



## Skills & Knowledge progression: ENGLISH - Writing

| National Curriculum – Aims and purpose  | School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school   |
|---|--|
| <p><b>Purpose of study</b><br/>The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:<br/>- transcription (spelling and handwriting)<br/>- composition (articulating ideas and structuring them in speech and writing).<br/>It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p> <p><b>Aims</b><br/>The national curriculum for English aims to ensure that all pupils:<br/>- read easily, fluently and with good understanding<br/>- develop the habit of reading widely and often, for both pleasure and information<br/>- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language<br/>- appreciate our rich and varied literary heritage<br/>- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences<br/>- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas<br/>- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> | <p>Pupils are encouraged and provided with skills to develop the stamina and skills to write at length. They are taught to use accurate spellings and punctuation and to be grammatically correct. Pupils are given the opportunity to write in a range of ways and for a variety of purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations. Furthermore, our children write to support their understanding and consolidation of what they have heard or read.</p> <p>Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils, so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.</p> <p>We recognise that both composition (articulation ideas in speech and writing) and transcription (spelling and handwriting) are clearly linked to the other aspects of English learning: speaking and listening, reading, spelling, grammar and vocabulary. We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.</p> <p>Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'.</p> <ul style="list-style-type: none"> <li>- We teach explicit handwriting, spelling and grammar lessons.</li> <li>- We have a systematic approach; we revisit key learning and build upon it in all areas from phonics, through to grammar, handwriting and spelling.</li> <li>- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.</li> <li>- We encourage and promote talking before writing and oracy through English lessons and Communication lessons.</li> <li>- We use creative entry points and hooks as a stimulus for writing.</li> <li>- We maximise cross-curricular opportunities for writing.</li> <li>- We provide writing frames, scaffolds, modelling to support the least confident.</li> <li>- We provide time for planning, editing and revising.</li> <li>- We mark extended pieces of work in-depth and set targets with the pupils through pupil conferencing.</li> <li>- We use success criteria or checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.</li> <li>- We encourage joined handwriting to support spelling and speed.</li> <li>- We use drama, debate and hot-seating to help pupils to think about another point of view.</li> <li>- We support pupils with learning and motor difficulties.</li> <li>- We provide meetings/workshops for parents to help them support their child with writing.</li> </ul> |

### Milestones:

At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."

| Links to learning in EYFS:   | Links to other subjects / curriculum areas:   | Experiences every child should have:  |
|--|---|---|
| <p>Writing can be linked to every subject. Opportunities for writing in the EYFS can include:</p> <ul style="list-style-type: none"> <li>- Mark making</li> <li>- Story writing</li> <li>- Phoneme frames</li> <li>- Writing names</li> <li>- Writing in sand, foam, paint etc.</li> <li>- Painting</li> <li>- Sky writing etc.</li> </ul> | <p>Writing can be linked to every subject. Opportunities for writing across the curriculum can include:</p> <ul style="list-style-type: none"> <li>- Writing up science investigations</li> <li>- Mathematical word problems</li> <li>- Writing book reports</li> <li>- Writing their own assembly scripts</li> <li>- Writing instructions on how to play a sport</li> <li>- Writing about about certain religious festivals are celebrated etc.</li> </ul> | <p>Every pupil should be provided with the opportunity to participate in writing activities which inspire and motivate them so that they see themselves as 'writers'.</p> |



## Skills Progression: English: Writing – Years 1 & 2

| Year groups                                       | Composition  | Transcription   | Analysis and presentation   |
|---|--|---|---|
| <p><b>1 &amp; 2</b></p> <p><b>Milestone 1</b></p> | <p><b>Write with purpose</b><br/>This concept involves understanding the purpose or purposes of a piece of writing.</p> <ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul> <p><b>Use imaginative description</b><br/>This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul> | <p><b>Present neatly</b><br/>This concept involves developing an understanding of handwriting and clear presentation.</p> <ul style="list-style-type: none"> <li>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Spell correctly</b><br/>This concept involves understanding the need for accuracy.</p> <ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> </ul> | <p><b>Analyse writing</b><br/>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology in discussing writing:</li> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> <p><b>Present writing</b><br/>This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> </ul> |

|  |   |   |  |
|--|---|---|--|
|  | <p><b>Organise writing appropriately</b><br/>This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul> <p><b>Use paragraphs</b><br/>This concept involves understanding how to group ideas so as to guide the reader.</p> <ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul> <p><b>Use sentences appropriately</b><br/>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul> | <ul style="list-style-type: none"> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul> <p><b>Punctuate accurately</b><br/>This concept involves understanding that punctuation adds clarity to writing.</p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Read aloud writing with some intonation.</li> </ul> |
|--|---|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li><li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li><li>• Use sentences with different forms: statement, question, exclamation and command.</li><li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li><li>• Use subordination (when, if, that or because).</li><li>• Use coordination (or, and, but).</li><li>• Use some features of standard written English.</li><li>• Use the present and past tenses correctly, including the progressive form.</li></ul> |  |
|--|--|--|--|

## Skills Progression: English: Writing – Years 3 & 4



| Year groups                                       | Composition   | Transcription  | Analysis and presentation   |
|---|---|--|---|
| <p><b>3 &amp; 4</b></p> <p><u>Milestone 2</u></p> | <p><b>Write with purpose</b><br/>This concept involves understanding the purpose or purposes of a piece of writing.</p> <ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul> <p><b>Use imaginative description</b><br/>This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul> <p><b>Organise writing appropriately</b><br/>This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul> | <p><b>Present neatly</b><br/>This concept involves developing an understanding of handwriting and clear presentation.</p> <ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left un-joined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul> <p><b>Spell correctly</b><br/>This concept involves understanding the need for accuracy.</p> <ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Punctuate accurately</b><br/>This concept involves understanding that punctuation adds clarity to writing.</p> <ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:</li> </ul> | <p><b>Analyse writing</b><br/>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul> <p><b>Present writing</b><br/>This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul> |

|  |   |  |  |
|--|---|--|--|
|  | <p><b>Use paragraphs</b><br/>This concept involves understanding how to group ideas so as to guide the reader.</p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul> <p><b>Use sentences appropriately</b><br/>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul> <p>• Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul> |  |
|--|---|--|--|



## Skills Progression: English: Writing – Years 5 & 6

| Year groups                                       | Composition   | Transcription  | Analysis and presentation  |
|---|---|--|--|
| <p><b>5 &amp; 6</b></p> <p><b>Milestone 3</b></p> | <p><b>Write with purpose</b><br/>This concept involves understanding the purpose or purposes of a piece of writing.</p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul> <p><b>Use imaginative description</b><br/>This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul> <p><b>Organise writing appropriately</b><br/>This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> <li>Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>Choose effective grammar and punctuation.</li> <li>Ensure correct use of tenses throughout a piece of writing.</li> </ul> <p><b>Use paragraphs</b><br/>This concept involves understanding how to group ideas so as to guide the reader.</p> | <p><b>Present neatly</b><br/>This concept involves developing an understanding of handwriting and clear presentation.</p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul> <p><b>Spell correctly</b><br/>This concept involves understanding the need for accuracy.</p> <ul style="list-style-type: none"> <li>Use prefixes appropriately.</li> <li>Spell some words with silent letters (knight, psalm and solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> <li>Spell the vast majority of words correctly.</li> </ul> <p><b>Punctuate accurately</b><br/>This concept involves understanding that punctuation adds clarity to writing.</p> <ul style="list-style-type: none"> <li>Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> </ul> </li> </ul> | <p><b>Analyse writing</b><br/>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul> <p><b>Present writing</b><br/>This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> <li>Perform compositions, using appropriate intonation and volume.</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul> <p><b>Use sentences appropriately</b><br/>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul> </li> </ul> |  |
|--|--|---|--|





|                  |  | Year A (2016-2017), (2018-2019), (2020-2021) etc.   |   |  |  |   |   |   |  |  |
|------------------|--|---|---|--|--|---|---|---|--|--|
| Literacy Subject | Autumn Term  |   |   | Spring Term  |  |   | Summer Term   |   |  |  |
|                  | Fiction  | Non-Fiction   | Poetry  | Fiction  | Non-Fiction  | Poetry  | Fiction   | Non-Fiction   | Poetry   |  |
| Unit             | <b>Stories in familiar settings</b>  | <b>Labels, lists, signs &amp; posters</b>   | <b>Songs and repetitive poems</b>   | <b>Stories in familiar settings</b>                      | <b>Instructions</b>  | <b>Playing with language</b>  | <b>Fairy stories</b>  | <b>Letters</b>  | <b>Poems on a theme: The Sea</b>   |  |
| Suggested books  | Essential books:<br><i>The Tiger who comes to tea</i> by Judith Kerr<br><i>Dogger</i> by Shirley Hughes<br><i>Whatever next</i> by Jill Murphy | Hamilton Animated Text: <i>The Favourite T-shirt</i> , <i>Clothes</i><br><i>Boris and the bug</i>                                       | <i>Move it, Conversation, I'm the youngest in this house</i> by Michael Rosen                     | <i>The Whales' Song</i> by Dylan Sheldon and Gary Blythe | <i>Thad Gets to the Moon</i> Hamilton Animated Text<br><i>Stop that sound</i> Hamilton Group Readers | <i>The Works</i> Chosen by Paul Cookson<br><i>Walking the bridge of your nose</i> Selected by Michael Rosen<br><i>The Works Key Stage 1</i> chosen by Pie Corbett | <i>Hansel and Gretel</i> by Anthony Browne<br><i>Hansel and Gretel</i> Hamilton Group Reader<br><i>Rapunzel</i> by Sarah Gibb | <i>Dear Zoo</i> by Rod Campbell<br><i>Dear Greenpeace</i> by Simon James<br><i>Letters from the Zoo</i> | <i>Where the forest meets the sea</i> by Jeannie Baker<br><i>Poems by Celia Warren</i> |  |
| Unit             | <b>Stories involving fantasy</b>   | <b>Information texts</b>  | <b>Poems about animals</b>  | <b>Tales from a variety of cultures</b>                  | <b>Recounts</b>  | <b>The Sound Collector</b>  | <b>Classic contemporary fiction</b>   | <b>Information texts: Minibeasts</b>  | <b>Traditional poems: A.A. Milne</b>   |  |
| Suggested books  | Essential books:<br><i>Oi! Get off my Train!</i> and <i>The Magic Bed</i> all by John Burningham   | <i>Great white man-eating Shark</i> by Margaret Mahy<br><i>Rainbow Bear</i> by Michael Morpurgo<br><i>The Ice Bear</i> by Nicola Davies | <i>Hairy Tales and Nursery Crimes</i> by Michael Rosen<br><i>The Works</i> edited by Paul Cookson | <i>The Dragon Machine</i> by Helen Ward                  | <i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury  | <i>The Works</i> Chosen by Paul Cookson<br><i>The Works 3</i> Chosen by Paul Cookson<br><i>Read Me First</i> Chosen by Louise Bolongaro                           | <i>The Sand Horse</i> by Ann Turnbull and Michael Foreman<br><i>Jo Jo The Melon Donkey</i> by Michael Morpurgo                | <i>Yucky Worms</i> by Vivian French<br><i>A variety of books on Minibeasts</i><br><i>Worms</i>          | <i>Winnie the Pooh, When we were very young, Now we are six</i> All by A.A. Milne      |  |

Class 3  
Year 1 and 2

| Literacy Subject |   | Year B (2017-2018), (2019-2020), (2021-2022) etc.   |   |   |  |  |  |   |   |        |
|------------------|---|---|---|---|--|--|--|---|---|--------|
|                  |   | Autumn Term   |   |   | Spring Term                            |  |  | Summer Term   |   |        |
|                  |   | Fiction   | Non-Fiction   | Poetry  | Fiction                                | Non-Fiction  | Poetry   | Fiction   | Non-Fiction   | Poetry |
| Unit             | <b>Stories in familiar settings</b>   | <b>Labels, lists, signs and posters</b>   | <b>Silly poems</b>  | <b>Traditional Tales</b>  | <b>Letters and books</b>               | <b>Spring 1 Title</b>  | <b>Traditional tales from other cultures</b>   | <b>Instructions and lists</b>   | <b>Poems to say aloud</b>                                       |        |
| Suggested books  | <i>Oscar Got the Blame</i> by Tony Ross<br><i>Not Now Bernard</i> by David McKee                  | <i>I Love Whales and Dolphins</i> , and <i>I love Sharks</i> , by Steve Parker  | <i>Book of very silly poems</i> by Michael Rosen<br><i>Poems for the Very Young</i> edited by Michael Rosen | <i>The True Story of the Three Little Pigs</i> by E. Trivizas<br><i>The Three Little Wolves &amp; the Big Bad Pig</i> by Scieszka<br><i>Three Little Monsters</i> | <i>John Norman patricks</i>            | <i>Switching on the Moon: A very first book of bedtime poems</i> (2010) Walker Books                                 | <i>Any short traditional version of The Three Little Pigs, Stories from the Billabong</i> by James Vance Marshall and Francis Firebrace<br><i>The Rainbow Bird</i> by Eric Maddern and Adrienne Kennaway | <i>Shh! We Have a Plan</i> by Chris Haughton<br><i>We're Going on a Bear Hunt</i> by Michael Rosen                              | <i>Read Me Out Loud!</i> Chosen by Nick Toczek and Paul Cookson |        |
| Unit             | <b>Stories involving fantasy</b>  | <b>Information texts</b>  | <b>List poems</b>   | <b>Stories about feelings</b>   | <b>Recounts</b>                        | <b>Poems with an element of fantasy and humour</b>   | <b>Humorous Stories</b>  | <b>Information texts - Owls</b>   | <b>Poems by the same author - Milligan</b>                      |        |
| Suggested books  | <i>Croc and Bird; Beegu</i> both by Alexis Deacon<br><i>The Alien Egg</i> – Hamilton Group Reader | <i>Mister Seahorse</i> by Eric Carle<br><i>Animals and Their Young, How Animals Produce and Care for Their Young</i> by Pamela Hickman and Pat Stephens | <i>The Works</i> edited by Paul Cookson<br>A variety of poems provided                                      | <i>The Crocodile Who Didn't Like Water</i> by Gemma Merino<br><i>The Dark</i> by Lemony Snicket   | <i>Oh No, George</i> By Chris Haughton | <i>The Works</i> edited by Paul Cookson<br><i>Read Me First</i> Chosen by Louise Bolongaro<br><i>Cat's List Poem</i> | <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst<br><i>Traction Man is Here</i> by Mini Grey<br><i>Traction Man meets Turbo Dog</i> by Mini Grey                      | <i>Owl Babies</i> by Martin Waddel<br><i>Owls (Usborne Beginners)</i> by Emily Bone<br><i>Dusk until Dawn</i> by Martin Bradley | <i>A Children's Treasury of Milligan</i> by Spike Milligan      |        |

Class 3  
Year 1 and 2

|                                       |   |   |  |   |   |  |  |  |  |  |
|---------------------------------------|---|---|--|---|---|--|--|--|--|--|
| <b>Class 2</b><br><b>Year 3 and 4</b> | Literacy Subject  | <b>Year A</b> (2016-2017), (2018-2019), (2020-2021) etc.  |  |   |   |  |  |  |  |  |
|                                       |   | Autumn Term   |  |   | Spring Term   |  |  | Summer Term  |  |  |
|                                       |   | Fiction   | Non-Fiction  | Poetry                                  | Fiction   | Non-Fiction  | Poetry   | Fiction  | Non-Fiction  | Poetry   |
|                                       | Unit  | <b>Stories by the same author</b>   | <b>Instructions and explanations</b>   | <b>Creating images</b>                  | <b>Significant Authors</b>                            | <b>Recounts</b>  | <b>Traditional poems</b>   | <b>Adventure Stories</b>                                   | <b>Persuasive writing</b>  | <b>Traditional poems</b>   |
|                                       | Suggested books   | <i>I'll Take you to Mrs Cole</i> Nigel Gray & Michael Foreman<br><i>Dinosaurs &amp; All that Rubbish</i> by Michael Foreman | <i>Various instruction and explanation texts</i>   | <i>Wind Poems</i> by Christina Rossetti | <i>The Iron Man</i> Ted Hughes                        | <i>The Day I Swapped my Dad for Two Goldfish</i> by Neil Gaiman & Dave McKean<br><i>Diary of a Killer Cat</i> by Anne Fine | <i>A Child's Garden of Verses</i> by Robert Louis Stevenson  | <i>The Hodgeheg</i> by Dick King-Smith                     | <i>Advertisements in magazines and on TV provided</i>                                      | <i>Going to the Fair</i> by Charles Causley<br><i>The Puffin Book of Fantastic First Poems</i> |
|                                       | Unit  | <b>Stories from other cultures</b>  | <b>Information texts</b>   | <b>Humorous poems</b>                   | <b>Stories about imaginary worlds</b>                 | <b>Non-chronological reports</b>   | <b>Performance poems</b>   | <b>Plays and Dialogues</b>                                 | <b>Non-chronological reports</b>   | <b>Shape poems: Playing with form</b>  |
| <b>Suggested books</b>                | <i>Seasons of Splendour</i> by Madhur Jaffrey<br><i>The Tiger Child</i> by Joanna Troughton | <i>DK Children's Book of Sport</i>  | <i>The Truth about Teachers</i> by Paul Cookson et al<br><i>The Works</i> chosen by Paul Cookson<br><i>Read Me and Laugh</i> chosen by Gaby Morgan | <i>Fantastic Mr Fox</i> by Roald Dahl   | Selection of <i>Harry Potter</i> books by J K Rowling | Various <i>performance poems</i> provided  | <i>The Witches</i> by Roald Dahl<br><i>Plays for children: The Witches</i> , adapted by David Wood | <i>Selection of websites about computer games provided</i> | <i>I Like this Poem</i> by Kaye Webb<br><i>Read Me, Read Me First</i> and <i>The Works</i> |  |

|                         |                        |  |   |   |  |  |   |   |   |   |
|-------------------------|------------------------|--|---|---|--|--|---|---|---|---|
| Class 2<br>Year 3 and 4 | Literacy Subject       | Year B (2017-2018), (2019-2020), (2021-2022) etc.  |   |   |  |  |   |   |   |   |
|                         |                        | Autumn Term  |   |   | Spring Term  |  |   | Summer Term   |   |   |
|                         |                        | Fiction  | Non-Fiction   | Poetry  | Fiction  | Non-Fiction  | Poetry  | Fiction   | Non-Fiction   | Poetry  |
|                         | Unit                   | <b>Fables</b>  | <b>Instructions and explanations</b>                        | <b>Creating images</b>  | <b>Myths and legends</b>   | <b>Recounts</b>  | <b>List poems and kennings</b>  | <b>Stories with humour</b>  | <b>Persuasive writing</b>   | <b>Nonsense poetry</b>  |
|                         | <b>Suggested books</b> | <i>Aesop's Fables</i> by Michael Rosen   | <i>The Usborne Complete Book of Art ideas</i> by Fiona Watt | <i>Window</i> by Jeannie Baker<br><i>Various poems</i> - provided | <i>How to Catch A Mermaid</i> by Jane Ray<br><i>The Seal Children</i> by Jackie Morris<br><i>Beowulf</i>   | <b>reports</b><br><i>Little Mouse's Book of Fears</i> by Emily Gravett   | A variety of poems selected from <i>The Works</i>                         | <i>Mr Stink</i> by David Walliams<br><i>Billionaire Boy</i> by David Walliams   | <i>The Rainbow Bear</i> by Michael Morpurgo<br><i>Zoo</i> by Anthony Browne<br><i>The Ice Bear</i> by Nicola Davies | A variety of poems selected from <i>The Works</i>                       |
|                         | Unit                   | <b>Stories in Familiar Settings</b>  | <b>Information texts</b>                                    | <b>Haiku Poems/Poetic form: Syllabic poems</b>                    | <b>Fairy stories and playscripts</b>   | <b>Non Chronological reports</b>   | <b>Poems to perform</b>   | <b>Stories from other cultures</b>  | <b>Chronological reports</b>  | <b>Poetry by heart</b>  |
|                         | <b>Suggested books</b> | <i>Horrid Henry</i> by Francesca Simon<br><i>Horrid Henry's Birthday Party</i> by Francesca Simon<br>Grammar | <i>The Kingfisher Book of Music-</i>                        | <i>Various poems</i> provided                                     | <i>Beware of the Storybook Wolves</i> , by Lauren Child<br><i>The Pea and the Princess</i> , by Mini Grey<br><i>The Princess and the Pea</i> , by Lauren Child | <i>The Wolves in the Walls</i> by Neil Gaiman<br><i>Wolves</i> by Emily Gravett<br><i>Top Gun of the Sky</i> by Martin Bradley | <i>Poems to Perform: A Classic collection</i> , chosen by Julia Donaldson | <i>Africa is not a Country</i> by Margy Burns Knight<br><i>Mufaro's Beautiful Daughters</i> retold by John Steptoe<br><i>The Pot of Wisdom – Ananse Stories</i> retold by Adwoa Badoe | <i>Henry's Freedom Box</i> by Ellen Levine<br><i>Who Was Rosa Parks?</i> by Yona Zeldis McDonough                   | <i>Off By Heart – Poems for YOU to remember</i> chosen by Roger Stevens |

|                         |                  |   |  |  |  |   |   |  |  |  |
|-------------------------|------------------|---|--|--|--|---|---|--|--|--|
| Class 1<br>Year 5 and 6 | Literacy Subject | Year A (2016-2017), (2018-2019), (2020-2021) etc.   |  |  |  |   |   |  |  |  |
|                         |                  | Autumn Term   |  |  | Spring Term  |   |   | Summer Term  |  |  |
|                         |                  | Fiction   | Non-Fiction  | Poetry   | Fiction  | Non-Fiction   | Poetry  | Fiction  | Non-Fiction                                | Poetry   |
|                         | Unit             | <b>Classic fiction</b>  | <b>Recounts</b>  | <b>Slam Poetry</b>   | <b>Genre fiction</b>                                     | <b>Argument and debate</b>                                      | <b>Poetic Style</b>   | <b>Classic novels</b>  | <b>Persuasive writing</b>                  | <b>Debate poetry and poetry that tells a story</b>   |
|                         | Suggested books  | <i>The Jungle Book</i> by Rudyard Kipling<br><i>Just So stories</i> by Rudyard Kipling  | <i>UFOs and Aliens: Investigating Extraterrestrial Visitors – Extreme!</i> by Paul Mason<br><i>UFO Diary</i> by Satoshi Kitamura | <i>You wait till I'm older than you</i> by Michael Rosen<br><i>The Works and Read Me</i> collections<br><i>A variety of poems provided</i> | <i>Short</i> by Kevin Crossley Holland                   | <i>Arguments for and against use of CCTV cameras</i> (provided) | <i>You Wait Till I'm Older Than You</i> by Michael Rosen<br><i>Collected Poems</i> by Roger McGough | <i>The Hobbit</i> by JRR Tolkien, (Graphic novel) illustrated by David Wenzel, adapted by Charles Dixon (2006) | <i>Various persuasive texts</i> (provided) | <i>The Dispute of Coffee and Tea</i> Hamilton Group Reader<br><i>Sensational! poems inspired by the five senses</i> chosen by Roger McGough, Macmillan |
|                         | Unit             | <b>Biographies and autobiographies</b>  | <b>Instructions and Explanations</b>   | <b>Classic poems</b>   | <b>Drama (Shakespeare)</b>                               | <b>Reports and Journalistic writing</b>                         |   | <b>Genre fiction-science fictions</b>  | <b>Non-chronological Reports</b>           | <b>Power of imagery</b>  |
|                         | Suggested books  | <i>Boy and Going Solo</i> by Roald Dahl<br><i>Singing for Mrs Pettigrew/Homecoming</i> by Michael Morpurgo<br><i>Various biographies</i> of two authors | Examples of instructional and explanation text are provided  | <i>The Walrus and the Carpenter</i> by Lewis Carroll<br><i>Cautionary Tales</i> by Hilaire Belloc  | <i>Mr William Shakespeare's Plays</i> by Marcia Williams | <i>Tuesday</i> by David Wiesner                                 |   | <i>Tales from Outer Suburbia</i> by Shaun Tan, Templar Publishing  | <i>Various reports</i> (provided)          | <i>The Convergence of the Twain</i> by Thomas Hardy (Animated Tale – see resources)  |

**Year B** (2017-2018), (2019-2020), (2021-2022) etc.

| Literacy Subject       | Autumn Term   |   |   | Spring Term  |   |   | Summer Term  |  |  |
|------------------------|---|---|---|--|---|---|--|--|--|
|                        | Fiction   | Non-Fiction   | Poetry  | Fiction  | Non-Fiction   | Poetry  | Fiction  | Non-Fiction  | Poetry   |
| Unit                   | <b>Historical Stories</b>   | <b>Recounts</b>   | <b>Choral or performance poems</b>  | <b>Stories with flashbacks</b>   | <b>Persuasive writing</b>                                       | <b>Free form poetry</b>   | <b>Classic fiction</b>   | <b>Chronological reports</b>                                 | <b>Poet study: Emily Dickinson</b>   |
| <b>Suggested books</b> | <i>WarHorse</i> by Michael Morpurgo, <i>War Game</i> by Michael Foreman, <i>In Flanders Fields</i> by Jorgensen & Harrison-Lever <i>One Boy's War</i> by Huggins-Cooper & Benfold Haywood                     | <i>The Day of Ahmed's Secret</i> by Florence Parry Heide & Judith Heide Gilliland <i>Hurricane</i> by David Wiesner | <i>The Works</i> chosen by Paul Cookson<br><i>Revolt Rhymes</i> by Roald Dahl<br><i>Read Me 1</i> chosen by Gaby Morgan<br><i>Plum</i> by Tony Mitton | <i>Harry Potter</i> books by J.K. Rowling  | <i>Arguments for and against use of CCTV cameras</i> (provided) | <i>You Wait Till I'm Older Than You</i> by Michael Rosen<br><i>Collected Poems</i> by Roger McGough | <i>The Hobbit</i> by JRR Tolkien, (Graphic novel) illustrated by David Wenzel, adapted by Charles Dixon (2006) | <i>Various persuasive texts</i> (provided on Hamilton trust) | <i>The Dispute of Coffee and Tea</i> Hamilton Group Reader<br><i>Sensational! poems inspired by the five senses</i> chosen by Roger McGough, Macmillan |
| Unit                   | <b>Significant authors</b>  | <b>Information and explanation texts</b>  | <b>Narrative Poems</b>  | <b>Tales from other cultures</b>   | <b>Non-chronological reports and journalistic writing</b>       | <b>Classic poems</b>  | <b>Modern classic fiction</b>  | <b>Information texts</b>                                     | <b>Dialogue poems</b>  |
| <b>Suggested books</b> | Books by Phillip Pullman: <i>Northern Lights and Clockwork</i> . Then choose those preferred from: <i>Spring-heeled Jack</i> , <i>Count Karlstein</i> , <i>Firework Maker's Daughter</i> , <i>I was a Rat</i> | <i>Sue Palmer's Books of Instructions and Explanations</i>  | <i>The Highwayman</i> by Alfred Noyes<br>Other poems are provided in resources  | <i>Sinbad the Sailor</i> retold by Marcia Williams<br><i>The Seven Voyages of Sinbad the Sailor</i> by J. Yeoman | <i>Tuesday</i> by David Wiesner                                 |   | <i>Tales from Outer Suburbia</i> by Shaun Tan, Templar Publishing  | <i>Various reports</i> (provided)                            | <i>The Convergence of the Twain</i> by Thomas Hardy (Animated Tale – see resources)  |