	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Reading Texts: Superworm** (repetitive language patterns and rhyming) **Elmer** (link reading to own experiences) **Writing Genres:** Genre 1: Narrative – Superworm comic strip (simple captions). Genre 2: Instructions – How to spot Elmer.	**Reading Texts: Meerkat Mail:** features of letters and sequencing of events **Meerkat Christmas** (compare 2 texts) **Poetry – The Night Before Christmas** (Performance/ learn by heart) **Writing Genres:** Genre 1: Recount – Meerkat letter from Cleobury. **Genre 2:** Poetry – simple rhymes	**Reading Texts: Author Study Oliver Jeffers – range of texts** **Writing Genres:** **Genre 1:** Narrative in the style of Oliver Jeffers **Genre 2**: Non-fiction Biography (Chronological report) Oliver Jeffers.	**Reading Texts: Traditional Tales** (range of familiar and traditional tales). **Non-fiction book – Victorian Childhood** **Writing Genres:** **Genre 1:** Diary entry of a fairytale character **Genre 2:** Spoken word report on what childhood was like in Victorian times	**Reading Texts: The Really Disgusting Sandwich** **Poetry: Acrostic Poems** **Writing Genres:** **Genre 1:** Persuasive letter - eat my disgusting sandwich! **Genre 2:** Poems -Acrostic poem - based on disgusting sandwich?	**Reading Text: Sulwe (tales from other cultures)** **Famous Explorers** **Writing Genres:** **Genre 1:** Narrative in the style of **Sulwe** **Genre 2:** Non-Fiction (Non-Chron) Information leaflet about an explorer.
Grammar Knowledge	Capital letters, full stops, finger spaces.	Question marks and Exclamation marks	Question marks and Exclamation marks	Co-ordinating conjunctions What is a verb and a noun?	Co-ordinating conjunctions What is a verb and a noun?	Prefixes and Suffixes
Spoken Language Progression	Listen and respond appropriately	Beginning to perform independently (Nativity)	Oral composition of sentences - articulating clearly aloud to partner/adult	Beginning to give reasons for their answers	Being scaffolded to discuss a topic	Beginning to select the appropriate register
Year 2	**Reading Text: Peter Rabbit** **Writing Genres:** **Genre One**	**Reading Text:** The Tunnel (Anthony Browne)	**Reading Text:** The Bear and the Piano (David Litchfield) **Writing Genres:** **Genre One:**	**Reading Text:** The Pirates Next Door (Johnny Duddle).	**Reading Text** (Stories from Other Cultures) Cinderella of the Nile Non-fiction - coasts	**Reading Text:** Poet Study – Michael Rosen

	Write another adventure of Peter Rabbit **Genre Two** Instruction text: How to catch a naughty rabbit!	and Gorilla (Anthony Browne. Non-Fiction – Victorian Schools **Writing Genres:** **Genre One:** Author Study – Anthony Browne (Write a story in the style of The Tunnel) **Genre Two:** Non: Chronological Report: Newspaper report on Victorian Schools	Persuasive writing – leaflet advertising the Bear's performance. **Genre Two:** Narrative: Tell the story from the perspective of the Bear's friends.	Doodle Dandies (or other shape poems) Non-fiction - Flying **Writing Genres:** **Genre One:** Recount – Diary entry by Matilda **Genre Two** Genre: Shape Poems about flight or (if long half term) **Genre Three** Explanation text on Wright Brothers	**Genre One:** Narrative in style of Cinderella of the Nile- from another culture **Genre Two:** Information Text: Living by the coast .	Non-fiction – History of Britain/ Castles/William the Conqueror **Genre One** Write a poem based on the work of Michael Rosen **Genre Two:** Information report – William the Conqueror
Grammar Knowledge	Identifying nouns, adjectives, verbs, Use of capital letters, full stops to demarcate sentences. Past and present tense.	Question marks and exclamation marks to demarcate sentences. Coordinating Conjunctions and, but, so and using sub-ordination because.	Apostrophes to mark contraction and singular possession. How grammatical patterns in a sentence indicate function as statement, question, exclamation or command.	Commas to separate lists Paragraphs	Use of progressive forms of verbs in present and past tense. Subordination Conjunctions	Y2 Recap

Spoken Language Progression		Independently apply the ability to: Orally compose sentences articulating clearly aloud to partner/adult	Independently apply the ability to: speak audibly and fluently with an increasing command of Standard English, including performing their work.	Independently apply the ability to: give a reason for their answer	Independently apply the ability to: discuss a familiar topic using appropriate vocabulary.	Independently apply the ability to: select the appropriate register for a simple text/familiar genre.
Year 3	**Reading text:** Honestly, Red Riding Hood was Rotten Non-Fiction - Volcanoes **Genre One** Alternate stories The Three Little Pigs, Goldilocks and the Three Bears. Red Riding Hood, Hoodwinked (film) Compare to story from another culture (same stories, different voices) **Genre Two** Enquiry Question - Volcanoes	**Reading text**: Stone Age Boy Non-Fiction Stone Age Overheard on a Saltmarsh **Genre One** Non-Chron report – Stonge Age discovery of Bronze! **Genre Two** Poetry: Rhyme and conversation poems	**Reading Texts: Tuesday Non-fiction – Shackleton's adventures** **Genre One** Narrative: Mystery – add the narrative to the book Tuesday to create your own story **Genre Two** Enquiry Question - Shackleton	**Reading text**: The Labours of Hercules Non-fiction – The Romans **Genre One** Narrative: Myths and Legends The Labours of Hercules **Genre Two** Enquiry question – A River by Marc Martin **Genre One** Non-Chronological Reports: based on rivers in local areas	Reading Text: Iron Man **Genre One** Sci-Fi narrative **Genre Two** Persuasive Letter- Iron Man- Trying to let him stay at a Junk Yard	**Reading text: The Hodgeheg Dick King Smith Non-fiction, Egyptians** **Genre One** Narrative: Author Study -Dick King Smith. Writing a narrative in the style of Dick King Smith. **Genre Two** Explanation Text: How to mummify a body.

				Genre Two Poetry: Personification poems		
Grammar Knowledge	Using inverted commas to punctuate direct speech Continue to use expanded noun phrases for description Using paragraphs as a way to group related material	Using inverted commas to punctuate direct speech. Subordinating conjunctions	Sentence lengths for effect Prepositions Fronted adverbials Apostrophes for possession	Headings and sub-headings to aid presentation. Formal tone. Sub-ordinating conjunctions personification	Different sentence types for effect. Expanded noun phrases Commas in a list	Apostrophes for possession Y3 recap
Spoken Language Progression	Develop the ability to: Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	Develop the ability to: Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for	Develop the ability to: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Develop the ability to: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Develop the ability to: Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates	Develop the ability to: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating,

		effective communication				hypothesising, imagining and exploring ideas.
Year 4	**Reading Text:** The Day the Crayons Quit People Need People Non-fiction rainforesrs **Genre 1:** Persuasive letter **Genre 2:** Enquiry Question - rainforests **Genre 3:** Poet Study - Bejamin Zephaniah performance	**Reading Text:** George's Marvellous Medicine **(Author study – Roald Dahl)** **Non-fiction Anglo-Saxons** **Genre 1**: Story in the style of George's Marvellous Medicine **Genre 2: Enquiry Question – Anglo-Saxons**	**Reading Text:** The Phoenix of Persia (tales from other cultures) Food and Farming **Genre 1:** Stories from other cultures (Narrative) Genre 2: Non-Chronological Report (Newspaper report) – Based on farming enquiry questions	**Reading Text:** Romeo and Juliet I was there – Anne Boleyn **Genre 1:** Playscript Genre 2: Enquiry question Childhood	**Reading Text:** The Lion, the Witch and the Wardrobe Reading text: 'The River' –Valerie Bloom Journey to the last river **Genre 1**: Fantasy narrative with a portal crossing **Genre 2**: recount based on river journey.	**Reading Text:** Until I Met Dudley – Roger McGough Non-fiction – Mayan Civilisation **Genre 1:** **Explanation text** (Cracking Contraption) **Genre 2:** Story of a Mayan Child
Grammar Knowledge	Expanded noun phrases. Dialogue. Verbs/adverbs.	Apostrophes for possession. Dialogue. Pronouns/possessive pronouns.	Paragraphs. Fronted adverbials Expanded noun phrases	Relative clauses/Parenthesis. Fronted adverbials	Pronouns/possessive pronouns. Formal tone	Y4 recap
Spoken Language Progression	Continue to develop the ability to: Ask relevant	Continue to develop the ability to: Maintain	Continue to develop the ability to: Give well-structured descriptions,	Continue to develop the ability to: Speak audibly	Continue to develop the ability to: Consider and evaluate different	Continue to develop the ability to: Maintain attention and participate

	questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	explanations and narratives for different purposes, including for expressing feelings	and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates	viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Year 5	**Reading Text:** The Man Who Walked Between Towers then **the Girl who Stole an Elephant Genre 1:** Narrative to tell the story of man between towers. **Genre 2:** Persuasive writing linked to girl who stole an elephant.	**Reading Text: The Tempest Greek poems/non fiction Genre 1:** Recount (Chronological report), based on Miranda's experiences **Genre 2:** Greek epic poem **Genre 3: Enquiry question**	**Reading Text: The Abominables (Eva Ibbotson) Non-fiction - mountains Genre 1:** Author Study (Eva Ibbotson) Focus – character and setting description. **Genre 2** Newspaper Report (Non Chronological report)	**Reading Text: Varjak Paw Tudors -I was there – Tudor girl/Non fiction Genre 1: Fantasy Narrative-** focus on setting description **Genre 2:** Enquiry Question	**Reading Text: Wolves of Willoughby Chase Genre 1:** Balanced Argument - Was Miss Slighcarp's school a good education for naughty children? **Genre 2: Poetry - Haiku**	**Reading Text: Wolf Boy Vikings, Traders and Raiders** **Genre 1: Persuasive Writing:** A persuasive letter/article **Genre 2: Narrative** Writing with flashbacks – Viking attack

Grammar Knowledge	Cohesive devices inc adverbials of time Dialogue	Relative Clauses Commas for clarity	Adverbs/modal verbs for degrees of possibility Parenthesis	Selecting the appropriate register	Fronted adverbials Commas for clarity	Y5 Recap
Spoken Language Progression	Begin to independently apply the ability to: Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates	Begin to independently apply the ability to: Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary	Begin to independently apply the ability to: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Begin to independently apply the ability to: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Begin to independently apply the ability to: Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	Begin to independently apply the ability to: Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.
Year 6	**Reading Text:** Pandora's box Pig Heart Boy **Genre 1:** Narrative – myth rewrite	**Reading Text: Curse of Cogston House Local area books** Non-fiction	**Reading Text:** Cogheart **Non-**fiction - energy **Genre 1:** Persuasive letter – to judge **Genre 2:** Fantasy story	**Reading Text:** Goodnight Mister Tom WW2 Non-fiction **Genre 1:** Explanation text –	**Reading Text: Friend or Foe The Book Non-fiction based on fieldwork focus**	**Reading Text: Wonder/Boy at the back of class.** **Genre 1:** Being different – narrative with flashbacks.

	Genre 2: Balanced argument – Xeno-transplantation	**Genre 1:** Spooky Story **Genre 2: Poetry** - based on topic		an invention from Cogheart **Genre 2:** Mystery story (base on Alma short film, similar setting to Cogheart so can use vocab).	**Genre 1:**Non-Chronological report (newspaper) **Genre 2:** Dystopia	**Plus** Explanation text (how does a simulator work?) **Genre 2:** Informal Writing – blogging about transition.
Grammar Knowledge	Formal and informal language register Dialogue Ellipsis	Colons Passive voice Cohesive devices	Modal verbs to suggest possibilit**y** Semi-colons	Subjunctive Hyphens	Shifts in formality Direct and indirect speech	Y6 recap
Spoken Language Progression	Independently apply knowledge to consider and evaluate different viewpoints, attending to and building on the contributions of others. Participate in discussions, presentations, performances, role play, improvisations and debates	Independently apply knowledge to articulate and justify answers, arguments and opinions	Independently apply knowledge to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Independently apply knowledge to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Independently apply knowledge to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Independently apply knowledge to select and use appropriate registers for effective communication.