

WARDEN HILL PRIMARY SCHOOL

English Policy

Member of staff responsible	Literacy SLG
Governor responsible	
Sub-Committee responsible	Curriculum
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Date agreed at Sub-Committee	
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1.0	Nov 96	Original Issue
1.1	June 2000	Implementation of Literacy Strategy and Curriculum 2000.
1.2	April 2004	Review
1.3	January 2009	Review
1.4	November 2011	SLG Review
1.5	June 2013	Appendix 5 added - curriculum mapping

Vision

"All at Warden Hill are working to create and maintain a safe and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence." (School vision statement)

At Warden Hill School we recognise the central importance of English: as a medium for thought, learning and expression across the curriculum, and as a subject in its own right. Children need a facility with language in order to learn, and to play a full and active part as individuals within society. We therefore view the acquisition and development of language skills as an essential part of the school curriculum. Consequently English is given a high priority in the school.

Aims

We have produced this statement on policy and practice in English to ensure that:

- children's needs as learners and language users are effectively met across the curriculum
- an independent approach to learning is developed
- pupils develop lively and enquiring minds and apply themselves to tasks, striving for excellence
- the requirements of the Revised Primary Strategy for Literacy and the Foundation Stage Curriculum, are fully covered
- approaches within the school are consistent and clear
- the school policy on English is available to parents and other interested parties

The acquisition of literacy skills enables each child to achieve these aims. Parental involvement in reading and writing with their child is an important part of this achievement.

In terms of Speaking and Listening, our intention is to help children to:

- listen, understand and respond appropriately to others

- adapt their speech to a widening range of circumstances and demands
- formulate, clarify and express their ideas
- learn to use the vocabulary and grammar of standard English

Our intention, in terms of Reading, is to teach children to:

- read accurately, fluently and with both understanding and enjoyment
- respond sensitively and critically to the texts they read from a variety of genres
- use reference materials with confidence for a range of purposes
- take part and discuss books in guided and shared reading sessions

In terms of Writing, our intention is to teach children to:

- write with growing confidence and precision using a variety of forms for different purposes
- develop children's skills of communicating in a lively and appropriate style
- draft and re-draft their work through the process of editing (when appropriate to the task and the child's developmental level) in order to produce work which is accurate in punctuation and spelling, neat, and legible
- have the knowledge and ability to apply spelling, punctuation and grammatical conventions

In the course of their work, children will also be involved in drama and role-play activities. These elements of English will extend children's ability to communicate and to understand the communication of others. ICT will be used to extend children's access to information and to develop the skills required for the 21st Century.

Provision

Teachers' planning is based on an understanding and delivery of the Foundation Stage Curriculum (CLL), the Revised Primary Strategy for Literacy and the assessment of the language needs of our pupils.

English is regarded as a means of expression and as a subject in its own right. Pupils will therefore speak and listen, read and write in their work across the curriculum. In addition, a number of activities will be planned to help children to develop the skills and understanding they need to undertake such work

successfully. English in all Key Stages will therefore include aspects of Reading, Writing and Speaking and Listening. (See Appendix 1)

Annual Curriculum Plans and Schemes of Work for individual subjects help to ensure that the necessary range of work in English is covered throughout the school at levels appropriate for all children. (See Appendix 2 for end of Key Stage expectations.)

Pupil Grouping for English

Pupils will tackle English work as individuals, as a whole class or in small groups of mixed or like ability depending on the task and the needs of the child. Some children may occasionally work with specialist staff e.g. speech and language, to tackle particular areas of work.

Children sometimes take part in literacy support groups with TAs/SENAs, as deemed appropriate.

The governing body will be responsible for ensuring the curriculum requirements of the English Policy are fully implemented.

Subject Organisation

The following summary is intended to provide an overview of the English work undertaken by the children as they progress through the school. Expectations of children at 7 (i.e. at the end of Key Stage 1) and at 11 (at the end of Key Stage 2) are based on the requirements of the Revised Primary Strategy.

For ease of reference only, this is presented under the separate headings of Speaking and Listening, Reading and Writing but we recognise that the pupil's abilities in English should be developed within an integrated programme.

Speaking and Listening

When children first arrive, they are encouraged to participate in many activities to develop their confidence and their speaking and listening skills. They share in circle time and role play activities and learn to respond to stories and poems that are read with them. Their thoughts and experiences are valued by the teacher and they learn to take turns and to listen to others making use of 'talk partners' in Foundation and Key Stage 1.

As children become more practised, a greater emphasis is placed on group and partner activities in which they learn to express views and listen more carefully to the opinions of others. They are encouraged to ask questions, to make suggestions about how they might carry out their work and to take part in a range of oral activities including role-play and drama. They have opportunities to participate in performances for different audiences.

Speaking and listening continues to be given equal weighting with reading and writing as children move through the school, in recognition of the importance of speaking and listening in the development of the learning spiral. Pupils are given a wide range of opportunities to make use of talk: to try out ideas for writing with a partner, to respond to what they hear in class, to talk through issues within a group, to ask and respond to questions. They will also be able to take part in presentations - oral storytelling, talks on specific topics, plays and performances - for a range of audiences. In the process, pupils will learn to adapt the way in which they speak to suit the needs of the task and the listener.

Using the speaking and listening strands of the Primary Strategy for Literacy ensures progression throughout the school.

Reading

On starting school, children are introduced to a stimulating reading environment and are encouraged to develop reading skills through a range of structured activities. Time is set aside for the teacher to read to children and for children to share books with adults and each other.

Shared: Children make progress as readers because they are encouraged to read for meaning and to develop a range of strategies that help them to read familiar and less familiar texts. Teachers demonstrate, in their reading to children, how texts work and the uses to which reading can be put: the range of demonstration texts expands to include non-fiction as well as stories, poems and play scripts.

Independent and Guided: As children enter the school the teachers introduce children to 'Letters and Sounds' (Gloucestershire's recommended scheme) to develop their phonic reading skills. Children are also helped to record and read back their own words under pictures, in class books and on the interactive white board.

Children's own reading continues to include a balance between structured texts from the school's chosen reading schemes and a range of quality books that are colour coded in accordance with the Benchmark scheme. Children are encouraged to develop the ability to talk about their reading, and to express preferences for particular books and authors. Their progress continues to be carefully monitored by the teacher.

Once children have learnt to read, they are encouraged to read to learn. Strategies such as Shared, Guided, Independent or Paired Reading provide the context in which teacher can help children to become more reflective and critical readers and to develop their ability to talk about their reading. Emphasis is placed on developing breadth of reading experience and children are encouraged to read widely, both at home and in school. Children are taught to use more advanced reading skills to help them to locate and use information, both in print and electronically. They are also given opportunities to look at and discuss visual texts, to consider the similarities and differences in reading visual and printed messages.

Writing

In the Foundation stage, children are encouraged from the beginning to see themselves as writers and to have the confidence to express themselves by making marks on paper. The teacher progressively introduces children to the letters of the alphabet following the Letters and Sounds programme and encourages children to use their emerging knowledge of words and letters in their own independent writing. At the same time, the teacher is modelling the writing process by writing for children and inviting children to follow the example.

As they develop in knowledge and confidence, children are encouraged to write at greater length and in a wider range of forms: letters, labels, lists, instructions etc. as well as stories and poems.

They are expected to make use of knowledge drawn from their reading, and the systematic teaching of spelling and handwriting, to improve the accuracy of their work. Great effort goes into stimulating lively and purposeful writing at this level, with a strong emphasis on writing to communicate and an awareness of audience.

By the end of Year 6, pupils will have had experience of writing in a range of styles for different purposes and different readers. They will have had opportunities to write, among other things: stories for younger children, leaflets to communicate information on specific issues and essays to argue a point of view. In the process, they will have given considerable thought to the adaptation of their language to suit the needs of their readers and how to organise and present their ideas to communicate effectively. Pupils will also learn to take time over a piece of writing and edit their work so that at different stages of composition they are able to concentrate on ideas, expression, accuracy and presentation.

From the Foundation Stage, children build up a bank of key words using Letters and Sounds Phases. Children will be introduced to the spelling of 'tricky' and high frequency words at the correct stage of their development. This then continues through all key stages. A range of spelling strategies are taught through Letters and Sounds and the Searchlights for Spelling schemes. In Key Stage 2 children are encouraged to learn words frequently spelt incorrectly with the use of spelling buddies.

With handwriting our aim is to ensure that the children are able to develop a neat, fluent handwriting style so that they are able to communicate effectively. It is through the development of a neat hand that written work can be well presented and the children can take pride in their presentation. Handwriting takes place on a regular basis throughout the school.

Cross-curricular Opportunities

The use of English extends across the curriculum, being the medium for learning in all other subjects. Where appropriate, work delivered through the creative curriculum is planned with the literacy objectives being applied in the activities covered.

The use of ICT

ICT helps pupils learn by enabling them to communicate, edit, annotate and arrange text quickly and flexibly. ICT can be used to integrate speaking, listening, reading and writing. It enhances interactive teaching and learning styles. It also extends the pupil's ability to exercise choice, work independently and make connections between their work in English and in other subjects.

ICT resources include:

- tape recorders
- digital cameras
- video cameras
- interactive white boards
- programmable equipment
- access to individual computers in the ICT suite
- some classroom PCs

Assessment

Teachers use APP (formative assessment) to assess children's progress in Reading and Writing as well as observation and summative assessment in order to move children on to the next level. This knowledge will be used to aid future planning.

Subject Analysis of standards is done by the Literacy subject Leadership group and a report, which evaluates the effectiveness of the teaching and learning of English throughout the school. From this an Action Plan for the following academic year is formulated. This is shared with staff at the beginning of the year and with Curriculum Governors.

Where common weaknesses are identified either across all key stages or key stage specific, targets are set and displayed in the classroom and an emphasis put on this aspect of their learning. Targets set by the county are also used to improve skills.

At the end of the autumn and spring terms parents receive a report detailing children's development in core areas of their learning. At the end of the year parents receive an **Annual Report** detailing their children's progress and targets for the following year.

At the end of Y2 and Y6, children will take the end of Key Stage tests.

In their marking of children's work, teachers will be sensitive to the needs of the child. They will place initial emphasis on reading for meaning, and providing a positive response. Where possible and appropriate, and certainly in the early stages, marking will take place alongside the child. Over time, teachers will seek

to set high yet appropriate expectations for young writers. They will encourage drafting and editing when appropriate, to improve both content and presentation and will set targets for development. Marking should primarily respond to the set objective and comments should take the children's learning forward.

Equal Opportunities

Our aim as a staff is to ensure that all children have equal access to a rich and rewarding curriculum and that they experience this in ways that are appropriate to their needs.

Consequently, we will make use of a suitable range of learning activities, teaching strategies, educational materials and technological aids to meet the needs of the individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against or in favour of any particular group.

Children for whom English is not their first language will be supported in their use of English and will be given opportunities to make use of their own home language to assist their learning and to add to the resources of the classroom. When appropriate assistance from outside agencies may be sought.

Special Needs

Situations may arise in which individuals need to work at a level either above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of on-going observation and assessment.

Children who are considered to be working well above the level of their peers, are included on the Gifted and Talented register, which is reviewed on a regular basis. This ensures that their gifts and talents are recognised and fully developed. (For further detail see the G&T Policy)

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents will be informed of any such decision.

(For further detail see SEN Policy)

Children may also be asked to join booster or intervention programmes to support their specific needs in literacy. Parents are informed and consulted should this be the case.

The Role of the Subject Leader

- To play a leading role in reviewing and preparing the English Policy
- Maintain good standards and ensure progression and consistency of teaching
- Monitor and evaluate policy and planning in English
- Monitor and evaluate pupils learning in English and set targets accordingly
- Produce an annual Report
- Formulate an Action Plan for the following academic year
- Lead staff in the implementation of targets
- Auditing resources and purchasing new materials as required

The Role of Parents

We see parents as important partners in the process of developing children's language skills:

- they have an important influence on children's language before they come to school
- they provide valuable support at home in helping children to become readers
- they offer a useful audience for children in their development as speakers and listeners, readers and writers as they move through the school
- they support children in their learning of spelling patterns as they move up through the school
- they support children's learning in school by ensuring homework is completed and returned at the appropriate time

We therefore encourage parents to play a full part in their children's education by:

- providing guidance for parents of pre-school children on how to help their children develop the necessary early language skills
- involving parents in the school's reading programme from the moment children start school
- updating the guidance for parents as their children move through the school so that they can continue to offer valuable support
- welcoming offers of help from parents to assist in school e.g. by listening to readers and talking with children
- newsletters inform parents of units of work to be covered each term

Conclusion

At Warden Hill we aim to develop the skills of Speaking, Listening, Reading and Writing to give the pupils the tools to express themselves, creatively and imaginatively, fostering a love of language, enabling them to communicate with others effectively. With these skills the children in our care will be able to fulfil their potential and go on to take their place in the wider community.

Signed Head Teacher
Date

Signed..... Chair of Governors
Date

Effective: Immediately
Distribution: All Staff and Governors

Appendix 1

Approaches to learning in:

Speaking/Listening and Drama Strands 1-4	Word Level Strands 5-6	Text Level Strands 7-10	Sentence Level and Presentation Strands 11-12
Circle Time and Drama (including role play), Poetry Recital, Class Assemblies and a variety of other opportunities such as 'show and tell' and paired/group presentations in other areas of the curriculum.	High frequency words, spelling rules and patterns. (See Spelling Policies - Letters and Sounds and Searchlights for Spelling) Paired, grouped and independent work	SQUIRT * Story Time, Independent quiet reading, Guided Reading Shared Reading Group Reading Paired Reading Reading aloud to the class Reading partnerships Reading at home	Emergent, Modelled, Shared, Guided, 'buddy' and Independent writing. Discrete cursive handwriting and within spelling exercises.

*Sustained Quiet Uninterrupted Reading Time

Appendix 2

End of Key Stage Expectations

By the end of Foundation and Key Stage 1, all pupils should be able to:

- speak audibly about matters of immediate interest to them, and listen to others
- recognise familiar words when sharing simple texts, and say what they like and dislike about a book
- communicate through their writing, using letters which are usually clearly shaped.

Most pupils should be able to:

- speak with some confidence, and listen attentively, when the topic interests them
- read simple texts with accuracy and understanding
- write meaningfully in sentences, sometimes using capital letters and full stops, and spelling simple words correctly or plausibly.

Some pupils should be able to:

- talk confidently and listen carefully, showing some awareness of Standard English
- read a range of texts fluently and accurately, using their knowledge of the alphabet to locate books and find information
- produce writing which is organised, imaginative and clear, and in which basic spelling and punctuation are generally accurate

By the end of Key Stage 2, all pupils should be able to:

- speak clearly and with some confidence in talking about matters which interest them, and listen with some concentration
- read a range of texts with some accuracy and understanding, and use their knowledge of the alphabet to locate and use information texts
- write meaningfully in both narrative and non-narrative forms, showing awareness of the needs of the reader

Most pupils should be able to:

- use talk confidently in different situations to explore and communicate ideas, listen carefully to the views of others and use features of Standard English

- read a range of texts fluently, and show in their response an understanding of the main ideas and themes
- write interestingly in a range of forms, showing an understanding of the needs of the reader and an ability to organise, punctuate and spell with increased accuracy

Some pupils should be able to:

- talk and listen confidently in a variety of situations, contributing effectively to group discussions and beginning to use Standard English in formal situations
- read and discuss a wide range of texts, selecting appropriate examples to support their views
- write effectively in a range of forms, showing a good grasp of the conventions of organisation, punctuation and spelling

Appendix 3

Useful websites:

- ◆ <http://curriculum.qca.org.uk/key-stages-1-and-2/index.aspx>
- ◆ <http://www.standards.dfes.gov.uk/primaryframeworks/>
- ◆ <http://schools-online.org/cgi-bin/WebObjects/SchoolWebs.woa/wa/school?ID=1128>
(Gloucestershire English website)

Appendix 4

Spelling in Key Stage Two

Aims: To teach children spelling strategies in order to become a competent speller.

Through:

- teaching rules and conventions of spellings, and the exceptions to these
 - observing word families
 - teaching children to use dictionaries, thesaurus and personal spelling books
 - aiding children to learn the more difficult spellings in order to commit them to memory, through word association, diagrams and mnemonics etc.
e.g. Big Elephants Can't Always Use Small Exits = because
1. A written or typed list of spellings, in the cursive style, should be given to the children.
 2. The class teacher should read spellings aloud to the class. As each spelling is read any silent letters or tricky sections within the spelling should be highlighted to the children.
 3. On the whole the spellings given should follow a rule or pattern the children can observe, or one that can be discussed. Within a set of weekly spellings it may be necessary to look at more than one rule, or group pattern. Occasionally spellings may be linked to topics or may be words that the teacher has noticed the majority of the class are spelling consistently incorrectly. The QCA (Qualifications and Curriculum Authority) spelling banks will also be used as well as those targeted in the spelling scheme.
 4. Children will use the LOOK, SAY, COVER, WRITE, and CHECK method of learning spellings which should be regularly practised in Spelling Log books.
 5. Dictation of sentences using target words will be undertaken on a regular basis. Other activities will also be undertaken (refer to the Searchlights for Spelling Scheme and Primary Strategy Spelling Bank).

6. Children with special educational needs will be given a list of spellings appropriate to their needs. More able children will be challenged with an extended list of words that uses similar patterns, conventions or rules.
7. Every week the children will be tested on the spellings they have learnt. Part of this test could include dictation of whole sentences.
8. When appropriate, incorrect test spellings will be added to a list in their personal spelling book. Incorrectly spelt high frequency words will also be written in personal spelling books for the children to learn and for reference when checking work.
9. A 'buddy' partner system will be used to test how well personal spellings have been learnt.
10. At the end of every term a diagnostic test will be carried out, in order to assess the children's learning. This will be done in the form of a cloze passage in line with optional SATS and Searchlights for Spelling.
11. Handwriting will form an integral part of learning spellings and will be practised with LSCWCh and other spelling exercises.

The teacher will allow time in the literacy session for correction of spelling errors.

Strategies to aid spelling

- Stretch the word out so that you can hear the phonemes.
- Use analogy e.g. *night and fright*
- Break the word down into smaller component parts e.g. *un-fin-ish-ed* or smaller words within it e.g. *o-the-r-wise*
- Is it a compound word? e.g. *every-body, some-times*
- Look at the word to see if it looks correct - have you ever read this word?
- Look at classroom displays and word banks
- Use a dictionary, spelling book, thesaurus or spelling jotter.
- Think about suffixes and prefixes e.g. *ly, ed, mis etc*
- Use spelling rules e.g. words ending in *y* have the ending *ies* in their plural form -i.e. *pony becomes ponies*
- Invent mnemonics for tricky words e.g. *said - silly ants in dustbins*
- Say it in your head several times as well as out loud.
- Put down the parts you know.
- If it is a reading test, look at the text and the question as the word may be there.
- Use the LSCWCh method of daily practise.

In Foundation and Key Stage 1 the Letters and Sounds programme is followed. Children are initially taught to spell through the skill of segmenting. When appropriate, children are introduced to some spelling rules and conventions. In Year 2 children are given a weekly list of spellings which they are encouraged to practise at home using the 'Look, say, cover, write, check' method.

Appendix 5
Warden Hill Primary School
Literacy Curriculum Map

Year Group	Term	Topic	Literacy Units of Work Covered	Talk for Writing Units	Authors and Books the year group uses
YR	Autumn	Nursery Rhymes Let's celebrate!	<p><i>Au 1</i> Communication and Language. Learning routines, times to listen, maintain concentration and attention. Follow instructions. Talk to others in a variety of situations, becoming confident when speaking in a familiar group. Learn a range of Nursery Rhymes and perform in different ways. Role play and small world activities.</p> <p>Literacy Become familiar with sets 1-5 of letters & sounds stage 1. Match pictures to sounds. Begin to orally blend. Use various media for formation of letters. Learn Nursery Rhymes, perform and sequence in different ways. Rhyming - identification and generation</p> <p><i>Au 2</i> Communication and Language. Follow instructions.</p>	No specific story, however the children use the talk for writing story actions to learn specific story words.	No specific books and authors used as the topics change from term to term and year on year. The reception teachers will consult the Literacy Curriculum map when looking at authors and books to use.

		<p>Talk to others in a variety of situations, becoming confident when speaking in a group. Role play and small world activities. Maintain concentration and listening. Listening to the experiences of others and asking relevant questions. To ask 'how' and 'why' questions about different celebrations. To talk about things of personal interest.</p> <p>Literacy Continue Phase 2 of Letters and Sounds. Move onto Phase 3 when ready. Use various media for formation of letters. Segmenting and blending simple words. To write invitations and cards for special events. To create a list.</p>		
Spring	Down on the Farm Under the Sea	<p>Sp 1 Communication and Language. Continue to grow in confidence when speaking in a familiar group. Role-play area and small world activities. To listen and follow stories. To introduce stories into play. To talk about personal experiences. To ask 'what' and 'when' questions about plants and animals on a farm</p> <p>Literacy Continue phase 3 L&S and tricky words. Use various media to join digraphs. Blend/segment regular words. Sequencing events in a story using simple sentences.</p>		

		<p>Chose main character from story and describe. Write lists of animals on farm. Label animals and their babies.</p> <p>Sp 2 Communication and Language Continue to grow in confidence when speaking in a familiar group. Role-play area and small world activities. To listen and follow stories with increasing recall. To continue using the language of stories in their play. To use a range of tenses with increasing accuracy.</p> <p>Literacy Revisit phase 3 of L.S Move on to phase 4. Tricky word recognition and blending and segmenting to continue. Look at stories about under the sea, retell one of the stories. Look at non-fiction books related to 'under the sea'. Create their own non-fiction book about things found in the sea. Read a range of topic related Fiction and Non-Fiction books.</p>		
Summer	<p>Watch me grow! Off we go!</p>	<p>Su 1 This will roughly be the same however the curriculum has changed so there will be slight variations! Continue Phase 3 and 4 of L&S. Naming the letters of the alphabet, and knowing the order of them. Letter formation, correct pencil grip. Writing for different purposes - labels and captions. Poetry and non-fiction. Story telling, sequencing and discussing elements of story eg characters.</p> <p>Su 2</p>		

			Theme: Journeys Summer 2 2012 - Olympics This year will change - plan nearer the time.		
Y1	Autumn	This is Me! Russia	Fiction: Familiar Stories 'The boy who was afraid of spiders' (4 weeks) Poetry: Pattern and Rhyme Nursery Rhymes (2 weeks) Non-Fiction: Lists, labels & Captions (1 Week) Fiction: Stories from another culture (4 weeks) Non-Fiction: Instructions (2 weeks)	Narrative The Boy who was afraid of spiders Narrative Peter and the Wolf (Pie Corbett) Non-Fiction Instructions How to make a Russian Sandwich Non-Fiction Grace Darling Non-Fiction Instructions How to plant a bean Animal Fact books	Books: The Gingerbread Man The Boy who was afraid of spiders Nursery Rhymes and Skipping rhymes Peter and the Wolf Fairy tales - Jack and the Beanstalk Senses Poems Animal Poems Animal: Fact Books
	Spring	Lighthouses	Poetry: Senses (2 weeks) Non-Fiction: Dictionaries (2 weeks) Fiction: Narrative Fantasy Stories Mr. Grinling and the Magic Key (4 weeks) Non-Fiction: Recount Grace Darling (2 weeks)		
	Summer	Amazing Animals	Poetry: Poems on a theme: Animal Poems (2 weeks) Non-Fiction: Information Texts: Animal Fact Files (4 weeks) Non-Fiction: Instructions: (2 weeks) Fiction: Narrative Fairy Tales Jack and the Beanstalk (4 weeks)		
Y2	Autumn	What a Wonderful World! The Lady with the Lamp	Fiction: Stories With Familiar Settings Shirley Hughes - 'An Evening at Alfie's' Non-Fiction: Instructions Poetry: 'Patterns on the Page'	Narrative The Papaya that spoke Narrative An evening at Alfie's Narrative The True Story of Little Red Riding Hood Non-Fiction Rabbits (non-	An Evening at Alfie's - Shirley Hughes Ronda and David Armitage Julia Donaldson Martin Wardell Dick King Smith Allan Ahlberg Fire! Fire! Fact Book Little Red Riding Hood the True Story
	Spring	Global Gardens Fire! Fire!	Non-Fiction: Explanations The Journey of a Banana Poetry: 'Really Looking' Fiction: Fairy Tales		

			The True Story of Little Red Riding Hood Non-Fiction: Information Texts A range of non-fiction texts on The Great Fire of London	chronological report)	Tongue Twisters - Poems Light House Keepers Luncheon and other stories - Ronda and David Armitage
	Summer	Oh I do like to be beside the seaside!	Narrative: Stories from Significant Authors David and Ronda Armitage Poetry: Tongue Twisters Non-Fiction: Non-Chronological Report A Report about Rabbits	Extra Story Telling Stories (A learnt bank of stories) How the Turtle got his shell The Magic Brush	
Y3	Autumn	Location! Location! Location!	Fiction: Narrative unit 1 Stories with familiar settings (3 weeks) Non-fiction Unit 1: Non-chronological reports (4 weeks) Fiction: Narrative Unit 4 Authors and letters (4 weeks) Poetry Unit 2 Shape poems and Calligrams (2 weeks)	Narrative Wallace and Gromit - Adventure Stories in Egypt (Spring Term) Non-Fiction Instructions Mummification (Spring Term) Fiction Fables Tortoise and the Hare (Summer Term)	I'll take you to Mrs Cole - Nigel Grey Into the Forest - Anthony Browne Diary of a Killer Cat/ Bills New Frock The Killer Cat The Return of Anne Fine - Anne Fine Aesop's Fables Shape poems - Poetry unit of work Roger Mc Gough Grace Nichols Fairytale into play Pirate information work Walking with My Iguana - Brian Moses
	Spring	Awesome Egyptians	Non-fiction Unit 2 Instructions Instructions: How to build a pyramid How to make a mummy (4 weeks) Fiction: Narrative Unit 3 Adventure and Mystery Stories (4 weeks) Poetry Unit 1: Performance Poetry (1 week)		
	Summer	On Safari!	Non-fiction Unit 3: Information texts (4 weeks) Fiction: Narrative Unit 2 Fables (4 weeks) Poetry Unit 3: Language Play (1 week)		
Y4	Autumn	Romans	Poetry : Creating images Christina Rosetti (2 weeks) Fiction: Stories with historical settings	Narrative Roman Mysteries (The	Poetry: The Wind - Christinna Rosetti The Roman Mystery Stories - Caroline

			Roman Mysteries (4 weeks) Non-Fiction : Information texts Life in the Roman Army and Roman life (4 weeks) Fiction: Stories which raise issues/dilemmas (4 weeks)	opening extract) (Autumn Term) Non-Fiction Explanations The Water Cycle - How it Works! (Spring Term) Non-Fiction Play scripts (Summer Term)	Lawrence Information texts: The Romans/Boudicca - Dorling Kingsly Tunnel - Anthony Browne Gorilla - Anthony Browne The Flying Blanket - Imaginary World Stories The Water Cycle: Explanation Text (Talk for Writing) Newspaper Articles: The Battle of Bosworth, Egg-spllosion, It's Here! Around the World in 80 Tales The Rainbow Snake - story from Australia and Venezuela. The Kangaroo and the Porpoise. The Australian Creation Story Play - Richard III - Shakespeare
	Spring	Environment Protection Agency (Rivers)	Non-Fiction : Explanation- How the water cycle works. How a river changes from source to mouth. (3 weeks) Fiction: Stories set in imaginary worlds The Flying Blanket (3 weeks) Non-Fiction : Persuasive texts Writing persuasive leaflets on chosen flood defence		
	Summer	Terrible Tudors	Non-Fiction : Recounts: newspapers and magazines Interviewing Henry VIII Reporting on the Battle of Bosworth (3 weeks) Fiction : Stories from other cultures (3 weeks) Poetry :Exploring form (2 weeks) Fiction: Plays (3 weeks)		
Y5	Autumn	We'll Meet Again (WWII)	Non-Fiction: Recounts Newspapers, diaries of moon landings. Fiction: Significant authors Michael Morpurgo, Friend or Foe, Adolphus Tip, Michelle Magorian Goodnight Mr Tom Nina Bawden Carrie's War Non-Fiction: Instructions linked to DT and card games.	Narrative Greek Myth Retelling Arachne	The Listeners - Narrative poetry Carries War - Nina Bawden Goodnight Mr Tom - Michelle Magorian Piano - Jane Campion Iron Man - Ted Hughes Robin Hood - Michael Morpurgo Friend or Foe - Michael Morpurgo

			Non-Fiction: Persuasive writing linked to war efforts eg dig for victory		Diary of a wombat - Jackie French & Bruce Whatley Stories from other cultures The Pearl Diver - Julia Johnson & Patricia Al Fakhri Wind in the Willows - Kenneth Grahame Midnight Fox - Betsy Byars Valerie Bloom - performance poetry When Hitler Stole Pink Rabbit Journey to Jo'burg Muforo's Beautiful Daughter: An African Tale The Amazing Story of Adolphus Tips Michael Morpurgo Rose Blanc The Little Ships
	Spring	Rainforests	Non-Fiction: Persuasive writing (cont'd) linked to deforestation Fiction: Film Narrative - the Piano Links to war and remembrance Fiction: Stories from other cultures Australian, Mexican, Brazilian. Classic narrative poetry Matilda		
	Summer	Ancient Greece	Fiction: Myths & Legends Fiction: Older Literature & dramatic conventions Wind in the Willows Fiction: Narrative The Midnight Fox (transition unit) Poetry: Performance Poetry		
Y6	Autumn	Crazy inventions - Super Solutions! The Victorians	Non-Fiction: Recount Black Country 1 Week Autobiographies Biographies 3 weeks Ellen MacArthur (1 week but then ongoing to write up) Superheroes and Real life Superheroes Non-Fiction: Journalistic Writing Persuasive letter/ speech (Topical at time) -Friends (2 weeks) Persuasive letter/ speech -Friends Romans Country men lend me your ears! Non-Fiction : Non-chronological reports Great Explorers (2 weeks)	Fiction Kidnapped Pi Corbett Non-Fictions Explanations Why dragons are extinct? Pie Corbett Non-Fiction Balanced argument	The Power of Imagery - Highway Man - Alfred Noyes & Charles Keeping Romans Country men lend me your ears Over Sea and Under Stone - Susan Cooper King of Shadows - Susan Cooper Midsummer's Night Dream - Shakespeare Kensuke's Kingdom Holes - Louis Satchar There's a boy in the Girl's bathroom

			Fiction: Quest/ Fantasy stories Barrowquest (4 weeks)	Should Dr Who stop being a time lord? Pie Corbett	Louis Satchar Barrowquest
Spring	India - Raja's and Elephants	Fiction: Quest/ Fantasy stories Barrowquest (4 weeks) Non-Fiction: Letters: To explain, persuade & inform Formal and Informal Recount - expeditions and natural disasters Natural Formations - linked to Mountains and Coasts - (2 weeks) Weird weather explanation and/or cc Geography coastal erosion Mysteries of Harris Burdick Narrative: Shakespeare - A Midsummer's night Dream Macbeth/ Tempest Spells (2 weeks) Non-Fiction: Balanced Arguments Pie Corbett Formal Impersonal (2 weeks) Revision - Planning of past papers and then modelled write, independent write (2 weeks)	Fiction -Pie Corbett Caravan Warning Story Nightmare Man Suspense story Persuasion - I spy & Magnificent machines (short units from Pie Corbett)	Ellen Mac Arthur - biography Diary - all about me Journalistic writing - topical news : Olympian- Help the heroes (Will change year on year - topical!) Recount - expeditions and natural disasters Weird weather: explanation Dancing Bear Michael Morpurgo - Biased argument Mysteries of Harris Burdick Monster Poetry	
Summer	Over Sea and Under Stone	Narrative Kensuke's Kingdom - journey with flashback Mini saga Missing Months (2 weeks) Narrative: Transition Unit Morpurgo Kensukes Kingdom Running Wild - Michael Morpurgo			