

Skills & Knowledge progression: ENGLISH – Reading (including phonics)

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>Purpose of study The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> - word reading - comprehension (both listening and reading). <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p> <p>Aims The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - read easily, fluently and with good understanding - develop the habit of reading widely and often, for both pleasure and information - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language - appreciate our rich and varied literary heritage 	<p>At Stapleford Primary School phonics is used to teach the children to hear sounds in words. The Letters and Sounds scheme of work is followed and the Little Wandle Letters and Sounds Revised Synthetic Phonics Programme to used to deliver this. Initially the children complete tasks such as hearing walks to teach them to learn to listen for different sounds e.g. birds, traffic etc. They then start to learn individual sounds or phonemes that they can then find in words. The children are given flashcards of phonemes and key words to learn to read at home. Once they are secure with a set of words or sounds the next set is issued. Children take home a book from the school reading scheme each day to read at home with their parents/carers. Families are encouraged to talk to their children about the book that they bring home to help the children develop their reading comprehension skills.</p> <p>Early reading books will be full of pictures but not always words. These help the children learn to:</p> <ul style="list-style-type: none"> - Hold the book - Turn the pages - Follow a story - Ask questions <p>Adults will read to the children in class every day and discuss what is happening in the book with the children. Families are encouraged to hear their children read and to talk about the books they have read. A bedtime story is one way of doing this. Each week all pupils visit the school library. The librarian shows the children how the library works and helps them to select a book that they can take home with them in addition to their reading book. The class teacher will decide when a child is ready to move up to the next reading level/colour banding based on their ongoing teacher assessment. There is no expectation for a child to read every book in the level/colour banding before moving up to the next level.</p> <p>Phonics is taught in ability groups and the activities/tasks differentiated to suit the needs of each group. Phonics lessons follow the "Review, Teach, Practice, Apply" approach. Many of the phonics activities are games. The children enjoy playing the games and this helps them to remember the sounds. The school reading scheme is the Collins Big Cat series of books. It is a whole-school programme that provides complete support for primary reading. It delivers effective phonics through fully decodable books that are expertly aligned to the Little Wandle Letters and Sounds Revised Synthetic Phonics Programme that is taught. It is designed to foster a love of reading and consists of hundreds of levelled readers to support guided, independent and whole class reading.</p> <p>When reading children are taught to:</p> <ul style="list-style-type: none"> - hold the book still - follow the words with their fingers - use the pictures to help them - sound out words and blend sounds together using their knowledge of phonics - break words into chunks - use their comprehension of a sentence to read unknown words <p>Reading to an adult is evidenced in the child's reading record. Any children who do not regularly have reading records in school, have one kept at school. Daily reading is in place for weaker readers to help develop their reading fluency. An army of volunteers hear children read weekly - the weakest readers are always heard to read first by volunteers.</p> <p>To develop reading comprehension skills the class will:</p> <ul style="list-style-type: none"> - read a class book together using the ruler method - discuss the class book in detail as they read it - complete whole class reading comprehensions - learn to answer questions in full sentences - answer differentiated questions

<ul style="list-style-type: none"> - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	<p>A class story is shared at the end of the day.</p> <p>Children in KS2 continue to have phonics lessons to help them learn the sounds within words. A reading recovery series of books is used to support older children that need that extra push with their reading. The topics of these books are age appropriate but the texts are aimed at supporting weaker readers. Each KS2 classroom has a small, age appropriate library within the class. Free readers can choose a book from their class library as their reading book if they wish.</p> <p>Children are taught how to use a reading ruler. The whole class is given the same text and the children follow the words using the ruler. The children take turns to read. The class hold discussions around the text. This could include a discussion of language, questions that develop the comprehension of text and the clearing up of any mispronunciations etc. Children are encouraged to read aloud to practise fluency and develop confidence. Differentiated questioning is used to ensure all pupils have the correct level of challenge. The texts chosen for the class to read are linked to literacy units. Sometimes shorter texts are used during standalone lessons. Children have a reading section in their literacy folders and literacy books where evidence of their reading work is recorded. As the children progress through KS2 there is a heavier focus on comprehension and developing inference skills. A range of texts are covered in classes. As a result the children are exposed to a wide range of vocabulary. Children are encouraged to search for the meaning of unknown words in dictionaries. Children are taught how to use a thesaurus in KS2. Any mispronunciations are cleared up by teacher during whole class reading. Everyone Reads In Class (ERIC) - Each child reads as they come back into class after their lunch break. This is a calm and relaxing way to start the afternoon.</p> <p>A timetable of exciting activities is delivered in every class to celebrate World Book Day each spring. Previously this has included visits from famous authors, reading carousels and fancy dress parades etc. Each summer the school encourages pupils to engage in the Summer Reading Challenge which is produced by the library service. The school is constantly upcycling donated books into the school library to ensure it stays fresh and enticing for our pupils.</p>
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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>Reading can be linked to every subject. Opportunities for reading in the EYFS can include:</p> <ul style="list-style-type: none"> - big books - library - phonics lessons - displays - instructions - labels - role play areas etc. 	<p>Reading can be linked to every subject. Opportunities for reading across the curriculum can include:</p> <ul style="list-style-type: none"> - science investigations - mathematical word problems - reading comprehensions - book reports - following written instructions on how to play a sport - Reading about about certain religious festivals are celebrated etc. 	<p>Every pupil should be provided with the opportunity to read a wide variety of good quality texts that engage their minds, stimulate their imagination and lead to them asking questions. It is our aim that all pupils leaving Stapleford Primary School regularly pick up a book and read for their own enjoyment.</p>

Skills Progression: English: Reading – Years 1 & 2

Year groups	Read words accurately This concept involves decoding and fluency.	Understand texts This concept involves understanding both the literal and more subtle nuances of texts.
1 & 2 Milestone 1	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done

Skills Progression: English: Reading – Years 3 & 4

Year groups	Read words accurately This concept involves decoding and fluency.	Understand texts This concept involves understanding both the literal and more subtle nuances of texts.
3 & 4 Milestone 2	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.

Skills Progression: English: Reading – Years 5 & 6

Year groups	Read words accurately This concept involves decoding and fluency.	Understand texts This concept involves understanding both the literal and more subtle nuances of texts.
5 & 6 Milestone 3	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.

ENGLISH - Curriculum covered at Stapleford Primary School

Class 3 Year 1 and 2		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	Stories in familiar settings	Labels, lists, signs & posters	Songs and repetitive poems	Stories in familiar settings	Instructions	Playing with language	Fairy stories	Letters	Poems on a theme: The Sea
	Suggested books	Essential books: <i>The Tiger who comes to tea</i> by Judith Kerr <i>Dogger</i> by Shirley Hughes <i>Whatever next</i> by Jill Murphy	Hamilton Animated Text: <i>The Favourite T-shirt</i> , <i>Clothes 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 <i>Stop that sound</i> Hamilton Group Readers	<i>The Works</i> Chosen by Paul Cookson <i>Walking the bridge of your nose</i> Selected by Michael Rosen <i>The Works Key Stage 1</i> chosen by Pie Corbett	<i>Hansel and Gretel</i> by Anthony Browne <i>Hansel and Gretel</i> Hamilton Group Reader <i>Rapunzel</i> by Sarah Gibb	<i>Dear Zoo</i> by Rod Campbell <i>Dear Greenpeace</i> by Simon James <i>Letters from the Zoo</i>	<i>Where the forest meets the sea</i> by Jeannie Baker <i>Poems by Celia Warren</i>
	Unit	Stories involving fantasy	Information texts	Poems about animals	Tales from a variety of cultures	Recounts	The Sound Collector	Classic contemporary fiction	Information texts: Minibeasts	Traditional poems: A.A. Milne
Suggested books	Essential books: <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 <i>Rainbow Bear</i> by Michael Morpurgo <i>The Ice Bear</i> by Nicola Davies	<i>Hairy Tales and Nursery Crimes</i> by Michael Rosen <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 <i>The Works 3</i> Chosen by Paul Cookson <i>Read Me First</i> Chosen by Louise Bolongaro	<i>The Sand Horse</i> by Ann Turnbull and Michael Foreman <i>Jo Jo The Melon Donkey</i> by Michael Morpurgo	<i>Yucky Worms</i> by Vivian French <i>A variety of books on Minibeasts</i> <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		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	Stories in familiar settings	Labels, lists, signs and posters	Silly poems	Traditional Tales	Letters and books	Spring 1 Title	Traditional tales from other cultures	Instructions and lists	Poems to say aloud
	Suggested books	<i>Oscar Got the Blame</i> by Tony Ross <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 <i>Poems for the Very Young</i> edited by Michael Rosen	<i>The True Story of the Three Little Pigs</i> by E. Trivizas <i>The Three Little Wolves & the Big Bad Pig</i> by Scieszka <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 <i>The Rainbow Bird</i> by Eric Maddern and Adrienne Kennaway	<i>Shh! We Have a Plan</i> by Chris Haughton <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	Stories involving fantasy	Information texts	List poems	Stories about feelings	Recounts	Poems with an element of fantasy and humour	Humorous Stories	Information texts - Owls	Poems by the same author - Milligan
Suggested books	<i>Croc and Bird; Beegu</i> both by Alexis Deacon <i>The Alien Egg</i> – Hamilton Group Reader	<i>Mister Seahorse</i> by Eric Carle <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 A variety of poems provided	<i>The Crocodile Who Didn't Like Water</i> by Gemma Merino <i>The Dark</i> by Lemony Snicket	<i>Oh No, George</i> By Chris Haughton	<i>The Works</i> edited by Paul Cookson <i>Read Me First</i> Chosen by Louise Bolongaro <i>Cat's List Poem</i>	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>Traction Man is Here</i> by Mini Grey <i>Traction Man meets Turbo Dog</i> by Mini Grey	<i>Owl Babies</i> by Martin Waddel <i>Owls (Usborne Beginners)</i> by Emily Bone <i>Dusk until Dawn</i> by Martin Bradley	<i>A Children's Treasury of Milligan</i> by Spike Milligan	

Class 2 Year 3 and 4	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	Stories by the same author	Instructions and explanations	Creating images	Significant Authors	Recounts	Traditional poems	Adventure Stories	Persuasive writing	Traditional poems
	Suggested books	<i>I'll Take you to Mrs Cole</i> Nigel Gray & Michael Foreman <i>Dinosaurs & 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 <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 <i>The Puffin Book of Fantastic First Poems</i>
	Unit	Stories from other cultures	Information texts	Humorous poems	Stories about imaginary worlds	Non-chronological reports	Performance poems	Plays and Dialogues	Non-chronological reports	Shape poems: Playing with form
Suggested books	<i>Seasons of Splendour</i> by Madhur Jaffrey <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 <i>The Works</i> chosen by Paul Cookson <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 <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 <i>Read Me, Read Me First</i> and <i>The Works</i>	

Class 2 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	Fables	Instructions and explanations	Creating images	Myths and legends	Recounts	List poems and kennings	Stories with humour	Persuasive writing	Nonsense poetry
	Suggested books	<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 <i>Various poems</i> - provided	<i>How to Catch A Mermaid</i> by Jane Ray <i>The Seal Children</i> by Jackie Morris <i>Beowulf</i>	reports <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 <i>Billionaire Boy</i> by David Walliams	<i>The Rainbow Bear</i> by Michael Morpurgo <i>Zoo</i> by Anthony Browne <i>The Ice Bear</i> by Nicola Davies	A variety of poems selected from <i>The Works</i>
	Unit	Stories in Familiar Settings	Information texts	Haiku Poems/Poetic form: Syllabic poems	Fairy stories and playscripts	Non Chronological reports	Poems to perform	Stories from other cultures	Chronological reports	Poetry by heart
	Suggested books	<i>Horrid Henry</i> by Francesca Simon <i>Horrid Henry's Birthday Party</i> by Francesca Simon Grammar	<i>The Kingfisher Book of Music-</i>	<i>Various poems</i> provided	<i>Beware of the Storybook Wolves</i> , by Lauren Child <i>The Pea and the Princess</i> , by Mini Grey <i>The Princess and the Pea</i> , by Lauren Child	<i>The Wolves in the Walls</i> by Neil Gaiman <i>Wolves</i> by Emily Gravett <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 <i>Mufaro's Beautiful Daughters</i> retold by John Steptoe <i>The Pot of Wisdom – Ananse Stories</i> retold by Adwoa Badoe	<i>Henry's Freedom Box</i> by Ellen Levine <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 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	Classic fiction	Recounts	Slam Poetry	Genre fiction	Argument and debate	Poetic Style	Classic novels	Persuasive writing	Debate poetry and poetry that tells a story
	Suggested books	<i>The Jungle Book</i> by Rudyard Kipling <i>Just So stories</i> by Rudyard Kipling	<i>UFOs and Aliens: Investigating Extraterrestrial Visitors – Extreme!</i> by Paul Mason <i>UFO Diary</i> by Satoshi Kitamura	<i>You wait till I'm older than you</i> by Michael Rosen <i>The Works and Read Me</i> collections <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 <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 <i>Sensational! poems inspired by the five senses</i> chosen by Roger McGough, Macmillan
	Unit	Biographies and autobiographies	Instructions and Explanations	Classic poems	Drama (Shakespeare)	Reports and Journalistic writing		Genre fiction-science fictions	Non-chronological Reports	Power of imagery
	Suggested books	<i>Boy and Going Solo</i> by Roald Dahl <i>Singing for Mrs Pettigrew/Homecoming</i> by Michael Morpurgo <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 <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	Historical Stories	Recounts	Choral or performance poems	Stories with flashbacks	Persuasive writing	Free form poetry	Classic fiction	Chronological reports	Poet study: Emily Dickinson
Suggested books	<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 <i>Revolt Rhymes</i> by Roald Dahl <i>Read Me 1</i> chosen by Gaby Morgan <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 <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 <i>Sensational! poems inspired by the five senses</i> chosen by Roger McGough, Macmillan
Unit	Significant authors	Information and explanation texts	Narrative Poems	Tales from other cultures	Non-chronological reports and journalistic writing	Classic poems	Modern classic fiction	Information texts	Dialogue poems
Suggested books	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 Other poems are provided in resources	<i>Sinbad the Sailor</i> retold by Marcia Williams <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)