b> Diaries, formal letters, adverts, character and setting descriptions, reports	Grimm Tales for Young and Old- Phillip Pullman	<b>Own version traditional tales</b> Retellings, character studies, monologues, character comparisons



	Stonewall- Rob Sanders & Jamey Christoph	<b>A visitor's guide</b> National Historic Landmark adverts, short news reports, protest banners, writing in role	Beowulf- Michael Morpurgo	<b>Own version legends</b> Letters of advice, diaries, dialogue, descriptions, action scenes, obituaries
	Whole class guided reading: Black and British: A short, essential history David Olusoga & Me, My Dad and the End of the Rainbow- Benjamin Dean		Whole class guided reading: Grimm Tales for Young and Old- Phillip Pullman & When the Stars Come Out Nicola Edwards	
	<b>Summer 1</b>		<b>Summer 2</b>	
	<b>Theme: Lessons from History</b>		<b>Theme: Solving Mysteries</b>	
	Key Text	Outcomes	Key Text	Outcomes
	Anne Frank- Josephine Poole	<b>Newspaper articles</b> Letters, short descriptions, extended diary entries, obituaries, opinion pieces	High Rise Mystery- Sharna Jackson	<b>Extended stories</b> Character & setting descriptions, police & newspaper report, dialogue, persuasive letters
	Children of the Benin Kingdom- Dina Orji	<b>Non-chronological reports</b> Informal letters, diaries, survival guides, eyewitness reports, story summaries	Curiosity- Markus Motum	<b>Expanded explanations</b> NASA Proposals, information labels, short explanations, NASA logs, news reports
	Whole class guided reading: When Hitler Stole Pink Rabbit- Judith Kerr & Poems from the Second World War- Gaby Morgan		Whole class guided reading: Overheard in a Tower Block- Joseph Coelho & Real-life Mysteries Susan Martineau and Vicky Barker	

## Cycle B 24-25; 26-27

Year group	Autumn 1		Autumn 2	
Year 1&2	<b>Theme: Heroic Deeds</b>		<b>Theme: Helpfulness and Kindness</b>	
	Key Text	Outcomes	Key Text	Outcomes
	Wolves - Emily Gravett (3 weeks)	<b>Non-chronological leaflets</b> Captions, information writing, character descriptions and comparisons	The Sea Saw - Tom Percival (3 weeks)	<b>Own version narrative</b> Writing in role, notes of advice, missing posters, diary entries, letters of thanks
	Send for a Superhero - Michael Rosen and Katharine McEwan (3 weeks)	<b>Own version superhero narratives</b> Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	Jim and the Beanstalk - Raymond Briggs (3 weeks)	<b>Sequel stories</b> Narrative retellings (including dialogue), thought bubbles, informal letters
	<b>Spring 1</b>		<b>Spring 2</b>	
	<b>Theme: Storybook Bears</b>		<b>Theme: Beasts and Monsters</b>	
	Key Text	Outcomes	Key Text	Outcomes
	The Bear and the Piano - David Litchfield (3	<b>Own version narratives about bravery</b>	Dinosaurs and all that Rubbish - Michael	<b>Pamphlets</b>

	weeks)	Letters of advice, short news reports, writing in role, retellings, information posters	Foreman (3 weeks)	Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters
	The Bear Under the Stairs - Helen Cooper (3 weeks)	<b>Information texts</b> Letters, retellings, own version narratives	The Minpins - Roald Dahl (3 weeks)	<b>Own version adventure narratives</b> Danger posters, setting descriptions, character descriptions, information reports, postcards
	<b>Summer 1</b>		<b>Summer 2</b>	
	<b>Theme: Fictional Worlds</b>		<b>Theme: Urban and Rural Adventures</b>	
	Key Text	Outcomes	Key Text	Outcomes
	Yeti and the Bird - Nadia Shireen (3 weeks)	<b>Own version narratives about unlikely friendships</b> List of rules, letters, postcards, character descriptions	Stanley's Stick - John Hegley and Neal Layton (2+ weeks)	<b>Own version narratives</b> 'Book of sticks' entry, speech bubble, thought bubble, postcard
	Julian is a Mermaid - Jessica Love (2+ weeks)	<b>Three-verse poems</b> Instructions, writing in role, advertisements	Last Stop on Market Street - Matt de la Peña (3 weeks)	<b>Own version narrative</b> Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter

Year group	Autumn 1		Autumn 2	
<b>Year 3&amp;4</b>	<b>Theme: Imagination and Freedom</b>		<b>Theme: Invention and Transformation</b>	
	Key Text	Outcomes	Key Text	Outcomes
	Tar Beach - Faith Ringgold (3 weeks)	<b>Narrative retelling as a play script</b> Poetry, setting descriptions, formal letters, dialogue (script)	The Tin Forest - Helen Ward (2 weeks)	<b>Persuasive information leaflets</b> Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions
	The First Drawing - Mordicai Gerstein (3 weeks) <i>The Stone Age</i>	<b>Own historical narratives</b> Character descriptions, diaries, recounts	The Iron Man - Ted Hughes (3+ weeks)	<b>Mystery narratives</b> Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries
	Whole class guided reading: Undeclared - Kwame Alexander & Zombierella - Joseph Coelho		Whole class guided reading: The Wild Robot - Peter Brown & Skygazing - Anna Claybourne	
	<b>Spring 1</b>		<b>Spring 2</b>	
	<b>Theme: Finding Your Future</b>		<b>Theme: Taking Courage</b>	
	Key Text	Outcomes	Key Text	Outcomes
	The Pied Piper of Hamelin - Michael Morpurgo (3 weeks)	<b>Own version myths/legends</b> Writing in role, information reports, adverts, formal letters	The Baker by the Sea - Paula White (3 weeks)	<b>Tourist brochures</b> Job applications, advertisements, setting descriptions, letter in role

	The Selfish Giant - Oscar Wilde (3 weeks)	<b>Own version narratives about kindness</b> Letters, first person recounts, diaries, letters, posters, reports	Riddle of the Runes - Janina Ramirez Gaiman (3 weeks) <i>Vikings</i>	<b>Historical fiction narrative (alternative ending)</b> Character descriptions, crime scene setting descriptions, dialogue, instructions, letter
	Whole class guided reading: The Pied Piper of Hamelin - Robert Browning & Tamarind and the Star of Ishta - Jasbinder Bilan		Whole class guided reading: Viking Voyagers - Jack Tite & Old Possum's Book of Practical Cats - T. S. Eliot	
	<b>Summer 1</b>		<b>Summer 2</b>	
	<b>Theme: Unearthing Civilisations</b>		<b>Theme: Fantasy Worlds</b>	
	Key Text	Outcomes	Key Text	Outcomes
	Weslandia- Paul Fleischman	<b>Non-chronological reports</b> Retellings, character descriptions, book reviews	The Lion, The Witch and The Wardrobe - C. S. Lewis (4 weeks)	<b>Own version narratives (set in other worlds)</b> Poems, eyewitness reports, an imaginary conversations, writing in role
	Flotsam - David Wiesner (3 weeks)	<b>Sequels (mystery narratives)</b> Postcard, setting descriptions, non-chronological reports, letters	Jabberwocky - Lewis Carroll (2 weeks)	<b>Nonsense poems</b> Performance poetry, explanatory descriptions
	Whole class guided reading: The Fossil Hunter - Kate Winter & The Humans: Ancient civilisations - Jonny Marx		Whole class guided reading: The Lion, The Witch and The Wardrobe - C. S. Lewis & Adventuremice: Otter Chaos - Philip Reeve and Sarah McIntyre	

Year group	Autumn 1		Autumn 2	
<b>Year 5&amp;6</b>	<b>Theme: Journeys and Migration</b>		<b>Theme: Conservation and Preservation</b>	
	Key Text	Outcomes	Key Text	Outcomes
	Leila and the Blue Fox - Kiran Millwood Hargrave	<b>Extended blog entry</b> Poetry, informal messages, formal letters, short info texts, diary entries, narrative / action scenes, tweets	Can We Save the Tiger? - Martin Jenkins (3 weeks)	<b>Discussion texts</b> Letters, explanations, persuasive posters, & speeches, simple poems
	The Arrival - Shaun Tan (3 weeks)	<b>Extended narratives</b> Letters, lists of rules, character descriptions, diaries, short scripts, short reports, guides	The Last Bear - Hannah Gold (3 weeks)	<b>Newspaper article</b> Character profile, dialogue, monologue, logbook entry, scientific report
	Whole class guided reading: On the Move: Poems about Migration - Michael Rosen & A World Full of Journeys and Migrations - Martin Howard		Whole class guided reading: The Tiger Rising - Kate DiCamillo & On the Origin of Species - Sabina Radeva	
	<b>Spring 1</b>		<b>Spring 2</b>	
	<b>Theme: Inspiration and Activism</b>		<b>Theme: Dystopian Worlds</b>	
	Key Text	Outcomes		Outcomes
	Hidden Figures - Margot Lee Shetterly (3 weeks)	<b>Non-chronological reports</b> Reports, formal and informal letters, diaries, character descriptions, journalistic writing	Robot Girl - Malorie Blackman	<b>Science-fiction narratives</b> Discussions, debates, dialogue, character comparisons, reviews

	The Invention of Hugo Cabret - Brian Selznick (3 weeks)		<b>Biographies</b> Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques	Boy in the Tower - Polly Ho-Yen (3 weeks)	<b>Own version narratives (past and present tense)</b> Journalistic writing, formal letters, non-chronological reports
	Whole class guided reading: Hidden Figures Young Readers' Edition - Margot Lee Shetterly & The Invention of Hugo Cabret - Brian Selznick			Whole class guided reading: Caged Bird - Maya Angelou & The Wolves of Willoughby Chase - Joan Aiken	
	Summer 1			Summer 2	
	Theme: Fate and Fortune			Theme: A Sense of Place	
	Key Text		Outcomes	Key Text	Outcomes
	The Wind in the Wall - Sally Gardner (3 weeks)		<b>Extended Gothic narrative</b> Posters, figurative writing, descriptions, old English letter, dialogue	Night Mail - W H Auden (2 weeks)	<b>Poetry</b> Letters, diaries, information leaflets, instructions
	Romeo and Juliet - William Shakespeare		<b>Balanced arguments</b> Diaries, letters, narratives, character descriptions, balanced arguments	Some Places More Than Others - Renee Watson (3 weeks)	<b>The Suitcase Project</b> A transition project to represent children including maps, recipes, poems, photos and a biography
	Whole class guided reading: Cogheart - Peter Bunzl & Poetry for Kids: William Shakespeare illustrated edition			Whole class guided reading: Poetry for Young People: - Langston Hughes and Benny Andrews & The Story of Titanic for Children - Joe Fullman	

[English Curriculum - Steps in Progression](#)

[Phonics - Steps in Progression](#)