

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
P1A	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Posters and Leaflets</p> <p>Possible Texts: We're Going on a Bear Hunt The Gruffalo by Julia Donaldson Aliens Love Underpants</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction: Instructions</p> <p>Possible Texts: Mr wolfs pancakes by Jan Fearnley Bears don't eat egg sandwiches by Julie Fulton (instructions/sequencing Aliens love Santa pants by Claire Freedman</p> <p>Phonics see Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction: Recounts</p> <p>Possible Texts: The runaway wok by Ying Chang Compestine (new year) Penguins Make Bad Pirates Pirates Love Underpants by Claire Freedman and Ben Cort. The pirates next door by Jonny Duddle.</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Letters, invitations and postcards</p> <p>Possible Texts: Unplugged by Steve Antony. The Troll by Julia Donaldson Room on a Broom by Julia Donaldson</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Poetry: Shape Poems Acrostic Poems Poems on a theme Rhyming poems Performance Poems</p> <p>Possible Texts: The queens hat by Steve Antony (Cultural Capital) Alligator pie by Dennis Lee (poem) The puffin book of fantastic first poems edited by June Crebbin (poems)</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Information Texts</p> <p>Possible Texts: This is London by M.Sasek Where's spot by Eric Hall Why a wonderful home by Louis Armstrong A ticket around the world by Natalia Diaz</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive</p>

and cursive
Script

and cursive
Script

P1B	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction: Diary Entries</p> <p>Possible Texts: Journey by Aaron Becker The Journey Home by Fran Preston-Gannon Handas Surprise by Eileen Brown</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction Letters/postcards</p> <p>Possible Texts: Good night gorilla by Peggy Rathmann Diary of a wombat by Jackie French Dear zoo by Rod Campbell</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Recounts</p> <p>Possible Texts: There's a Snake in My School by David Walliams. The Smeds and the Smoos by Julia Donaldson and Axel Scheffler Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction The Slightly Annoying Elephant by David Walliams. The Koala Who Could by Rachel Bright and Jim Field The Witches Cat and the Cooking Catastrophe by Kirstie Watson.</p> <p>Non-fiction: Instructions</p> <p>Possible Texts: The Slightly Annoying Elephant by David Walliams. The Koala Who Could by Rachel Bright and Jim Field The Witches Cat and the Cooking Catastrophe by Kirstie Watson</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Poetry Shape Poems Acrostic Poems Poems on a theme Rhyming poems Performance Poems</p> <p>Possible Texts: The puffin book of fantastic first poems edited by June Crebbin Poems to perform by Julia Donaldson</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Non-fiction Information Texts</p> <p>Possible Texts: Monsters love underpants by Claire Freedman (monster info pack) Dinosaurs love underpants by Claire Freedman (Dino info pack) Creature features by Natasha Durley (animal info pack)</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>
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Fiction – Visual Literacy:

- To understand character description
- To understand setting description
- To use role play to retell stories
- To identify nouns
- To identify and use noun phrases
- To understand the function of adjectives
- To identify and use a range of punctuation

Non-Fiction – Instructions

- To identify features of instruction texts
- To use instruction texts
- To learn how to write instruction texts.
- To identify and use imperative verbs

Possible Texts:
 The Squirrels who Squabbled
 The Tiger Who Came to Tea
 Salty Dogs by Matty Long
 Mr Majeika by Humphrey Carpenter

Phonics
 See Read Write Inc Programme of Study

Fiction – Visual Literacy and Playscripts

- To understand the features of a playscript
- To understand the function of adverbs
- To understand how to create dialogue
- To understand the function of adding the suffix ‘ing’ to verbs to help create stage directions

Non-Fiction – Letters, postcards, invitations

- To understand the function of adding the suffix ‘ing’ to verbs to help create stage directions
- To identify features of informal letters.
- To learn how to write letters, postcards and invitations.

Possible Texts:
 Fungus the Bogeyman by Raymond Briggs
 The Adventures of Captain Underpants by Dav Pilkey
 A range of Traditional Tales playscripts – Jack and the Beanstalk, Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears.

Phonics
 See Read Write Inc Programme of Study (to be completed during reading session)

Handwriting
 Pre-cursive and cursive Script

Term 3
 Fiction – Science Fiction/ Fantasy

- To learn how to describe characters and setting
- To create own characters
- To make predictions in a text
- To learn how to use adverbs and adverbial phrases
- To understand the use of the determiners ‘a’ and ‘an’
- To identify conjunctions

Non-fiction – Diary Entry

- To identify features of diary texts
- To understand how to write in first person.
- To learn how to write a diary entry.

Possible Texts:
 Don’t Look in this Book by Samuel Langley-Swain
 The Day The Crayons Quit by Drew Daywalt
 Tuesday by David Wiesner
 A Royal Lullabyhullabaloo by Mick Inkpen
 The Enchanted Wood by Enid Blyton

Phonics
 See Read Write Inc Programme of Study (to be completed during reading session)

Handwriting
 Pre-cursive and cursive Script

Fiction – Poetry

- To identify alliteration, rhyme, rhythm, repetition, onomatopoeia in poetry
- To learn about Imagery within poetry
- To recognise a range of tongue twisters, riddles, nonsense poems, performance poems
- To learn how to write some poetry

Possible Texts:
 Poems to Perform by Julia Donaldson
 The Puffin Book of Fantastic First Poems
 100 Best Poems for Children by Roger McGough

Phonics
 See Read Write Inc Programme of Study (to be completed during reading session)

Handwriting
 Pre-cursive and cursive Script

Fiction – Traditional Stories and Fairy Tales

- To recognise features of traditional stories and fairy tales.
- To learn how to sequence known stories
- Use role play to retell stories
- To learn how to write own versions of a fairy tale
- To learn how to use adverbs correctly
- To learn how to use verb tenses in their sentences
- To recognise adverbs and word families

Non-fiction – Posters and Leaflets

- To identify features of posters and leaflets
- To learn how to create information posters and leaflets.

Fiction – Stories with familiar settings

- To learn how to describe and create settings.
- To learn how to write similes
- To recognise a range of prepositions
- To recognise similes

Non-Fiction - Information Texts

- To understand the difference between real and make-believe.
- To identify the difference between a fact and an opinion.
- To use facts to describe people, places, animals and objects.
- To identify and explore the structure of information

(to be completed during reading session)

Handwriting
Pre-cursive and cursive Script

Possible Texts:
Inside the Villains by Clotilde Perrin
Mr Wolf's Pancakes by Jan Fearnley
Little Red Riding Hood
The Three Little Pigs
Jack and the Bean Stalk

Phonics
See Read Write Inc
Programme of Study
(to be completed during reading session)

Handwriting
Pre-cursive and cursive Script

reports.
• To identify and explore the language features of informative texts.
• To understand how descriptive and comparative language is used in informative texts.
• To jointly construct a simple information report about an animal.

Possible Texts:
On the Way Home by Jill Murphy
Once Upon an Ordinary School Day by Leon McNaughton.
Grandpa Chatterji by Jamila Gavin
A range of information texts on animals.

Phonics
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Handwriting
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<p>P3</p>	<p>Fiction – Visual literacy</p> <ul style="list-style-type: none"> • To learn about and recognise the themes of relationships, suspicion and trust. • To learn how to plan and write a new chapter for stories read. • To learn about how information texts are presented. • To learn how to plan, create and present their own information texts. <p>Non-fiction – Instructions</p> <ul style="list-style-type: none"> • To understand and explain instructions. • To create instruction for a given purpose. <p>Possible texts -</p> <p>I can only draw worms - Will Mabbitt Not Now Bernard - David McKee The Dark - Lemony Snicket Mr Majeika - Humphrey Carpenter Hansel and Gretal</p> <p>Phonics</p> <p>See Read Write Inc Programme of Study (To be completed</p>	<p>Fiction – Poetry</p> <ul style="list-style-type: none"> • To explore themes within poetry • To learn about the different forms of poetry, e.g. haiku, couplets and free verse • To learn how to use language and form to create their own poem. • To explore recounts and journalistic texts • To recognise the main features of recounts • To learn how to write their own newspaper report. • To learn some lines of poetry by heart to recite in a performance. <p>Non-fiction – Journalistic recounts</p> <ul style="list-style-type: none"> • To explore the effects of poetic techniques, such as repetition, personification and simile. • To learn how to write in paragraphs • To recognise new / unfamiliar words in text • To learn how to proofread their own writing <p>Possible texts -</p> <p>Silver - Walter de la Mare Revolting Rhymes - Roald Dahl Michael Rosen’s book of very silly poems Let’s Celebrate! Festival poems from around the world Debjani Chatterjee & Brian D’Arcy</p> <p>Phonics</p> <p>See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting</p> <p>Pre-cursive and cursive script</p>	<p>Fiction – Narrative Verse</p> <ul style="list-style-type: none"> • To learn about stories in rhyming narrative verse • To learn how drama and discussion can be used to look at serious issues <p>Non-fiction – Explanation Texts</p> <ul style="list-style-type: none"> • To explore the language and organisational features of explanation texts • To know how to write their own explanation text • To know how to use adverbs in own writing • To know how to use adverbial phrases in own writing • To know how to use a range of synonyms in their own writing • To recognise adverbs • To recognise adverbial phrases • To recognise a range of synonyms <p>Possible texts</p> <p>The Cat In The Hat - Dr Seuss The Magic Finger - Roald Dahl The Owl who was afraid of the dark - Jill Tomlinson The Lorax - Dr Seuss Where we are - Oliver Jeffers</p> <p>Phonics</p> <p>See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting</p> <p>Pre-cursive and cursive script</p>	<p>Fiction – Playscript/ traditional tales</p> <ul style="list-style-type: none"> • To learn about playscripts • To learn about the perception of characters within a play <p>To learn how to write an ending of a playscript</p> <p>Non-fiction – Diary entries</p> <ul style="list-style-type: none"> • To use apostrophes for possession correctly in their writing • To use apostrophes for contraction correctly in their writing • To know what a plural word is • To learn how to read and spell plural words • To use plurals correctly in their writing • To know what an apostrophe is • To recognise apostrophes for possession and contraction 	<p>Fiction – Stories with a historical setting (linked to Ancient Greece topic)</p> <ul style="list-style-type: none"> • To learn about settings within historical texts • To learn how to write their own story in a historical setting <p>Non-fiction – Newspapers</p> <ul style="list-style-type: none"> • To explore journalistic texts • To learn to write their own entry for a newspaper • To learn how to use first person in their writing • To learn how to use past tense verbs in their writing • To learn about the differences between standard English and non-standard English 	<p>Fiction – Stories from other cultures</p> <ul style="list-style-type: none"> • To learn about stories from a different culture <p>To learn how to write an additional episode of the story read</p> <p>Non-fiction – Persuasive Writing & Letters</p> <ul style="list-style-type: none"> • To learn about persuasive techniques used in advertising • To know how to use nouns and pronouns correctly in writing • To learn how to use similes and metaphors in their writing • To know how to use direct speech, which is set out and punctuated correctly
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during reading session)

Handwriting
Pre-cursive and cursive script

- To recognise prefixes

Possible texts
Play time! Julia Donaldson
12 Fabulously Funny Fairy Tale Plays - Justin McCroy Martin
I want my hat back - Jon Klassen
Voices in the Park - Anthony Brown

Phonics
See Read Write Inc Programme of Study
(to be completed during reading session)

Handwriting
Pre-cursive and cursive script

- To recognise words that in the first person
- To recognise past tense verbs

Possible texts
Ancient Myths Collection by Geraldine McCraughean and Tony Ross
Beast Keeper: Beasts of Olympus by Lucy Coats
Mission To Marathon by Geoffrey Trease
Ancient Greece (DK Eyewitness Books Series)

Phonics
See Read Write Inc Programme of Study
(to be completed during reading session)

Handwriting
Pre-cursive and cursive script

- To know how to use powerful verbs to describe the action
- To know what a noun and a pronoun is
- To identify a range of adjectives
- To know what a simile is
- To know what a metaphor is

Possible texts

Wolves in the walls - Neil Gaiman
Gorilla - Anthony Browne
Fungus the Bogeyman - Raymond Briggs
Tusk Tusk by David McKee
Lila and the secret of the rain - David Conway & Jude Daly
Lots - Marc Marlin
Dim Sum for

everyone -
Grace Li
Panchatantra:
Indian Folk
Tales by
Pandit Vishnu
Sharma

Phonics
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Handwriting
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Year 5	<p>Term 1</p> <p>Visual Literacy</p> <p>Example texts</p> <ul style="list-style-type: none"> -Elmer the Elephant -Morris the Mankiest monster -Mr Big -Room on the Broom <p>Knowledge</p> <ul style="list-style-type: none"> - To engage in visual images of a story/narrative-visual literacy using a variety of skills gained through Literacy Pop-Up Author workshops - Promoting and fostering positive dialogue about books 'texts' -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - Demonstrates understanding when talking with others about what they have read. - Recalls a simple reason for liking a story/narrative - Recalls a simple reason for disliking a story/narrative -Read books/texts with different structures -Begin to define paragraphs -Uses simple noun phrases 	<p>Term 2</p> <p>Poems and Rhymes</p> <p>Example Texts</p> <ul style="list-style-type: none"> -Highway rat -Rudeys Windy Christmas -Father Christmas needs a wee <p>Knowledge</p> <ul style="list-style-type: none"> -To listen, and respond to, a range of poetry around a theme -To read and explore at rhyme within poems -To collect words that rhyme -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> -Learn to appreciate rhymes and poems, some by heart -Learn and recite rhymes and poem -Understand the types/form of poems - Acrostics - Shape 'Concrete' Poems-Calligrams - Riddles <p>Non Fiction Link</p> <ul style="list-style-type: none"> -diary writing 	<p>Term 3</p> <p>Visual Literacy</p> <p>Example Texts</p> <ul style="list-style-type: none"> -Dinosaur who pooped a planet -we're going on a bear hunt -The smallest fish in school <p>Knowledge</p> <ul style="list-style-type: none"> - What is an illustration? -Visual literacy using a variety of skills gained through Literacy Pop- Up Author workshops -Familiarity with a wide range & variety of texts - Begins to understand themes and conventions of some texts -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - Re-tells a story/narrative in own words to a small audience. - Expands own story/narrative by giving more than one detail -Recognises the link between words and images -Understands how pictures links to the story/narrative -Proof reads for basic punctuation and spelling errors <p>Non Fiction Link</p> <ul style="list-style-type: none"> -non chronological report 	<p>Term 4</p> <p>Traditional tales/ fairy tales</p> <p>Example Texts</p> <ul style="list-style-type: none"> -The magic porridge pot -Jack and the beanstalk -Goldilocks and the three bears <p>Knowledge</p> <ul style="list-style-type: none"> - What is a traditional tale? -Understanding Structure- <p>beginning, middle and end</p> <ul style="list-style-type: none"> - Puppet role play -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - Is becoming very familiar with key stories/narrative, fairy stories and traditional tales, -Retelling key stories/narrative, considering their particular characteristics -Discusses, learns, plans and writes using similar structure, grammar and vocabulary from texts 	<p>Term 5</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> -Gorilla -There's a lion in my cornflakes -Dinosaurs in the supermarket <p>Knowledge</p> <ul style="list-style-type: none"> - Introduction to characters and their characteristics. -Visual literacy using a variety of skills gained through Literacy Pop-Up Author workshops - How pictures and words can provide the reader with information. -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - Recognises and joins in with predictable phrases -Begins to use consistent tense throughout a 	<p>Term 6</p> <p>Creative project</p> <p>Examples texts</p> <ul style="list-style-type: none"> -Don't wake the Royal baby -Peter Pan -Stickman <p>Knowledge</p> <ul style="list-style-type: none"> - Speaking and Listening focus -Variety of texts to be used to promote Cultural capital. - Listens and responds appropriately to adults and their peers - Maintains attention for short periods of time -Joins in conversations; asks and answers questions - Begins to know that different people have
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Non fiction Link
-instruction text

Non Fiction Links
-explanation texts

piece of writing
- Begins to link what they read or hear read to their own experiences
-understands how to use dialogue to reflect characters
- Identifies the main characteristic of a key character.
-Propose changes to vocabulary, grammar and punctuation to enhance meaning
Non Fiction Link
-persuasive posters

different ideas; is able to listen to these and makes a contribution
Non fiction Links
Biography

<p>Year 6</p>	<p>Term 1</p> <p>Prose Chapter Stories Example texts -Diary of a wimpy kid -flat Stanley -Charlie and the chocolate factory -how to train a dragon -boy in a dress Knowledge - Introduction to chapter stories -Reading books that have different structure -Dictionary work to check meanings of unknown words that are read in a text -Variety of texts to be used to promote Cultural capital.</p> <p>Skills -Begins to understand chapters -Begins to understand beginning, middle and end of text -Discusses their favourite words and phrases. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. -Read aloud to the whole class</p>	<p>Term 2</p> <p>Traditional Tales/ Fairy Tales Example texts -The true story of the 3 little pigs - Goldilocks and just the one bear - the three little wolves and the big bad pig -The Ghanian goldilocks -Prince Cinders Knowledge - Retelling traditional tales -Traditional tale adaptations eg- 'Goldilocks and just the one bear' or 'The True story of the three little pigs' -Variety of texts to be used to promote Cultural capital. Skills - Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. -organise paragraphs around a theme Non fiction texts -argument texts</p>	<p>Term 3</p> <p>Prose Chapter Stories -Diary of a wimpy kid -flat Stanley -charlie and the chocolate factory -how to train a dragon -boy in a dress Knowledge - Development of characters and how they feel. - Make predictions about a text. -participates in relevant discussion about texts -Variety of texts to be used to promote Cultural capital. Skills - begins to understand inferences on the basis of what is being said and done. - Answers and asks relevant questions to text - Predicts what might happen on the basis of what has been read so far -begins to use time, place and cause -begins to use conjunctions when, before, after, while, so, because Non fiction links -brochure</p>	<p>Term 4</p> <p>Poetry Example texts Can it be about me Revolting Rhymes Knowledge -To begin to learn, read and recite favourite poems, taking account of punctuation -To comment on aspects of poetry -To identify and discuss favourite poems and poets -Variety of texts to be used to promote Cultural capital. Skills -Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), -exclamation mark, question, commas secure -begin to use sound patterns, rhymes, rhythms, alliterative patterns, forms of presentation: haiku, free verse, diamante -Begin to use appropriate poetic</p>	<p>Term 5</p> <p>Prose Chapter Stories -Diary of a wimpy kid -flat Stanley -charlie and the chocolate factory -how to train a dragon -boy in a dress Knowledge -Become more aware of settings and how they can change between chapters. -Begin to understand structure of chapters and how these can be found at the front of the book. - Discuss the blurb and front cover of a book. Skills -Summarise key parts of the story/ a chapter. -begin to order key events of a story. -describe characters and</p>	<p>Term 6</p> <p>Creative Project Example texts- Demon headmaster playscript/ prose book Knowledge Speaking and Listening focus -Variety of texts to be used to promote Cultural capital Skills - Joins in discussions, presentations and performances; engages in meaningful role play -Able to improvise. - Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some</p>
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-use expanded noun phrases
-use peer assessment to suggest improvements in basic vocabulary and punctuation
Non fiction links
-diary writing

terms: poet, poems, verse, rhymes
Non fiction links
-persuasive writing

settings with an increasing mix of adjectives.
Non fiction links
Letter writing

of their own.
- Knows that different people have different ideas
-Able to listen to these and make a contribution.
-Use standard English
Non fiction link
Recount writing