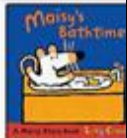
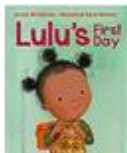
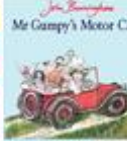
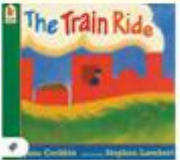




EYFS - Literacy						
Topic	Term 1 Settling at School	Term 2 Celebrations	Term 3 Favourite Stories	Term 4 Transport and Emergency	Term 5 We Love Animals	Term 6 Explorers
Key Texts	             	   	       			

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

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> 1. Traditional Tales- <i>retell</i> 2. Poetry <u>Inform</u> 3. Labels	<u>Entertain</u> 1. Retell Narrative <u>Inform</u> 2. Lists 3. Labels 4. Recount- real event	<u>Entertain</u> 1. Retell Fairy tales <u>Inform</u> 2. Captions 3. Instructions 4. Recount- real event	<u>Entertain</u> 1. Retell Narrative <u>Inform</u> 2. Fact file 3. Instructions	<u>Entertain</u> 1. Narrative 2. Letter <u>Inform</u> 3. Instructions 4. Recount- real event	<u>Entertain</u> 1. Narrative 2. Diary 3. Poetry <u>Inform</u> 4. Report
Writing Text/s	The Three Little Pigs The Three Little Fish and the Big Bad Shark Room on the Broom	The Queen's Hat This is London	Cinderella Rapunzel	The Tiger Who Came to Tea Elmer Handa's Surprise .	Oliver's Garden The Secret Sky Garden The Gardener	The Storm whale The Snail and the Whale

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> 1. Retell Narrative <u>Inform</u> 2. Description 3. Recount of trip	<u>Entertain</u> 1. Retell Narrative 2. Character Description 3. Own Narrative <u>Inform</u> 4. Letters	<u>Entertain</u> 1. Retell Narrative 2. Character Description 3. Own Narrative <u>Inform</u> 4. Leaflet- new toy	<u>Entertain</u> 1. Retell Narrative <u>Inform</u> 2. Description 3. Diary	<u>Entertain</u> 1. Character Description 2. Retell parts of Narrative <u>Inform</u> 4. Instructions for Potion 3. Recount of trip	<u>Entertain</u> 1. Retell parts of Narrative 2. Diary <u>Inform</u> 3. Instructions
Writing Text/s	Katie in London The King's Pants 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	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. ELS spelling is also taught three days a week every half term. When Phase 5 Phonics is complete after the second half-term, it will be replaced by daily Guided Reading lessons.	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) Revolt 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

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 Forms Green=purpose Blue= form (fiction) Red= form (non-fiction)	<u>Entertain</u> 1. Narrative- character description 2. Narrative- familiar setting 3. Letter (recount) <u>Inform</u> 4. Report- Ancient Egypt <u>Persuade</u> 5. Speech- benefits of healthy lifestyle	<u>Entertain</u> 1. Narrative- prediction 2. Retell narrative <u>Inform</u> 3. Newspaper report- shipwreck 4. Fact file- Greece	<u>Entertain</u> 1. Narrative- prediction 2. Retell parts of narrative <u>Inform</u> 4. Newspaper report- man living at dump <u>Persuade</u> 3. Estate agent advert- Stig	<u>Entertain</u> 1. Narrative- character description 2. Retell parts of narrative <u>Inform</u> 3. Diary- Hogarth 5. Instructions- trap <u>Persuade</u> 4. Letter- to government	<u>Entertain</u> 1. Retell parts of narrative 2. Own myth <u>Inform</u> 3. Fact file- Rome 4. Report- Stone Age	<u>Entertain</u> 1. Narrative- setting description 2. Retell parts of narrative 3. Poetry- non-rhyming <u>Inform</u> 4. Report- Amazon/rainforest <u>Persuade</u> 5. Leaflet- deforestation
Writing Text/s	Paddington	Pugs of the Frozen North Ice Palace	Stig of the Dump	The Iron Man	The Story of Romulus and Remus Other Roman Myths	The Great Kapok Tree
Grammar Skills These skills will be covered, revised and	-Organisational devices -Tense	-Organisational devices -Tense	-Organisational devices -Tense -Noun and pronoun	-Organisational devices -Tense -Conjunctions	-Organisational devices -Conjunctions -Noun and pronoun	-Organisational devices -Tense -Noun and pronoun

consolidated throughout the year. The class teacher will also incorporate skills from previous years dependent on need.	-Conjunctions -Subordinate clause -Direct speech -Article 'a' or 'an'	-Conjunctions -Subordinate clause -Adverbs and prepositions of time, cause and place	-Adverbs and prepositions of time, cause and place -Direct speech	-Subordinate clause -Present perfect verbs -Article 'a' or 'an'	-Adverbs and prepositions of time, cause and place -Direct speech	-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 <i>Texts in green must be used as these ensure coverage of the curriculum and also include coverage of cultural capital and diversity.</i>	<i>Secret Suffragette (Narrative)</i> <i>Suffragette - The Battle for Equality (Information Text)</i> <i>Hansel and Gretel (Traditional Tales)</i> Paddington (Narrative) Imelda and the Horned Owl (Narrative) Poems About Words (Poems) Facts About Hurricanes! (Website) Chicken Dinner (Poem)	<i>The Tortoise and the Baboon (Traditional/Fairy Tale)</i> <i>The Snake Song (Poem)</i> Pugs of the Frozen North (Narrative) Ice Palace (Narrative) Ice Trap (Narrative) Research on the Edge - Polar Regions (Information Text) No gun for Asmir (Narrative) Eyewitness: Explorer (Information Text)	<i>Suffragette, The Diary of Dollie Baxter (Journal)</i> 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) Friend or Foe (Narrative) Ancient Egyptians (Information Text)	<i>Iron Man (Narrative)</i> <i>The Magician's Nephew (Narrative)</i> <i>The Minpins (Narrative)</i> Walker Book of Magical Stories (Narrative) Krindlekrax (Narrative) Robot on the Ice (Article) Portrait of a Dragon (Poem) The Snow Maze (Narrative) The Green Ship (Narrative)	<i>The Story of Romulus and Remus (Legend)</i> <i>Fly, Eagle, Fly! An African Tale (Narrative)</i> <i>The Oak and the Linden Tree (Myth)</i> <i>The Mammoth Book of Celtic Myths and Legends (Myth & Legend)</i> <i>Celtic Tales & Legends (Myth & Legend)</i> An Encyclopaedia of Myths and Legends (Myth & Legend) Setanta Becomes Cuchlainn (Myth & Legend) Classic Indian Tales- The Wise Minister (Traditional Tales)	<i>One Plastic Bag (True Story)</i> <i>Jemmy Button (Narrative)</i> <i>Deep in the Rainforest (Poem)</i> The Great Kapok Tree (Narrative) Step Up Science - Habitats (Information Text) Raving About Rainforests (Information Text) Days of the Knights (Information Text)

Year 4 LITERACY Key Learning Outcomes	
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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

[illegible]

These skills will be covered, revised and consolidated throughout the year. The class teacher will also incorporate skills from previous years dependent on need.	-Expanded noun phrases -Standard English -Determiners -Possessive pronouns	-Expanded noun phrases -Plural and possessive apostrophe -Possessive pronouns	-Expanded noun phrases -Prepositions -Determiners -Possessive pronouns	-Expanded noun phrases -Plural and possessive apostrophe -Standard English	-Expanded noun phrases -Prepositions -Determiners	-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 -Authors use of Words and Phrases -Comparisons <i>Texts in green must be used as these ensure coverage of the curriculum and also include coverage of</i>	The Fox and the Crane (Traditional/Fairy Tale) The Water Babies (Traditional/Fairy Tale) Talking Turkeys (Poem) Life Inside the Workhouse (Information Text) Street Child (Narrative) Bill's New Frock (Narrative) Abducted by Aliens (Play Script) The Wolves of Willoughby Chase (Narrative)	A Concrete Poem (Poem) A Christmas Carol- Not original text (Narrative) The Miraculous Journey of Edward Tulane (Narrative) The Reluctant Dragon (Short Story) Monster Slayer (Myth & Legend) Cute, Fluffy- and Hard as Nails! (Website) The Grinch (Narrative) Christmas Around the World (Information Text)	Beowulf (Myth & Legend) Smashing Saxons (Information Text) The Infinite (Narrative) A Letter from E.B. White (Letter) Pompeii (Information Text) William the Conqueror (Biography) Stories of Merlin (Myth & Legend)	How to Train Your Dragon (Narrative) Vicious Vikings (Information Text) Erik Bloodax (Information Text) Video Gaming Grandma (Newspaper Article) The Wind in the Willows (Play Script) The Girl Who Stole an Elephant (Narrative) Odin and His Ravens (Information Text) Robin Hood Silver Fact File (Information Text)	Outlaw (Tradition/Fairy Tale) Arthur: The Seeing Stone (Tradition/Fairy Tale) Jabberwocky (Poem) Biography of Alexander Graham Bell (Biography) The Silver Chair (Narrative) The Cat in the Hat (Poem) Weslandia (Narrative)	Telling Tales (Play Script) Up in the Attic and Down in the Cellar (Poem) Aesop's Fables (Tradition/Fairy Tale) The Jungle Book (Narrative) Varjak Paw (Narrative) How the Whale Came to Be (Creation Tale) The Horse and His Boy (Narrative)

cultural capital and diversity.						
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Year 5 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 Forms Green=purpose Blue= form (fiction) Red= form (non-fiction)	<u>Entertain</u> 1. Narrative- prediction 2. Retell narrative- different perspective <u>Inform</u> 3. Report- features of the planets <u>Persuade</u> 4. Advertisement- new invention	<u>Entertain</u> 1. Retell narrative 3. Different narrative Structure- end first <u>Inform</u> 2. Informal letter- Nick/Mercy 4. Explanation- plague	<u>Entertain</u> 3. Narrative- character description 2. Narrative- prediction <u>Inform</u> 4. An owner's guide 1. Newspaper- Great Fire of London	<u>Entertain</u> 1. Narrative- character description 3. Diary- different perspectives <u>Inform</u> 2. Report- Treacher Collins Syndrome <u>Persuade</u> 4. Fact file- migration	<u>Entertain</u> 1. Narrative- prediction 2. Narrative- character description 3. Narrative- setting description <u>Discuss</u> 4. Balanced argument- home schooling or not/ online learning	<u>Entertain</u> 1. Retell narrative- opening scene <u>Inform</u> 3. Leaflet- Camp Green Lake <u>Persuade</u> 4. Formal open letter- climate change <u>Discuss</u> 2. Balanced argument- detention centres are/are not appropriate punishment
Writing Text/s	George's Secret Key to the Universe	Raven Boy	Clockwork	Wonder	Skellig	Holes
Grammar Skills These skills will be covered, revised and	-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

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.	1001 Nights (Narrative) George's Secret Key to the Universe (Narrative) Total Eclipse (Newspaper Article) Ali Baba (Narrative) Flight (Narrative) The Flying Horse (Narrative) I Can Jump Puddles (Narrative) Carried With a Mighty Force (Narrative)	Raven Boy (Narrative) Holes (Narrative) The Great Fire (Poem) Oliver Twist (Narrative) Varjak Paw (Narrative) Sinbad the Sailor (Narrative) Fight Like a Girl (Information Text)	Clockwork (Narrative) Tudor Wedding (Diary) Toad Learns a Lesson (Narrative) The Listeners (Poem) The Dragons are Hiding (Poem) The Sultan and The Doctor (Narrative) No Gun for Asmir (Narrative) Queen Victoria's Diary (Diary)	Floodland (Narrative) The Lord of the Rings (Narrative) If (Poem) 96 Miles (Narrative) Born On a Blue Day (Biography) Organic is Best- Or is It? (Balanced Argument) Rubbish- Down in the Dumps (Information Text) Aladdin and the Magic Lamp (Narrative)	Medusa and Perseus (Myth) Icarus (Myth) How Music Made Peace (Myth) Amazons (Legend) The Highwayman (Poem) King Midas (Myth) How an Aircraft Works (Information Text)	The Ghost of Thomas Kemp (Narrative) Boy (Autobiography) A Smuggler's Song (Poem) Skellig (Narrative) The War of the Worlds (Narrative) The Demon Headmaster (Narrative) The Old Photograph (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> 1. Retell narrative 2. War poetry (non-rhyming) <u>Inform</u> 3. Instructions 4. Diary- honest- from trenches Letter- dishonest- from trenches	<u>Entertain</u> 1. Retell fantasy narrative (battle scene) <u>Inform</u> 2. Letters- Unknown Warrior 4. School newsletter- recount of project with Westminster Archives <u>Discuss</u> 3. Balanced argument- Macbeth, murderer or misled	<u>Entertain</u> 1. Narrative- character description and setting description <u>Inform</u> 2. Biography- Charles Darwin 3. Explanation text- theory of evolution scientific journal <u>Discuss</u> 4. Balanced argument- sustainability	<u>Entertain</u> 1. Narrative- character description 3. Diary- different perspectives <u>Inform</u> 2. Report- Treacher Collins Syndrome <u>Persuade</u> 4. Fact file- migration	<u>Entertain</u> 1. Retell narrative- Flashback This term is used to edit and re-draft texts that the children have already produced independently	<u>Entertain</u> Narrative Play Scripts Purpose and form to be determined once the text has been chosen
Writing Text/s	Great Expectations War Poetry - Owen, Sassoon	Macbeth The Hobbit	Wild Boy	The Nowhere Emporium	The Savage	Class Production Text

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.	-Informal techniques -Cohesive devices -::- between independent clauses -Subject, verb, object -Dialogue to convey character and advance action	-Passive/ active sentences -Cohesive devices -Elipsis -::- between independent clauses -Dialogue to convey character and advance action	-Subjunctive form -Synonyms and antonyms -Cohesive devices -Colons for lists -Subject, verb, object -Dialogue to convey character and advance action	-Formal techniques -Subjunctive form -Cohesive devices -Hyphens for ambiguity -Colons for lists	-Passive/ active sentences -Informal techniques -Synonyms and antonyms -Cohesive devices -Punctuation of bullet points -Dialogue to convey character and advance action	-Formal techniques -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 <i>Texts in green must be used as these ensure</i>	<i>Great Expectations (Narrative)</i> <i>Rose Blanche (Picture Book)</i> <i>The Chronicles of Narnia: The Lion, The Witch and The Wardrobe (Narrative)</i> <i>The Hero/Does it Matter (Poem)</i> Charles Dickens (Biography) The Viewer (Picture Book) Private Peaceful (Narrative)	<i>Macbeth (Play Script)</i> <i>The Hobbit (Narrative)</i> <i>Refugees (Poem)</i> <i>A Christmas Carol- Original Text (Narrative)</i> <i>Theatres in Shakespeare's Time (Information Text)</i> <i>The Hound of the Baskervilles (Narrative)</i> Village Life- Is it For You? (Balanced Argument)	<i>When Darwin Sailed the Sea (Information Text)</i> Wild Boy (Narrative) The Circus (Short Story) Gaslight (Narrative) The history of the Circus (Information Text) Licked (Narrative) Computers Are Bad For You (Persuasive) The Great Stink (SATs) (Information Text)	<i>Sweet Clara and the Freedom Quilt (Picture Book)</i> <i>Wonder (Narrative)</i> <i>Ozymandias (Poem)</i> The Nowhere Emporium (Narrative) The Green Planet (Information Text) The Dream Asylum (Short Story) Green Candles (Poem) The Arrival (Graphic Novel)	<i>Brightstorm (Narrative)</i> The Savage (Graphic Novel) The Graveyard Book (Narrative) The Secret Garden (Narrative) Room 13 (Short Story) Incredible Ecosystems of Planet Earth (Information Text) Survivors (Recount)	<i>Overheard in a Tower Block (Poem)</i> <i>The Boy at the Back of the Class (Narrative)</i> <i>Women in Sport (Information Text)</i> Class Production Text (Play Script) Kensuke's Kingdom (Narrative) The Lighthouse (Short Story) I Saw a Dancing Bear (Poem)

coverage of the curriculum and also include coverage of cultural capital and diversity.						
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