

YEAR 6	Book 1 There's a Girl in the Boy's Bathroom by Louis Sachar	Book 2 Kensuke's Kingdom by Michael Morpogu	Book 3 Suffragette: The Battle for Equality by David Roberts (Two Hoots)	Book 4 Goodnight Mr Tom by Michelle Magorian	Book 5 The Journey by Francesca Sanna	Book 6 Moth by Isabel Thomas and Daniel Egneus	Book 7 Happy Here: 10 stories from Black British authors & illustrators
Literary Form	Contemporary Novel	Contemporary Novel	Non fiction book	Historical and classic Novel	Picture Book	Non-fiction	Short stories and poetry
Link to Main NC Area of Learning	Belonging and Team Building	Geography - coasts	History	History: Impact of the Battle of Britain	Geography: Migration across Europe	Science: Animal adaptation and changes in the locality	PHSE transition
PSED & Human Themes	Bullying, low self-esteem and self-image	Friendship, empathy, trust and loss	The role of women in history	The Impact of War – effect on children	The Impact of War - Refugees	Looking after our environment	Transition to secondary school
Reading: Experience, Knowledge, Skills and Strategies	Discuss understanding and explore 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 Connecting to self, other texts and the world Contextualising word choices	Participate in discussions about books Predictions Explore the meaning of words in a context. Identify key details that support the main ideas Summarising Explain, discuss and debate, maintaining a focus and using evidence. To draw inferences Retrieve, record and present information Respond and question events in a story Research facts to write a report	Reading and discussing a wide range of fiction, nonfiction and reference books ▪ Read books that are structured in different ways and reading for a range of purposes ▪ Identifying and discussing themes and conventions in ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction	Immersion into world of text through response to related sounds, music and poetry Make predictions Performance poetry Developing inference and justifying Visualising Develop word bank/web to support retention	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration	Exploring word meanings Predicting Drawing inferences and justifying Evaluating how authors use structure, language and presentation to affect meaning Participate in discussion Asking questions Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. 						

	<ul style="list-style-type: none"> Linking ideas across [paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 						
Language Competency: through reading, talk and writing	<p>Narrative voice</p> <p>Authorial tone</p> <p>Register of formality</p> <p>Language of persuasion</p> <p>Evaluating and editing</p> <p>Punctuation</p> <p>Persuasive writing:</p> <p>The use of modal verbs -</p> <p>Building arguments using multi-clause sentences - Making statements using short single clause sentences -</p> <p>Reviewing sentence length and punctuation to make it easy to read aloud - Consideration around which tense to write in – reflecting on which gives you most authority</p>	<p>Use of passive voice</p> <p>Punctuation to help clarify meaning</p> <p>Use semi-colons to inverted commas for speech</p> <p>Synonyms to enrich description</p> <p>Identify and use formal and informal writing</p> <p>Persuasion</p> <p>Discuss how authors use language, including figurative language, have an impact on the reader</p>	<p>Book Talk ▪</p> <p>Responding to Illustration ▪</p> <p>Visualising and Artwork ▪</p> <p>Storytelling ▪</p> <p>Looking at Language ▪</p> <p>Text Marking ▪</p> <p>Visual Organizers</p> <p>Role-Play and Drama ▪</p> <p>Freeze Frame and Thought Tracking ▪</p> <p>Shared Writing ▪</p> <p>Shared Reading ▪</p> <p>Drafting, Editing and Polishing ▪</p> <p>Bookmaking and Publication ▪</p> <p>Dictogloss ▪</p> <p>Free Writing</p>	<p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions and explanations</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☒</p> <p>Participate in discussions, presentations, performances and debates.</p>	<p>Narrative voice</p> <p>Tuning into vocabulary to support visualisation</p> <p>Carefully consider use of vocabulary, structure, grammar and punctuation in terms of effect on audience and literary form</p> <p>Story maps and comic strips as planning tools</p> <p>Adjective to describe – using models from text to support</p> <p>Developing considered arguments; using more complex sentence structures; use of more formal registers; the use of the semi-colon, colon or dash to mark the boundary between clauses; use of commas to clarify meaning; use of passive verb form</p>	<p>Explanatory voice</p> <p>Rhyming pairs – onset and rime</p> <p>Descriptive and scientific language</p> <p>Present tense, including progressive</p> <p>Determiners</p> <p>Investigating spelling patterns</p> <p>Book Talk</p>	<p>Narrative voice</p> <p>Past and present tense, including progressive</p> <p>Dialogue</p> <p>Paragraphs for cohesion</p> <p>Conjunctions and fronted adverbials</p> <p>Metaphor and imagery</p> <p>Emotional expression and empathetic language</p> <p>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p> <p>Semi-colons, colons and dash for clause boundary</p>
Extended Writing Outcome	<p>Writing in role</p> <p>Letters</p> <p>Diaries</p> <p>Journals</p> <p>Extended chapter</p> <p>Writing to include dialogue</p> <p>Report writing</p> <p>Playscripts</p> <p>Biography</p>	<p>Writing in role</p> <p>Letters</p> <p>Postcard</p> <p>Recount</p> <p>Diaries</p> <p>Journals</p> <p>Discussions</p> <p>News reports</p> <p>Setting description – atmosphere</p> <p>Poetry</p> <p>Non-chronological report</p>	<p>Pen portraits ▪</p> <p>Biographies ▪</p> <p>Speeches</p> <p>Persuasive letters and responses ▪</p> <p>Prison letters and accounts ▪</p> <p>Petition ▪</p> <p>Eyewitness accounts ▪</p> <p>Newspaper report – with bias ▪</p> <p>Banners and slogans ▪</p> <p>Posters, flyers and pamphlets ▪</p> <p>Flags, badges and sashes ▪</p> <p>Song lyrics for an anthem ▪</p> <p>Persuasive text of choice: letter, poster, blog,</p>	<p>Descriptive writing leading into creation of a graphic novel.</p> <p>Letters</p> <p>Postcard</p> <p>Recount</p> <p>Diaries</p> <p>Journals</p> <p>Discussions</p> <p>News reports</p> <p>Setting description – atmosphere</p> <p>Poetry</p> <p>Non-chronological report</p> <p>Re-writing chapters including dialogue</p>	<p>Narrative</p> <p>Journal</p> <p>Advert</p> <p>Speech</p> <p>Letter</p> <p>Non-chronological report</p> <p>Poetry</p>	<p>Persuasive text</p>	<p>Dreams of Freedom</p> <p>Speech</p> <p>Letter</p> <p>Discussion</p> <p>Diaries</p> <p>Recount</p> <p>Poetry</p> <p>Descriptive writing</p> <p>Reviews</p>

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YEAR 5	Book 1 Arthur and the Golden Rope by Joe Todd-Stanton	Book 2 Shackleton's Journey by William Grill	Book 3 Cosmic Disco by Grace Nichols	Book 4 Skellig by David Almond	Book 5 Cosmic by Frank Cottrell Boyce and Steven Lenton	Book 6 The Adventures of Odysseus by Hugh Lupton and Christina Balit	Book 7 The Promise Author: Nicola Davies	Book 8 Pax by Sara Pennypacker
Literary Form	Graphic Novel	Non-fiction	Poetry	Contemporary Novel	Contemporary novel	Myth – An Epic Tale	Picture Book	Novel
Link to Main NC Area of Learning	History: Vikings and Norse Mythology	History: Polar Exploration	Science: Space	PSHE: Dealing with change	Science: Space	History: Ancient Greeks	Environment	Art: sketching
PSED & Human Themes	Perseverance and bravery	Endurance and leadership	Environmental Issues Feelings Rhyme and Song Space and the Solar System	Sharing worries and concerns	Honesty and self-governance	Overcoming set backs	Art and Design Empathy and Kindness Environmental Issues Plants and Trees The Urban Environment	Impact of war
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising Character comparison Looking at language	Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Learn a wider 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.	Asking questions and clarifying Scanning and close reading Predicting and summarizing Developing inference and deduction – justifying with evidence Character comparison Intertextual comparison Performance reading	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Performance reading	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections	o read and discuss a book that is set in a harsh, urban landscape, which allows us to explore people's feelings and how these can be affected by their environment, how their characters can change in responses to changes in the environment, and how a seemingly small event can have a huge effect; ☐ Appreciate how a character changes through the course of a story; ☐ Discuss writing similar to that which they are planning to produce in order to understand and learn from its structure, vocabulary and grammar;	Respond to illustration Igniting prior knowledge Asking questions and clarifying Visualisation Drawing inferences and justifying Developing metalanguage around author intent – why has ne used particular devices Performance reading
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 							

<p>Language Competency: through reading, talk and writing</p>	<p>Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate, argument and persuasive language – modal verbs & subjunctive Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Commands Paragraphs Book Talk</p>	<p>Non-fiction explanatory voice Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Punctuation and layout</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ☒ Evaluate and edit by assessing the effectiveness of their own and others' writing Focus on colour, personification or seasons.</p>	<p>Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Emotional expression Exploring language and meaning play Expression and empathetic language Metaphor and imagery Paragraphs for cohesion Pragmatic use of repeated pronouns for effect on reader</p>	<p>Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Debate, discussion and dilemma: subjunctive, modal verbs, passive and active Imagined and improvised dialogue – informal and formal speech Book Tal</p>	<p>Traditional tale voice consistent past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk</p>	<p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures; ☒ Assess the effectiveness of their own and others' writing and suggest improvements; ☒ Communicate learning around a key topic to a wider audience; ☒ Consider how an author's body of work communicates their thoughts and ideas about the world and topics of interest.</p>	<p>Narrative voice Use of expanded noun and verb phrases, adverbial phrases, simile and metaphor. To emote Personification Punctuation for effect Storymapping Exploring proverb Proofreading Drama and performance Book Talk</p>	
<p>Extended Writing Outcome</p>	<p>Comic Book Narrative</p>	<p>Newspaper reports</p>	<p>Create their own poem</p>	<p>Character viewpoint narrative</p>	<p>Character viewpoint narrative</p>	<p>Narrative in graphic form</p>	<p>Sequel writing</p>		<p>Writing in role</p>

YEAR 4	Book 1 Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson	Book 2 Varjak Paw by S.F. Said and Dave McKean	Book 3 Gorilla by Antony Browne	Book 4 The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry	Book 7 The Boy at the Back of the Class By
Literary Form	Non-fiction	Novel	Picture Book	Picture book	Novel
Link to Main NC Area of Learning	Science: Forests and Green Belts	History: Mesopotamia	PSHE: Lonliness	Science: rainforests	Geography: describe similarities and differences
PSED & Human Themes	Making positive contributions	Belonging	Animals and Habitats Family Feelings	Protecting the Environment	Develop understanding of the refugee experience
Reading: Experience, Knowledge, Skills and Strategies	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Reading illustration and film	Visualising Scanning and close reading Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections Performance reading	Responding to illustrations ☑ Reading aloud and rereading ☑ Role on the wall ☑ Shared writing ☑ Tell Me and book talk ☑ Drama and role-play	Investigate how illustrations influence a reader's experience of a text Explore how an author uses language to create empathy for an issue Explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives	Make intertextual links and connections Ignite prior life experiences Draw inferences and justify with evidence Make predictions Text mark Visualisation Performance reading
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial. 				

<p>Language Competency: through reading, talk and writing</p>	<p>Non-fiction explanatory voice Manipulating language and meaning - homophones and expressions Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs, conjunctions, bias Ambiguity - passive and active Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning</p>	<p>Narrative voice Consistent past and present tense; progressive, perfect perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive</p>	<p>To understand the themes of a text. To draw inferences from the written and visual text to support understanding of character. To understand how illustration and text contribute to meaning. To write in role in order to explore and develop understanding of character.</p>	<p>To understand the themes of a text. ☒ To draw inferences from the written and visual text to support understanding of character. ☒ To understand how illustration and text contribute to meaning. ☒ To write in role in order to explore and develop understanding of character.</p>	<p>Use sound, images and video to expand the use of ambitious vocabulary Develop creative responses to a text through drama and role-play Innovate from a familiar text to plan and write own narratives Respond to and evaluate own writing and that of others</p>
<p>Extended Writing Outcome</p>	<p>Persuasive speech</p>	<p>Newspaper Report</p>	<p>Letter writing Narrative recount Conversation between characters Illustrated sequel</p>	<p>Continuation of narrative</p>	<p>Character viewpoint narrative</p>

YEAR 3	Book 1 Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady	Book 2 Hot Like Fire and other Poems By Valerie Bloom	Book 3 The Iron Man By Ted Hughes	Book 4 Marcy and the Riddle of the Sphinx	Book 5 Pugs of the Frozen North by Philip Reeve	Book 6 Gregory Cool by Caroline Binch	Book 7 The Lost Happy Endings By Carol Ann Duffy	Book 8 One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia by Miranda Paul
Literary Form	Non-fiction	Poetry	Novel		Illustrated Novel	Picture book	Picture book	Non-fiction
Link to Main NC Area of Learning	Science: Rocks and Soil	Geography: giving views about locations, giving reasons	Science: Recognising that things change over time; forces		Science: Light and Dark in relation to the Northern Lights	Geography: The UK and The Caribbean	Geography: Explore and investigate forest habitats and wildlife	Design and Technology: Overcoming environmental issues
PSED & Human Themes	Looking after our World	Observing life from a new perspective	Expressing feelings and emotions		Exploring Values: Right and wrong	Belonging and heritage	Lose and the sense of belonging.	Creative problem solving
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice	Draw inferences and justifying inferences with evidence Visualisation Dialect Text marking Phase 5 alternative spellings Root words and endings Performance reading	Making predictions Visualisation Environmental sounds Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning Onomatopoeia Performance reading		Identify themes and conventions Prepare play scripts to read aloud Show understanding through intonation, tone, volume and action Discuss words and phrases that capture readers' interest and imagination Draw inferences about characters' feelings, thoughts, emotions and actions	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising	Reading aloud Book Talk Visualisation Response to illustration Role on the Wall Hot-seating Soundscapes Debate and Discussion Readers' Theatre	Visualising Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Broadening reading material to include distinctive style and tone of advertising
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	•	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Instruction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) 						

<p>Language Competency: through reading, talk and writing</p>	<p>Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals</p>	<p>Showing understanding of audience through intonation, tone and volume Developing balanced argument Using adjectives and adverbs to develop description Use of imagery to develop mood and feeling Word choice and order</p>	<p>Proof reading for spelling and punctuation Extended noun phrases Adjectives – exploring language choices and nuances to convey meaning Thought and speech bubbles Language of persuasion Sentence structure – grammatical terms Edit and redraft ideas Headlines Direct/reported speech Paragraphs</p>		<p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Draft and write by composing and rehearsing sentences orally In narrative create settings, characters and plot Develop creative and imaginative writing by adopting, creating and sustaining a range of roles Book talk</p>	<p>First person voice Past and present perfect tense Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Modal verbs Imagined and improvised dialogue Expression and empathetic language Book Talk</p>	<p>Synonyms Vocabulary choices Comparing and contrasting Evaluating and editing word choices, sequence and structure Consistent use of past and present tense Self and peer evaluation, leading to editing based on reader feedback Book talk</p>	<p>Present tense, including progressive Precise and memorable description: expanded verb, adverbial and noun phrases Determiners Paragraphs to organise ideas Hypotheses and questions Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives Word families in context Book Talk</p>	
<p>Extended Writing Outcome</p>	<p>Information booklet</p>	<p>Poetry</p>	<p>Newspaper article</p>		<p>News piece</p>	<p>Continuation of story</p>	<p>Poetry</p>	<p>Continuation of story</p>	<p>Advertising campaign piece</p>

YEAR 2	Book 1 Anna Hibiscus by Atinuke and Lauren Tobia	Book 2 Lila and the Secret of Rain by David Conway and Jude Daly	Book 3 One Day, On Our Blue Planet... In the Savannah by Ella Bayley	Book 4 The Lonely Beast	Book 5 The Storm Whale By Benji Davies	Book 6 Leaf by Sandra Dieckmann	Book 7 Wild by Emily Hughes	Book 8 Where the Zebras go Poems to Perform	Book 9 The Jolly Postman By Janet and Allen Ahlberg
Literary Form	Building Reading Stamina	Traditional Tales and Twists	Non-fiction	Contemporary Fiction	Picture Book	Picture Book	Picture book		Classic Texts and Modern Classics
Link to Main NC Area of Learning	Geography: Contrasting locality - Nigeria	Geography: Africa	Science: Animal habitats	Science: Animal habitats and food chains	Science: basic needs of animals	Science and Geography: The Arctic Environment	Science: habitats and food chains		Geography: exploring the school and our local environment
PSED & Human Themes	Families and belonging	Themes around conservation and the preciousness of water	Animal conservation	Empathy and understanding	Themes around loss and loneliness	Impact of climate change	Exploring viewpoints and developing empathy		The importance of play
Reading: Experience, Knowledge, Skills and Strategies	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Developing inference Reading illustration	Igniting prior life experiences and world knowledge Encourage tentativeness when developing response Explore unknown vocabulary Discuss favourite part of story Sequencing and summarising Visualisation Performance poetry	Environmental and instrumental sound discrimination Teaching the Complex Code – linking spelling and reading Developing fluency Scanning and close reading	Predictions Inference Reading illustration Sequencing events in a story	Visualisation Igniting prior life experiences and world knowledge Reading illustration Inference Text marking Environmental sound Retelling	Reading illustration Scanning for key facts Reading aloud Making connections: text- world knowledge Drawing inferences and justifying Predicting	Explain and discuss understanding of books Discuss the sequence of events in books Visualising favourite words and phrases Answer and ask questions Predict Draw inferences and justify		Igniting prior life experiences and world knowledge Making predictions Making intertextual links and connections Sequencing of events Developing fluency Inference Rhyme and rhyme Visualisation
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 								
Language Competency: through reading, talk and writing	Storytelling language Expanded noun phrases Subordinate and co- ordinate clauses Present and past, including	Develop range of vocabulary to express emotion Orally rehearse prior to writing Reread to check it makes sense, that	Explanation voice Present tense including progressive form Prepositional and noun phrases Verb choices	Adverbial phrases Time conjunctions Use of simili and metaphor Questioning	Developing vocabulary through exploring and creating illustration and drama. Adverbial phrases Imperative verbs	Language of description; considered vocabulary choices, expanded noun phrases and varied sentence openers.	Justify using conjunctions such as 'and', 'so' and 'because'	Explanatory voice Rhyming pairs – onset and rime Descriptive and scientific language Present tense,	Developing vocabulary through exploring and creating illustration and drama.

	<p>progressive Dialogue Investigating spelling patterns Book Talk</p>	<p>the meaning is clear as well as for spelling and punctuation Make simple edits and revisionsx Use of adverbials to move story forward Story mapping Application of known phonics and spelling patterns Explore features of information texts</p>	<p>Proper nouns Subordinate and co-ordinate clauses (including fronted adverbials) Question and statement sentences – patterns, prosody Investigating spelling patterns Book Talk</p>	<p>Developing balanced argument Direct/reported speech Descriptive language Drafting and redrafting Language of persuasion</p>	<p>Exploring nouns and verbs which add detail Refining and modifying language choices and word order</p>	<p>Extend through experimentation with similes and personification Peer editing, focus on effective language choices Technical vocabulary Consistent use of present/past tense</p>	<p>Using thesaurus to expand vocabulary Story mapping and using this a plan for writing Reread with reponse partner, checking for sense and making simple revisions Paragraphs Book talk</p>	<p>including progressive Determiners Investigating spelling patterns Book Talk</p>	<p>Developing language of persuasion Extended noun phrases Making edits and revisions Developing character voice though language choices and tone Experimenting with formal and informal language Punctuation through questions/statem ents/speech</p>
<p>Extended Writing Outcome</p>	<p>Illustrated storybook</p>	<p>Non-chronological report</p>	<p>Explanation text</p>	<p>Letter writing Story writing in role</p>	<p>Character viewpoint narrative</p>	<p>Information Book</p>	<p>Character viewpoint narrative</p>	<p>Persuasive text</p>	<p>Letters in role</p>

YEAR 1	Book 1 I Want My Hat Back by Jon Klassen	Book 2 Out and About: A First Book of Poems by Shirley Hughes	Book 3 Pattan's Pumpkin By by Chitra Soundar and Frané Lessac	Book 4 Winters Sleep by Sean Taylor and Alex Morss	Book 5 Rapunzel by Bethan Woollvin	Book 3 How to Find Gold by Vivienne Schwartz	Book 6 The Snail and the Whale by Julia Donaldson	Book 7 Splash! Anna Hibiscus by Atinuke and Lauren Tobia	Book 7 10 Things I Can Do to Help My World by Melanie Walsh
Literary Form	Picture book	Poetry collection	Traditional Tale	Non-fiction	Traditional Tale	Carefully crafted picturebook	Rhyming Picture Book	Picture Book	Non-Fiction
Link to Main NC Area of Learning	Science: habitats	Science: Plants and growing	Geography: Contrasting locality - India	Animals and Habitats Plants and Trees Seasons	History: Castles	Science: classifying animals	Geography: Coasts	Geography: Contrasting Locality	Science: endangered animals - turtles
PSED & Human Themes	Feelings of fairness and justice.	Enjoyment and activity outdoors	Determination and perseverance Caring for our local environment	The benefits of nature and our roles and responsibilities in being citizens of a wider world.	Challenging stereotypes	Being collaborative to achieve a goal	Looking after each other	Being a good friend	Looking after the environment
Reading: Experience, Knowledge, Skills and Strategies	Developing understanding of character's appearance and motivations through role play and drama. Reading illustration. Predicting Sequencing Tuning into rhyme	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code – linking spelling and reading Performance reading	Alliteration Teaching the Complex Code – linking spelling and reading Developing fluency by drawing on repeated refrain	Listen to, discuss and express views about books at a level beyond that which they can read independently ☐ discuss the significance of the title and events ☐ link what they hear or read to own experiences ☐ explain understanding of what is read ☐ discuss the sequence of events in books and how items of information are related ☐ discuss favourite words and phrases ☐ answer and ask questions ☐ predict what might happen on the basis of what has been read ☐ draw	Voice sounds Developing fluency using repetitive refrain Reading illustration Developing inference Developing experience by making intertextual connections	Voice sounds and body percussion - performance Teaching complex code Developing fluency through performance reading Building stamina Reading with expression	Sequencing Answer and ask questions; Predict Draw inferences and justifying Using analogy to support spelling Use of rhyme to support prediction Consonant clusters Word endings Study of adjectives	Link what they hear or read to own experiences; Explain understanding of what is read; Discuss favourite words and phrases; answer and ask questions; predict Draw inferences and justify; Participate in discussion Express views about reading	Orchestrating reading cues Predicting Rereading to develop fluency and support meaning making Asking questions Research Performance reading

				inferences on the basis of what is being said and done ☑ participate in discussion about what is read, taking turns and listening to others ☑ express views about reading					
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Plural nouns suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcate sentences. Capital letters for names and the personal pronoun 'I'. Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 								
Language Competency: through reading, talk and writing	Sequencing story Developing and understanding character intent through drama Language of persuasion	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code – linking spelling and reading Performance reading	Traditional tale voice Oral storytelling language Subordinate and co-ordinate clauses (including fronted adverbials) Past tense including progressive form Expanded noun phrases Compound words – meaning in spelling Investigating spelling patterns Book Talk	To write for meaning and purpose in a variety of non-narrative forms ☑ To know where information can be found in non-fiction texts ☑ To know that information can be retrieved from a variety of sources ☑ To use talk to give explanations and opinions ☑ To identify some of the features of non-fiction texts ☑ To sustain relevant listening, responding to what they have heard with relevant comments and questions ☑ To use vocabulary influenced by books ☑ To enjoy an increasing range of books ☑ To compose and perform own poetry ☑ To use knowledge gained to write own narrative non fiction	Storytelling language: innovated traditional tale Past tense consistency Subordinated and co-ordinated sentences Adverbials Dynamic verb choices Book Talk	Descriptive writing; using a wide range of vocabulary and extending to similes. Consider appropriateness of adjectives selected Using sense to support description Synonyms Oral rehearsal and rereading for meaning Make simple revisions	Using subordinating and co-ordinating conjunctions to reason and explain. Reread writing to check it makes sense and make simple revisions. Recount with consistent use of past tense How determiners and tense are used in non-fiction texts Book talk	Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Write for different purposes Use expanded noun phrases to describe Book Talk	Orally rehearse and write simple headlines, sentences and captions Expand noun phrases to describe and specify Use past, present and future tense accurately and consistently Use simple conjunctions to link subordinate and co-ordinating clauses. Switch between first and third person Imperative verbs to instruct
Extended Writing Outcome	Information text	Poetry in a range of forms	Flood Myth	Writing an alternative story	Alternative fairy tale	Rewriting from an alternative viewpoint	Recount (postcards)	Writing in role – letter writing	Persuasive speech

YEAR R	Book 1 A Great Big Cuddle by Michael Rosen and Chris Riddell	Book 2 The Everywhere Bear By Julia Donaldson and Rebecca Cobb	Book 3 We're Going on a Bear Hunt By Michael Rosen	Book 4 We're going to find the Monster By Malorie Blackman and Dapo Adeola	Book 5 The Train Ride By June Crebbin and Stephen Lambert	Book 6 Naughty Bus by Jan and Jerry Oke	Book 7 No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souham	Book 8 The Runaway Chapati By Susan Price	Book 9 Errol's Garden	Book 10 I will not ever never eat a tomato	Book 11 Billy's Bucket	Book 12 Surprising Sharks
Literary Form	Poetry	Picture book	Picture book with repetitive refrain	Picture book	Picture book with repeated alliterative text	Carefully crafted picture book	Traditional Tale	Traditional Tale	Contemporary Fiction	Building Reading Stamina	Building Reading Stamina	Non-fiction
Link to Main EYFSP Area of Learning	EAD Poetry, music and dance	UTW: Journeys and Jobs	Understanding the world: investigating maps	Climate zones and habitats.	Understanding the world: investigating maps	Understanding the World: Transport	UTW Look at communities	UTW Look at communities	UTW: Growing and plants	UTW: Types of food	EAD: using imagination UTW: sea creatures	UTW: animals and habitats
PSED & Human Themes	Growing up	Being brave	Being brave	Family relationships and how these might be similar or different	Sharing our experiences	Looking after our things	Being brave		Being determined and resilient	Healthy Eating Family Feelings Food and Nutrition		

Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Rhythm, rhyme, body percussion and voice sounds Word and language play Matching aural patterns like rhyming pairs to visual patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry		Onomatopoeic language Rhythm, rhyme, body percussion and voice sounds Word and language play Using prediction, making connections with their own experience Respond to illustration Tune into print through repeated refrain of text		Making predictions Making connections with personal experiences Reading illustration Develop phonological awareness through rhythm, rhyme, body percussion and voice sounds tuning into the print on the pages, applying one-to-one correspondence to familiar words and phrases.	Rhythm, rhyme and body percussion Singing transport action songs Exploring a range voice and instrumental sounds Meaning through print style and photographs Writing then reading own books and role play writing	Environmental sound discrimination Teaching the Basic Code in context Opportunity for Complex Code: /er/ Develop fluency through repetitive refrain Develop inference Reading illustration					
EYFS 2021 Communication and Language / Comprehension	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs and engage in non-fiction books. 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. 											
Language Competency: through reading, talk and writing	Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response		Asking questions and listening to opinions Book talk Extending descriptive language Captions Speech bubbles Prepositions	Enjoy listening to longer stories and can remember much of what happens. ☑ Understand why questions ☑ Learn and use new vocabulary ☑ Articulate their ideas and thoughts in well-formed sentences. ☑ Connect one idea or action to another	Asking questions, discuss preferences and listen to the ideas of others Language of description	First person voice in story Present tense in story Active verbs Book talk	Traditional tale voice Repetitive refrains Sequencing sentences in retelling Conjunctions and fronted adverbial Dialogue Comparative language Persuasive voice Visualising Exclamations					

				<p>using a range of connectives.</p> <p>☑ Engage in story times.</p> <p>☑ Listen to and talk about stories to build familiarity and understanding .</p> <p>☑ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>								
Physical Development	Children might incorporate simple sequences of dance movements into performance readings		Use large and small equipment to explore journeys and travelling. gross motor strength through the actions developing fine motor skills in the children's collage work	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Riding bikes between stations Creating trains and stations using construction – large and small scale Large scales drawings and mark making	Action songs Riding balance and pedal bikes. Travelling using body. Unwrapping, washing and rescuing Naughty Bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape	Encourage the children to move like the animals in the story. Using appropriate apparatus encourage the children to explore actions the animals might do; climb, slide, jump					
Extended Writing Outcome	Poetry in a range of forms	Retelling narrative Story maps	Book making	Speech and Thought bubbles ♣ Writing in role ♣ Labels and caption writing ♣ Sign/ poster writing ♣ Role on the wall sentence writing ♣ Collaborative poetry ♣ Story	Postcard writing Zigzag books	A narrative episode Class book	Retelling the story in role	Changing a traditional tale	Fact writing	Imaginative writing – creative adjectives	Write own book – change beginning, middle and end	Writing fact files

				mapping ♣ Shared writing: Instructions ♣ Independent story writing and illustrating								
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YEAR N	Book 1 Anna Hibiscus' Song by Atinuke and Lauren Tobia	Book 2 Augustus and his Smile by Catherine Rayner	Book 3 My Pet Goldfish by Catherine Rayner	Book 4 Ridiculo us! (Ready Steady Read) by Michael Coleman	Book 4 Bog Baby by Jeanne Willis	Book 5 The Gigantic Turnip by Aleksey Nikolayevich Tolstoy and Niamh Sharkey	Book 6 Clean Up	Book 6 Yucky Worms by Vivian French and Jessica Ahlberg	Book 7 A Great Big Cuddle by Michael Rosen and Chris Riddell
Literary Form	Picturebook repetitive Refrain	Picture book	Non-fiction	Picture book	Picture book	Traditional Tale	Picture book	Non-fiction	Poetry
Link to Main EYFSP Area of Learning	Understanding the World: Family Life	Understanding the World: Comparing animals with minibeasts	new knowledge and vocabulary around fish and pondlife. Develop empathy for animals		Understandin g the World: Frogs and life cycles	Physical Development: Healthy Diet and Exercise Growing Vegetables	Understandin g and taking care of the environments	Understandin g the World: Observing Minibeasts	EAD Poetry, music and dance
PSED & Human Themes	What makes me happy	Pursuit of happiness	Animal and habitats			Being helpful	Help stop litter pollution	Protecting nature	Growing up
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Nursery rhymes: If You're Happy and You Know it Rhythm and rhyme Family songs Instrumental sounds Personalised alphabet frieze Alliteration – names & places Reading familiar instructions written by children	Sing action songs related to tigers and other wild animals Igniting prior knowledge Predicting Ask questions Performance reading Visualisation	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.		Listening attentively. Anticipate events. Sing songs and rhymes about natural creatures	Vocalising animal sounds Drawing on repeated refrain and patterning to re-read Words as tags – matching text and illustration Read and follow simple recipe cards		Rhythm and Rhyme Spider songs Rhyming couplets Onset and rime Using supportive illustrations to predict Lifting print through performance reading Words as tags	Rhythm, rhyme, body percussion and voice sounds Word and language play Matching aural patterns like rhyming pairs to visual patterns by onset and rime Neo- language – reading pseudo words in context Performance reading Reading own poetry
EYFS 2014 Communication and Language (30-50 months)	<ul style="list-style-type: none"> Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. Showing understanding of prepositions; beginning to understand 'why' and 'how' questions. <p>Beginning to use more complex sentences to link thoughts; can retell a simple past event in correct order; using talk to connect ideas, explaining what is happening and anticipants what might happen next, recalling and reliving past experiences; questioning why things happen and gives happens and giving explanations; using a range of tenses; using intonation, rhythm and phrasing to make the meaning clear to others; using vocabulary focused on objects and people that are of particular importance to them; building up vocabulary that reflects the breadth of their experiences; using talk in pretending that objects stand for something else in play.</p>								
Language Competency: through reading, talk and writing	Statement and questions Describing human characteristics Expressing emotional states Language of empathy Book talk	Children might incorporate simple sequences of dance movements into performance readings	Understand the five key concepts about print: o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom o the names of the distinct parts of a book o page sequencing	Speech bubbles Retelling story, followin g their own story maps Verbs around speech – growled,	Asking 'how' and 'why' questions Using past tense to talk about experiences. Using future tenses to talk about things that are going to happen.	Past tense patterned narrative Lists and ordinal language Book talk		Explanation text Technical, descriptive and positional language Book talk	Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response

				barked, mumbled. Book talk.					
Physical Development	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Use a comfortable grip with good control when holding pens and pencils.	Scampering like mice Building homes for small animals using a range of materials. Create collage using brightly coloured paper.	Move like a bog-baby: jumping up and down. Floating on back Flapping their wings Making leaf rubbings and prints	Investigate pushing and pulling in the setting. Sorting and sowing seeds Using gardening tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination		Spider actions Sweeping and dusting ceilings Spider web creation Finger rhymes Performance reading actions	Children might incorporate simple sequences of dance movements into performance readings
Extended Writing Outcome	A 'Happiness Song'	Poster		Story maps	Letter	Care Labels and signs		Information booklet	Poetry in a range of forms