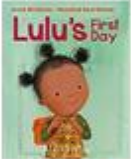
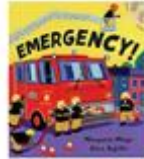
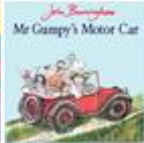
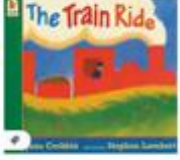




EYFS - Literacy						
Topic	Term 1 Settling at School	Term 2 Celebrations	Term 3 Favourite Stories	Term 4 Transport and Emergency	Term 5 We Love Animals	Term 6 Explorers
Key Texts	    	    	   	   	   	   

Children will be learning to:	Listen carefully to rhymes and songs, paying attention to how they sound. Read individual letters by saying the sounds for them.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn new vocabulary. Spell words by identifying the sounds and then writing the sound with letter/s.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words.	Engage in non-fiction books. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense.
Phonics - ELS	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ /ss/ /h/ /b/ /f/ /ff/ /l/ /ll/ I, the, no, put, of, is, to, go, into, pull as, his	/j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/(voiced and unvoiced) /ng/ /nk/ he, she, buses we, me, be push	/ai/ /ee/ /igh/ /oa/ –es (where there is no change to the root word) /oo/ (book) /ar/ /ur/ oo/ (food) /or/ /ow/ /oi/ /ear/ /air/	/oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ they, all, are, ball, tall, when, what	said, so, have, were, out, like some, come, there, little, one, do, children, love	CVCC –ed /ed/ CCVC –ed /t/ CCVCC –ed /d/ CCCVC CCCVCC –er –est

ELG

At the end of Reception, children at the expected level of development will:

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1 LITERACY
Key Learning Outcomes

Aims

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- 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
- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Purpose and Form Green= purpose Blue= form (fiction) Red=form (non-fiction)	<u>Entertain</u> Retell Narrative, Lists, Captions, Labels, Signs	<u>Entertain</u> Traditional Tales, rhyming poetry, Labels	<u>Entertain</u> Retell Fairy tales <u>Inform</u> Instructions	<u>Entertain</u> Retell Narrative <u>Inform</u> Fact file Instructions	<u>Entertain</u> Narrative Letter Recount <u>Inform</u> Instructions	<u>Entertain</u> Narrative Diary <u>Inform</u> Non-chronological report
Writing Text/s	The Queen's Hat This is London	The Three Little Pigs The Three Little Fish and the Big Bad Shark Room on the Broom	Cinderella Rapunzel	The Tiger Who Came to Tea Elmer Handa's Surprise .	Oliver's Garden The Secret Sky Garden	The Storm whale Bubbles

Grammar Skills Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops to demarcate sentences	Joining words and joining clauses using 'and' Capital letters, full stops, finger spaces Introduction to question marks to demarcate sentences	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Capital letters for names and for the personal pronoun I Capital letters, full stops, finger spaces	Regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun Capital letters, full stops, finger spaces Introduction to exclamation marks to demarcate sentences	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Capital letters, full stops, finger spaces	Sequencing sentences to form short narratives Capital letters, full stops, question marks and exclamation marks to demarcate sentences
Phonics - ELS	/ay/ /ou/ /ie/ /ea/ –le /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/ /c/ /l/ oh, their, people, Mr, Mrs, your, ask, should would, could, asked, house, mouse, water, want, very	Assess and review /ay/ /ou/ /ie/ /ea/ –le /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ oh, their, people, Mr, Mrs, your, ask, should would, could, asked, house, mouse, water, want, very	Assess and review /au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/ /c/ /l/ /y/ /al/ (walk) please, once any, many, again who, whole where, two	/a/ (acorn) /ey/ (they) /ea/ (great) /eigh/ (weight) /a/ (father) /e/ (he) /i/ (find) /y/ (by) /o/ (go) /a/ (was) /u/ (push) /u/ (music) /ch/ (school) /ch/ (chef) /ea/ (head) /or/ (world) /ear/ (learn) /ou/ (soup) /oul/ (shoulder) /ie/ (brief) /ve/ (have) /y/ (gym) /are/ (care) /ere/ (there) /ear/ (pear) /tch/ (catch) here, sugar, friend, because	/o/ (brother) /g/ (gem) /ge/ (fringe) /dge/ (bridge) /st/ (listen) /ce/ (fence) /se/ (house) /gn/ (sign) /kn/ (knee) /wr/ (wrap) /mb/ (lamb) /se/ (cheese) /ze/ (freeze) /eer/ (cheer) /ere/ (here) /ti/ (patient) /ti/ -tion (station) /al/ (half) /augh/ (caught) /ss/ (session) /si/ (vision) /ti/ -tious (scrumptious) /ci/ (delicious) -ous, -ion, ian	/sc/ science /bt/ doubt /u/ busy /ne/ gone /mn/ column /gh/ ghastly /gu/ guard /ou/ cough /ou/ tough /oo/ flood /wh/ whole /gh/ rough /u/ penguin /aigh/ straight /ei/ ceiling /i/ police /eye/ eyelash /is/ island /uy/ buy /ough/ dough /eau/ plateau /ear/ heart /our/ colour /re/ centre /o/ move /ui/ juice /oe/ shoe /eau/ beautiful /ar/ warm /oar/ roar /oor/ floor /ore/ more /ough/ plough /ar/ scary

Year 2 LITERACY
Key Learning Outcomes

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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
- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Purpose and Form Green= purpose Blue= form (fiction) Red=form (non-fiction)	<u>Entertain</u> Retell Narrative <u>Description</u> <u>Inform</u> Recount of trip	<u>Entertain</u> Character Description Retell Narrative Own Narrative <u>Inform</u> Letters	<u>Entertain</u> Character Description Retell Narrative Own Narrative <u>Inform</u> Leaflet- new toy Diary	<u>Entertain</u> Retell Narrative Letter Home Description <u>Inform</u> Non-Chronological Report	<u>Entertain</u> Character Description Retell parts of Narrative <u>Inform</u> Instructions for Potion Letter to Council Recount of trip	<u>Entertain</u> Retell parts of Narrative Diary <u>Inform</u> Instructions
Writing Text/s	Katie in London The Queen's Knickers	Little Red Riding Hood Other Fairy tales Into the Forest	Traction Man Supertato Other Superhero texts	Lila and the Secret of Rain Zeraffa Giraffe Diary of a Killer Cat Man on the Moon Grace and Family	The Twits Other Roald Dahl	The Hodgeheg Claude and the City

Grammar Skills Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	2a sentences Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Correct choice and consistent use of present tense and past tense throughout writing Subordination (using when, if, that, because) and co-ordination (using or, and, but) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Expanded noun phrases 2a sentences Subordination (using when, if, that, because) and co-ordination (using or, and, but) Adverbs Formation of adjectives using suffixes such as –ful, –less	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Inverted commas for speech Conjunctions Commas to separate items in a list	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Commas to separate items in a list Adverbials of time, place and manner	Correct choice and consistent use of present tense and past tense throughout writing Formation of adjectives using suffixes such as –ful, –less Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Reading Text Fact retrieval Inference Word meaning Sequencing	In the first two terms of Year 2 we use the ELS scheme to consolidate phonics and identify any areas of need that can be addressed through intervention.	In the first two terms of Year 2 we use the ELS scheme to consolidate phonics and identify any areas of need that can be addressed through intervention.	Traction Man (Comic style narrative) Supertato (Narrative) Superheroes and Comic Books (Information Text) Bungleman (Narrative) Cats (Poetry) Legoland Leaflet (Information)	Diary of a Killer Cat (Diary style narrative) Diary of a Lively Labrador (Diary style Narrative) Lila and the Secret of Rain (Narrative) Zarafa the Giraffe (Narrative) Gambia (Information Text) Kenya (Information Text)	Tell Me a Dragon (Narrative) The Twits (Narrative) George’s Marvellous Medicine (Narrative) George’s Marvellous Experiments (Instruction Text) Revoltng Rhymes (Poetry)	The Hodgeheg (Narrative) Claude in the City (Narrative) Toy instruction manuals (Information Text) Poetry Pie (Poetry) Nadiya’s Bake me a Story (Narrative and Instruction) Paddington’s Cookery Book (Instruction)

Year 3 LITERACY
Key Learning Outcomes

Aims

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- 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
- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Purpose and Forms Green=purpose Blue= form (fiction) Red= form (non-fiction)	<u>Entertain</u> Character description Narrative Familiar Setting Letter (recount) Diary Retell Event Story Mountain <u>Inform</u> Non-chronological Report <u>Persuade</u> Speech	<u>Entertain</u> Retell Narrative Narrative Stop Prediction <u>Inform</u> Newspaper report- Recount Instructions <u>Persuade</u> Advertisement	<u>Entertain</u> Missing Person Instructions Retell parts of Narrative Narrative Stop Prediction <u>Inform</u> Diary Newspaper report Instructions	<u>Entertain</u> Retell parts of Narrative Instruction <u>Inform</u> Non-chronological report <u>Persuade</u> Estate Agent Advert	<u>Entertain</u> Own Myth <u>Inform</u> Non-chronological Report Fact file	<u>Entertain</u> Narrative Description Poetry <u>Persuade</u> Leaflet- Deforestation Letter
Writing Text/s	Paddington	Pugs of the Frozen North Ice Palace Ice Trap	Stig of the Dump	The Iron Man	The Story of Romulus and Remus Other Roman Myths	The Great Kapok Tree
Grammar Skills	-Organisational devices	-Organisational devices	-Organisational devices -Tense	-Organisational devices -Tense	-Organisational devices -Conjunctions	-Organisational devices -Tense

These skills will be covered, revised and consolidated throughout the year. The class teacher will also incorporate skills from previous years dependent on need.	-Tense -Conjunctions -Subordinate clause -Direct speech -Article ‘a’ or ‘an’	-Tense -Conjunctions -Subordinate clause -Adverbs and prepositions of time, cause and place	-Noun and pronoun -Adverbs and prepositions of time, cause and place -Direct speech	-Conjunctions -Subordinate clause -Present perfect verbs -Article ‘a’ or ‘an’	-Noun and pronoun -Adverbs and prepositions of time, cause and place -Direct speech	-Noun and pronoun -Present perfect verbs -Direct speech -Article ‘a’ or ‘an’
Reading Texts Each week a new reading skill is selected based on a GAP Analysis from the previous term’s assessment. All skills are covered at least once during the term. -Word Meaning -Fact Retrieval -Summary -Inference -Prediction -Connections/ Links and Meaning -Authors use of Words and Phrases -Comparisons	Paddington (Narrative) Secret Suffragette (Narrative) First Man on the Moon (Information Text) Suffragette - The Battle for Equality (Information Text) The Stone Age (Information text)	Pugs of the Frozen North (Narrative) Ice Palace (Narrative) Ice Trap (Narrative) Research on the Edge - Polar Regions (Information Text) Oceania & Antarctica (Information Text) Explorer (Narrative) Antarctic Adventure (Narrative) Polar habitats (Information Text)	Stig of the Dump (Narrative) The Wild Way Home (Narrative) Ug Boy Genius of the Stone Age (Comic) The Danger Zone - Avoid being a Mammoth Hunter! (Information Text) Suffragette, The Diary of Dollie Baxter (Journal) Early People (Information Text) Friend or Foe (Narrative)	Iron Man (Narrative) Walker Book of Magical Stories (Narrative) The Magician’s Nephew (Narrative) Krindlekrax (Narrative) The Snow Maze (Narrative)	The Story of Romulus and Remus (Myth & Legend) Other Roman Myths (Myth & Legend) The Mammoth Book of Celtic Myths and Legends (Myth & Legend) Days of the Knights (Information Text) Celtic Tales & Legends (Myth & Legend) An Encyclopaedia of Myths and Legends (Myth & Legend) Fly, Eagle, Fly! An African Tale (Narrative)	The Great Kapok Tree (Narrative) The Minpins (Narrative) Raving about Rainforests (Information Text) Jemmy Button (Narrative) National Geographic - Strange Plants (Information Text) Step Up Science - Habitats (Information Text) One Plastic Bag (True Story) The Green Ship (Narrative) Deep in the Rainforest (Poem)

Year 4 LITERACY
Key Learning Outcomes

Aims

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- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Purpose and Forms Green=purpose Blue= form (fiction) Red= form (non-fiction) Purple= Opportunities for other subject links	<u>Entertain</u> Retell parts of Narrative Play script Diary <u>Inform</u> Biography Comparisons Non-chronological Report <u>Persuade</u> Letter to Parliament	<u>Entertain</u> Missing Poster Character Description Retell Narrative Retell Chapters <u>Inform</u> Letter/Postcard Instruction- Mummification Non-chronological Report <u>Persuade</u> Advert Mummification	<u>Entertain</u> Retell Parts of Narrative Setting of Description Letter to Beowulf Newspaper report <u>Inform</u> Non-chronological Report Instruction <u>Persuade</u> Letter- needed/wanted- hero	<u>Entertain</u> Retell Narrative <u>Inform</u> Fact file Instructions Non-chronological report <u>Persuade</u> Advert- Sell Dragon Advert – Viking job description	<u>Entertain</u> Fantasy Narrative Scenes of Narrative Own Narrative Narrative Stop Prediction <u>Inform</u> Fact file Biography Recount Explanation	<u>Entertain</u> Retell Parts of Narrative Newspaper report <u>Inform</u> Non-chronological Report
Writing Text/s	Street Child Peter Pan	The Miraculous Journey of Edward Tulane The Lost Happy Endings Egyptian Cinderella	Monster Slayer Beowulf	How to Train Your Dragon Tale of King Harold	Outlaw Arthur: The Seeing Stone	Varjak Paw

		Monster Slayer (use as reading text to pre-teach for Beowulf)				
Grammar Skills These skills will be covered, revised and consolidated throughout the year. The class teacher will also incorporate skills from previous years dependent on need.	-Fronted adverbials -Expanded noun phrases -Standard English -Determiners -Possessive pronouns	-Fronted adverbials -Expanded noun phrases -Plural and possessive apostrophe -Possessive pronouns	-Fronted adverbials -Expanded noun phrases -Prepositions -Determiners -Possessive pronouns	-Fronted adverbials -Expanded noun phrases -Plural and possessive apostrophe -Standard English	-Fronted adverbials -Expanded noun phrases -Prepositions -Determiners	-Fronted adverbials -Expanded noun phrases -Plural and possessive apostrophe -Standard English
Reading Texts Each week a new reading skill is selected based on a GAP Analysis from the previous term's assessment. All skills are covered at least once during the term. -Word Meaning -Fact Retrieval -Summary -Inference -Prediction -Connections/ Links and Meaning	Life Inside the Workhouse (Information Text) The Water Babies (Narrative) Street Child (Narrative) The Lion, the Witch and the Wardrobe (Narrative)	The Reluctant Dragon (Short Story) The Voyage of the Dawn Treader (Narrative) Monster Slayer (Myth & Legend) A Christmas Carol (Narrative) The Grinch (Narrative)	Beowulf (Myth & Legend) Monster Slayer (Myth & Legend) Smashing Saxons (Information Text) The Once and Future King (Narrative) William the Conqueror (Biography) Stories of Merlin (Myth & Legend) The Last Battle (Narrative)	How to Train Your Dragon (Narrative) The Paper Bag Princess (Short Story) Vicious Vikings (Information Text) Erik Bloodax (Information Text) Viking Myths (Myth & Legend) Tale of King Harold (Myth & Legend)	Outlaw (Narrative) Arthur: The Seeing Stone (Narrative) Biography of Alexander Graham Bell (Biography) The Silver Chair (Narrative) Jabberwocky (Poem) The Cat in the Hat (Poem) Oliver Twist (Narrative) Weslandia (Narrative)	Varjak Paw (Narrative) The Jungle Book (Narrative) Aesop's Fables (Fables) How the Whale Came to Be (Creation Tale) Watership Down (Narrative) The Horse and His Boy (Narrative)

-Authors use of Words and Phrases -Comparisons						
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Year 5 LITERACY
Key Learning Outcomes

Aims

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- 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
- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Purpose and Forms Green=purpose Blue= form (fiction) Red= form (non-fiction)	<u>Entertain</u> Character Description Retell parts of Narrative <u>Recount</u> <u>Inform</u> An Owner's Guide Newspaper Report- Significant Historical Event x 2	<u>Entertain</u> Retell Narrative Different Narrative Structure- End first <u>Inform</u> Survival Guide Informal Letter Home Instructions Explanation- Plague <u>Persuade</u> Formal Letter of Complaint/Persuade	<u>Entertain</u> Retell Narrative Opening Scene <u>Inform</u> Newspaper report Leaflet (NCR) <u>Persuade</u> Formal Letter- Climate Change <u>Discuss</u> Balanced argument	<u>Entertain</u> Myths Character profile <u>Inform</u> Non-chronological report- Ancient Greece Instructions <u>Persuade</u> Advertisements	<u>Entertain</u> Character Description Retell Narrative Scene Setting- Garage Narrative Stop Predict <u>Discuss</u> Balanced Argument- Home Schooling or not/ online learning	<u>Entertain</u> Narrative Stop Predict Cliff hanger Retell Narrative Different Narrative Structure- Start from end <u>Inform</u> Non-chronological report <u>Persuade</u> Travel Brochure
Writing Text/s	Clockwork	Holes Raven Boy	Floodland	Medusa and Perseus The Journey of Odysseus	Skellig George's Secret Key to the Universe	1001 Nights Sinbad the Sailor Ali Baba
Grammar Skills These skills will be covered,	-Use of a thesaurus -Relative clauses	-Use of a thesaurus -Modal verbs	-Use of a thesaurus -Perfect verbs for time and cause	-Use of a thesaurus -Modal verbs	-Use of a thesaurus -Perfect verbs for time and cause	-Use of a thesaurus -Modal verbs

revised and consolidated throughout the year. The class teacher will also incorporate skills from previous years dependent on need.	-Adverbials for cohesion -Brackets, dashes and commas for parenthesis	-Perfect verbs for time and cause -Relative clauses	-Converting nouns and adjectives to verbs -Brackets, dashes and commas for parenthesis	-Converting nouns and adjectives to verbs -Adverbials for cohesion	-Relative clauses -Verb prefixes -Commas for ambiguity -Brackets, dashes and commas for parenthesis	-Converting nouns and adjectives to verbs -Adverbials for cohesion
Reading Texts Each week a new reading skill is selected based on a GAP Analysis from the previous term's assessment. All skills are covered at least once during the term. -Word Meaning -Fact Retrieval -Summary -Inference -Prediction -Connections/ Links and Meaning -Authors use of Words and Phrases -Comparisons Texts in green must be used as these ensure coverage of the curriculum and also include coverage of cultural capital and diversity.	Clockwork (Narrative) Tudor Wedding (Diary) Toad Learns a Lesson (Narrative) The Listeners (Poem) The Dragons are Hiding (Poem) Flight (Narrative) No Gun for Asmir (Narrative) Queen Victoria's Diary (Diary)	Raven Boy (Narrative) Holes (Narrative) The Great Fire (Poem) Oliver Twist (Narrative) Holes (Narrative) Varjak Paw (Narrative) Total Eclipse (Newspaper Article)	Floodland (Narrative) The Lord of the Rings (Narrative) If (Poem) Organic is Best- Or is It? (Balanced Argument) Born On a Blue Day (Biography) Rubbish- Down in the Dumps (Information Text) Carried With a Mighty Force (Narrative)	Icarus (Myth) How Music Made Peace (Myth & Legend) Amazons (Myth and Legend) The Highwayman (Poem) King Midas (Myth & Legend) How an Aircraft Works (Information Text)	Skellig (Narrative) The Ghost of Thomas Kemp (Narrative) Boy (Autobiography) The War of the Worlds (Narrative) A Smuggler's Song (Poem) The Demon Headmaster (Narrative) The Old Photograph (Narrative)	George's Secret Key to the Universe (Narrative) 1001 Nights (Narrative) Sinbad the Sailor (Narrative) Ali Baba (Narrative) Aladdin and the Magic Lamp (Narrative) The Flying Horse (Narrative) The Sultan and The Doctor (Narrative)

Year 6 LITERACY
Key Learning Outcomes

Aims

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- 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
- 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Purpose and Forms Green=purpose Blue= form (fiction) Red= form (non-fiction)	<u>Entertain</u> Retell Narrative Scene Setting <u>Inform</u> Newspaper report Letter Diary Instructions	<u>Entertain</u> Retell Fantasy Narrative <u>Inform</u> Newspaper report Non-chronological report Letters <u>Discuss</u> Balanced argument- To kill or not to kill a king	<u>Entertain</u> Character Description Retell Narrative Scene Setting <u>Inform</u> Biography Chronological report <u>Discuss</u> Balanced Argument	<u>Entertain</u> Creation Poetry <u>Inform</u> Recount Non-chronological report- Creation Stories	<u>Entertain</u> Retell Narrative Scene Setting <u>Inform</u> Non-chronological report Explanation	<u>Entertain</u> Narrative Play Scripts Fill This term with any area of need across all purposes.
Writing Text/s	Great Expectations War Poetry - Owen, Sassoon	Macbeth The Hobbit	Wild Boy	Creation Stories Ozymandias	The Savage The Graveyard Book	Class Production Text Alice Through the Looking Glass?
Grammar Skills	-Informal techniques	-Passive/ active sentences	-Subjunctive form	-Formal techniques	-Passive/ active sentences	-Formal techniques

These skills will be covered, revised and consolidated throughout the year. The class teacher will also incorporate skills from previous years dependent on need.	-Cohesive devices -;:- between independent clauses -Subject, verb, object -Dialogue to convey character and advance action	-Cohesive devices -Elipsis -;:- between independent clauses -Dialogue to convey character and advance action	-Synonyms and antonyms -Cohesive devices -Colons for lists -Subject, verb, object -Dialogue to convey character and advance action	-Subjunctive form -Cohesive devices -Hyphens for ambiguity -Colons for lists	-Informal techniques -Synonyms and antonyms -Cohesive devices -Punctuation of bullet points -Dialogue to convey character and advance action	-Cohesive devices -Elipsis -Dialogue to convey character and advance action
Reading Texts Each week a new reading skill is selected based on a GAP Analysis from the previous term's assessment. All skills are covered at least once during the term. -Word Meaning -Fact Retrieval -Summary -Inference -Prediction -Connections/ Links and Meaning -Authors use of Words and Phrases -Comparisons	Great Expectations (Narrative) Rose Blanche (Picture Book) Green Candles (Poem) Charles Dickens (Biography) The Viewer (Picture Book) Private Peaceful (Narrative) The Chronicles of Narnia: The Lion, The Witch and The Wardrobe (Narrative)	Macbeth (Play Script) The Hobbit (Narrative) Refugees (Poem) Theatres in Shakespeare's Time (Information Text) Amelia Earhart (Information Text) A Christmas Carol (Narrative)	Wild Boy (Narrative) The Circus (Short Story) Gaslight (Narrative) When Darwin Sailed the Sea (Information Text) The history of the Circus (Information Text) Adventures in Space (Information Text)	Clara's Freedom Quilt (Picture Book) Wonder (Narrative) The Rabbit (Poem) Tales of Ancient Worlds (Short Story) Great Civilisations: Shang Dynasty China (Information Text) The Green Planet (Information Text) Run run run (Narrative)	The Savage (Graphic Novel) The Graveyard Book (Narrative) Brightstorm (Narrative) Secret Garden (Narrative) Room 13 (Short Story) Incredible Ecosystems of Planet Earth (Information Text) Survivors (Recount)	Class Production Text (Play Script) Daily life in the Islamic Golden Age (Information Text) Overheard in a Tower Block (Poem) Kensuke's Kingdom (Narrative) The Final Push (Short Story) The Arrival (Graphic Novel)