

| YEAR 6                                                                               | Book 1<br>Kensuke's Kingdon<br>by Michael Morpogu                                                                                                                                                                                                                                                                                                                                                                         | Book 2<br>Street Child                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Book 3<br>Letters from a<br>Lighthouse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Book 4<br>The Journey<br>by Francesca Sanna                                                                                                                                       | Book 5: | Book 6<br>Moth<br>by Isabel Thomas<br>and Daniel Egneus                                                                                                                                                   | Book 7<br>Happy Here: 10 stories<br>from Black British<br>authors & illustrators                                                                                                                                                                                                                                                                                                                                          |
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| Literary Form                                                                        | Contemporary Novel                                                                                                                                                                                                                                                                                                                                                                                                        | Historical novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Historical and classic<br>Novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Picture Book                                                                                                                                                                      |         | Non-fiction                                                                                                                                                                                               | Short stories and poetry                                                                                                                                                                                                                                                                                                                                                                                                  |
| Link to Main NC<br>Area of Learning                                                  | Geography - coasts                                                                                                                                                                                                                                                                                                                                                                                                        | Geography<br>Art<br>Science<br>Hsitory<br>Dance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | History: Impact of<br>the Battle of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Geography: Migration<br>across Europe                                                                                                                                             |         | Science: Animal<br>adaptation and<br>changes in the<br>locality                                                                                                                                           | PHSE transition                                                                                                                                                                                                                                                                                                                                                                                                           |
| PSED & Human<br>Themes                                                               | Friendship, empathy,<br>trust and loss                                                                                                                                                                                                                                                                                                                                                                                    | Empathy and<br>KindnessFamilyFeeling<br>sFriendshipVictorians                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The Impact of War –<br>effect on children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Impact of War -<br>Refugees                                                                                                                                                   |         | Looking after our<br>environment                                                                                                                                                                          | Transition to secondary<br>school                                                                                                                                                                                                                                                                                                                                                                                         |
| Reading:<br>Experience,<br>Knowledge, Skills<br>and Strategies                       | Participate in discussions<br>about books<br>Predictions<br>Explore the meaning of<br>words in a context.<br>Identify key details that<br>support the main ideas<br>Summarising<br>Explain, discuss and<br>debate, maintaining a<br>focus and using<br>evidence.<br>To draw inferences<br>Retrieve, record and<br>present information<br>Respond and question<br>events in a story<br>Research facts to write a<br>report | Read and discuss a<br>wide range of fiction ☐<br>Read books that are<br>structured in different<br>ways ☐ Identify and<br>discuss themes and<br>conventions ☐ Discuss<br>understanding and<br>explore meaning of<br>words in context ☐ Ask<br>questions to improve<br>understanding ☐ Draw<br>inferences such as<br>inferring characters'<br>feelings, thoughts and<br>motives from their<br>actions and justifying<br>inferences with<br>evidence ☐ Identifying<br>how language,<br>structure and<br>presentation<br>contribute to meaning<br>☐ Discuss and evaluate<br>how authors use<br>language ☐ Participate<br>in discussions about<br>books, building on<br>their own and others'<br>ideas and challenging<br>views ☐ Explain and<br>discuss their<br>understanding of what<br>they have read. | Immersion into<br>world of text<br>through response to<br>related sounds,<br>music and poetry<br>Make predictions<br>Performance poetry<br>Developing<br>inference and<br>justifying<br>Visualising<br>Develop word<br>bank/web to<br>support retention                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Making meaning from<br>illustration and text<br>Asking questions and<br>clarifying<br>Scanning and close<br>reading<br>Predicting<br>Evaluating and<br>summarising<br>Visualising |         | Alliteration and<br>assonance<br>Environmental<br>sound<br>discrimination<br>Building reading<br>stamina and<br>fluency through<br>re-reading<br>Close reading and<br>scanning<br>Reading<br>illustration | Exploring word<br>meanings<br>Predicting<br>Drawing inferences and<br>justifying<br>Evaluating how authors<br>use structure, language<br>and presentation to<br>affect meaning<br>Participate in discussion<br>Asking questions<br>Rhythm and rhyme<br>Performance reading<br>Listening to poets<br>Visualisation<br>Drawing on personal<br>experiences and values<br>Affective response<br>Alliteration and<br>assonance |
| National Curriculum<br>2012 Vocabulary,<br>Grammar,<br>Punctuation (and<br>Spelling) |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> |                                                                                                                                                                                   |         |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                        |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>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.</li> <li>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                      |
| Language Competency: through reading, talk and writing | Book Talk ▪ Responding to Illustration ▪ Visualising and Artwork ▪ Storytelling ▪ Looking at Language ▪ Text Marking ▪ Visual Organizers<br>Role-Play and Drama ▪ Freeze Frame and Thought Tracking ▪ Shared Writing ▪ Shared Reading ▪ Drafting, Editing and Polishing ▪ Bookmaking and Publication ▪ Dictogloss ▪ Free Writing                                     | Conscience Alley ☐ Debate and Discussion ☐ Freeze Frame and Thought Tracking ☐ Graph of Emotion ☐ Hotseating ☐ Reading Aloud and Re-Reading ☐ Responding to Visual Images ☐ Role on the Wall ☐ Text Marking and Annotating ☐ Textual Comparison ☐ Visualisation | Use of passive voice<br>Punctuation to help clarify meaning<br>Use semi-colons to inverted commas for speech<br>Synonyms to enrich description<br><br>Identify and use formal and informal writing<br><br>Persuasion<br>Discuss how authors use language, including figurative language, have an impact on the reader                                                                                                                                | Narrative voice<br>Tuning into vocabulary to support visualisation<br>Carefully consider use of vocabulary, structure, grammar and punctuation in terms of effect on audience and literary form<br>Story maps and comic strips as planning tools<br>Adjective to describe – using models from text to support<br>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 |  | Explanatory voice<br>Rhyming pairs – onset and rime<br>Descriptive and scientific language<br>Present tense, including progressive<br>Determiners<br>Investigating spelling patterns<br>Book Talk | Narrative voice<br>Past and present tense, including progressive<br>Dialogue<br>Paragraphs for cohesion<br>Conjunctions and fronted adverbials<br>Metaphor and imagery<br>Emotional expression and empathetic language<br>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive<br>Semi-colons, colons and dash for clause boundary |
| Extended Writing Outcome                               | Pen portraits ▪ Biographies ▪ Speeches<br>Persuasive letters and responses ▪ Prison letters and accounts ▪ Petition ▪ Eyewitness accounts ▪ Newspaper report – with bias ▪ Banners and slogans ▪ Posters, flyers and pamphlets ▪ Flags, badges and sashes ▪ Song lyrics for an anthem ▪ Persuasive text of choice: letter, poster, blog, petition, film script, etc. | Annotations ☐ Biography ☐ Captions ☐ Family Tree ☐ Free Writing ☐ Glossary ☐ Non-Fiction ☐ Note of Advice ☐ Note Taking ☐ Pen Portraits ☐ Poetry ☐ Recounts ☐ Timeline                                                                                          | Writing in role<br>Letters<br>Postcard<br>Recount<br>Diaries<br>Journals<br>Discussions<br>News reports<br>Setting description – atmosphere<br>Poetry<br>Non-chronological report                                                                                                                                                                                                                                                                    | Narrative<br>Journal<br>Advert<br>Speech<br>Letter<br>Non-chronological report<br>Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Persuasive text                                                                                                                                                                                   | Dreams of Freedom<br>Speech<br>Letter<br>Discussion<br>Diaries<br>Recount<br>Poetry<br>Descriptive writing<br>Reviews                                                                                                                                                                                                                                |

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| Language Competency: through reading, talk and writing | <p>Narrative voice</p> <p>Fronted adverbials and conjunctions in co-ordinating clauses</p> <p>Debate, argument and persuasive language – modal verbs &amp; subjunctive</p> <p>Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases</p> <p>Imagined and improvised dialogue – inverted commas</p> <p>Commands</p> <p>Paragraphs</p> <p>Book Talk</p> | <p>Non-fiction explanatory voice</p> <p>Paragraphs to organise ideas</p> <p>Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p> <p>Paragraphs to organise ideas</p> <p>Hypotheses and questions – adverbs indicating possibility</p> <p>Descriptive and scientific language – verb prefixes</p> <p>Nouns, pronouns and determiners for cohesion</p> <p>Commas and parenthesis to clarify meaning</p> <p>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</p> <p>Focus on colour, personification or seasons.</p> | <p>Narrative voice</p> <p>Descriptive language and precise vocabulary choice</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Emotional expression</p> <p>Exploring language and meaning play</p> <p>Expression and empathetic language</p> <p>Metaphor and imagery</p> <p>Paragraphs for cohesion</p> <p>Pragmatic use of repeated pronouns for effect on reader</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>Debate, discussion and dilemma: subjunctive, modal verbs, passive and active</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Book Tal</p> | <p>Traditional tale voice consistent past tense, including progressive</p> <p>Descriptive language and precise vocabulary choice</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Morphology – plurals</p> <p>Plural possession – apostrophes</p> <p>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</p> <p>Use of expanded noun and verb phrases, adverbial phrases, simile and metaphor. To emote</p> <p>Personification</p> <p>Punctuation for effect</p> <p>Storymapping</p> <p>Exploring proverb</p> <p>Proofreading</p> <p>Drama and performance</p> <p>Book Talk</p> |                 |
| Extended Writing Outcome                               | Comic Book Narrative                                                                                                                                                                                                                                                                                                                                                                         | Newspaper reports                                                                                                                                                                                                                                                                                                                                                                                                                                         | Create their own poem                                                                                                                                                                                                                                    | Character viewpoint narrative                                                                                                                                                                                                                                                                                                                                                                    | Character viewpoint narrative                                                                                                                                                                                                                                                                                                                  | Narrative in graphic form                                                                                                                                                                                                                                                                                                                                                      | Sequel writing                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                           | Writing in role |

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| YEAR 4                                                                   | Book 1<br>There's a Girl in the Boy's Bathroom<br>by Louis Sachar                                                                                                                                                                                                                                          | <del>Book 1<br/>Mama Miti: Wangari Maathai and the Trees of Kenya<br/>by Donna Jo Napoli and Kadir Nelson</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Book 2<br>Varjak Paw<br>by S.F. Said and Dave McKean                                                                                                                                                  | Book 3<br>Gorilla by Antony Browne                                                                                                                         | Book 4<br>The Great Kapok Tree: A Tale of the Amazon Rainforest<br>by Lynne Cherry                                                                                                                                                                                               | Book 7<br>The Boy at the Back of the Class<br>By                                                                                                                                               |
| Literary Form                                                            | Contemporary Novel                                                                                                                                                                                                                                                                                         | <del>Non-fiction</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Novel                                                                                                                                                                                                 | Picture Book                                                                                                                                               | Picture book                                                                                                                                                                                                                                                                     | Novel                                                                                                                                                                                          |
| Link to Main NC Area of Learning                                         | Belonging and Team Building                                                                                                                                                                                                                                                                                | <del>Science: Forests and Green Belts</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | History: Mesopotamia                                                                                                                                                                                  | PSHE: Lonliness                                                                                                                                            | Science: rainforests                                                                                                                                                                                                                                                             | Geography: describe similarities and differences                                                                                                                                               |
| PSED & Human Themes                                                      | Bullying, low self-esteem and self-image                                                                                                                                                                                                                                                                   | <del>Making positive contributions</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Belonging                                                                                                                                                                                             | Animals and Habitats<br>Family<br>Feelings                                                                                                                 | Protecting the Environment                                                                                                                                                                                                                                                       | Develop understanding of the refugee experience                                                                                                                                                |
| Reading: Experience, Knowledge, Skills and Strategies                    | Discuss understanding and explore meaning of words in context<br>Ask questions to improve understanding<br>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying<br>Connecting to self, other texts and the world<br>Contextualising word choices | <del>Making meaning from illustration and text<br/>Asking questions and clarifying<br/>Scanning and close reading<br/>Predicting<br/>Evaluating and summarising<br/>Reading illustration and film</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Visualising<br>Scanning and close reading<br>Developing inference Character comparison<br>Looking at language<br>Predicting and summarising<br>Making intertextual connections<br>Performance reading | Responding to illustrations<br>☑ Reading aloud and rereading<br>☑ Role on the wall<br>☑ Shared writing<br>☑ Tell Me and book talk<br>☑ Drama and role-play | Investigate how illustrations influence a reader's experience of a text<br>Explore how an author uses language to create empathy for an issue<br>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<br>Ignite prior life experiences<br>Draw inferences and justify with evidence<br>Make predictions<br>Text mark<br>Visualisation<br>Performance reading |
| National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling) | •                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.</li> <li>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.</li> <li>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</li> <li>Terminology: determiner, pronoun, possessive pronoun, adverbial.</li> </ul> |                                                                                                                                                                                                       |                                                                                                                                                            |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                |

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| 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 - Building arguments using multi-clause sentences</p> <p>- Making statements using short single clause sentences -</p> <p>Reviewing sentence length and punctuation to make it easy to read aloud -</p> <p>Consideration around which tense to write in – reflecting on which gives you most authority</p> | <p>Non-fiction</p> <p>explanatory voice</p> <p>Manipulating language and meaning - homophones and expressions</p> <p>Paragraphs to organise ideas</p> <p>Debate, dilemma and persuasion: modal verbs, conjunctions, bias</p> <p>Ambiguity - passive and active</p> <p>Paragraphs to organise ideas</p> <p>Hypotheses and questions – adverbs indicating possibility</p> <p>Descriptive and scientific language – verb prefixes</p> <p>Nouns, pronouns and determiners for cohesion</p> <p>Commas and parenthesis to clarify meaning</p> | <p>Narrative voice</p> <p>Consistent past and present tense; progressive, perfect</p> <p>Descriptive language and precise vocabulary</p> <p>choice</p> <p>Imagined and improvised dialogue – inverted commas</p> <p>Paragraphs, parenthesis, pronouns and commas for cohesion</p> <p>Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Debate, argument and persuasive language – subjunctives, modal verbs, active and passive</p> | <p>To understand the themes of a text.</p> <p>To draw inferences from the written and visual text to support understanding of character.</p> <p>To understand how illustration and text contribute to meaning.</p> <p>To write in role in order to explore and develop understanding of character.</p> | <p>To understand the themes of a text.</p> <p>☑ To draw inferences from the written and visual text to support understanding of character.</p> <p>☑ To understand how illustration and text contribute to meaning.</p> <p>☑ 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</p> <p>Develop creative responses to a text through drama and role-play</p> <p>Innovate from a familiar text to plan and write own narratives</p> <p>Respond to and evaluate own writing and that of others</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>                                                                                                                                                                                                                                                                                                                                | Persuasive speech                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Newspaper Report                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Letter writing</p> <p>Narrative recount</p> <p>Conversation between characters</p> <p>Illustrated sequel</p>                                                                                                                                                                                        | Continuation of narrative                                                                                                                                                                                                                                                                                    | Character viewpoint narrative                                                                                                                                                                                                                                                            |

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| YEAR 3                                                | Book 1<br>Pebble in my Pocket: A History of Our Earth<br>by Meredith Hooper and Chris Coady                                               | Book 2<br>Hot Like Fire and other Poems<br>By Valerie Bloom                                                                                                                           | Book 3<br>The Iron Man<br>By Ted Hughes                                                                                                                                                                                 | Book 4<br>Marcy and the Riddle of the Sphinx | Book 5<br>Pugs of the Frozen North<br>by Philip Reeve                                                                                                                                                                                                              | Book 6<br>Gregory Cool<br>by Caroline Binch                                                                                                    | Book 7<br>The Lost Happy Endings<br>By Carol Ann Duffy                                                                                                                 | Book 8<br>One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia<br>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<br>Scanning and close reading<br>Predicting and summarising<br>Broadening experience in a range of non-fiction voice | Draw inferences and justifying inferences with evidence<br>Visualisation<br>Dialect<br>Text marking<br>Phase 5 alternative spellings<br>Root words and endings<br>Performance reading | Making predictions<br>Visualisation<br>Environmental sounds<br>Draw inferences and justify inferences with evidence<br>Identify how language and structure contribute to meaning<br>Onomatopoeia<br>Performance reading |                                              | Identify themes and conventions<br>Prepare play scripts to read aloud<br>Show understanding through intonation, tone, volume and action<br>Discuss words and phrases that capture readers' interest and imagination<br>Draw inferences about characters' feelings, | Visualising<br>Reading illustration<br>Scanning and close reading<br>Character comparison<br>Looking at language<br>Predicting and summarising | Reading aloud<br>Book Talk<br>Visualisation<br>Response to illustration<br>Role on the Wall<br>Hot-seating<br>Soundscapes<br>Debate and Discussion<br>Readers' Theatre | Visualising<br>Reading illustration<br>Scanning and close reading<br>Predicting and summarising<br>Developing inference<br>Making personal connections<br>Broadening reading material to include distinctive style and tone of advertising |

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| National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling) | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>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</li> <li>Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>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.</li> <li>Introduction to inverted commas to punctuate direct speech.</li> <li>Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</li> </ul> |                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |
| Language Competency: through reading, talk and writing                   | Non-fiction explanatory voice<br>Formal tone and register<br>Passive and active<br>Consistent present tense<br>Paragraphs to organise ideas<br>Fronted adverbials and conjunctions in co-ordinating and relative clauses<br>Hypotheses and questions – adverbs indicating possibility<br>Descriptive and scientific language – verb prefixes<br>Precise vocabulary choice<br>Choice of nouns, pronouns and determiners for cohesion<br>Commas and parenthesis to clarify meaning<br>Morphology – plurals | Showing understanding of audience through intonation, tone and volume<br>Developing balanced argument<br>Using adjectives and adverbs to develop description<br>Use of imagery to develop mood and feeling<br>Word choice and order                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Proof reading for spelling and punctuation<br>Extended noun phrases<br>Adjectives – exploring language choices and nuances to convey meaning<br>Thought and speech bubbles<br>Language of persuasion<br>Sentence structure – grammatical terms<br>Edit and redraft ideas<br>Headlines<br>Direct/reported speech<br>Paragraphs |  | Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar<br>Draft and write by composing and rehearsing sentences orally<br>In narrative create settings, characters and plot<br>Develop creative and imaginative writing by adopting, creating and sustaining a range of roles<br>Book talk | First person voice<br>Past and present perfect tense<br>Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases<br>Modal verbs<br>Imagined and improvised dialogue<br>Expression and empathetic language<br>Book Talk | Synonyms<br>Vocabulary choices<br>Comparing and contrasting<br>Evaluating and editing word choices, sequence and structure<br>Consistent use of past and present tense<br>Self and peer evaluation, leading to editing based on reader feedback<br>Book talk | Present tense, including progressive<br>Precise and memorable description: expanded verb, adverbial and noun phrases<br>Determiners<br>Paragraphs to organise ideas<br>Hypotheses and questions<br>Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives<br>Word families in context<br>Book Talk |

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| Extended Writing Outcome | Information booklet | Poetry | Newspaper article |  | News piece | Continuation of story | Poetry | Continuation of story | Advertising campaign piece |
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| YEAR 2                                                            | Book 1<br>Anna Hibiscus<br>by Atinuke and<br>Lauren Tobia                                                                                  | Book 2<br>Lila and the Secret<br>of Rain by David<br>Conway and Jude<br>Daly                                           | Book 3<br>One Day, On Our Blue<br>Planet... In the Savannah<br>by Ella Bayley                                                                     | Book 4<br>The Lonely Beast                                                             | Book 5<br>The Storm<br>Whale<br>By Benji Davies                                                                       | Book 6<br>Leaf<br>by Sandra<br>Dieckmann                                                                                 | Book 7<br>Wild<br>by Emily<br>Hughes                                                                                | Book 8<br>Greta and the<br>Giants                | Book 9<br>The Jolly<br>Postman<br>By Janet and<br>Allen Ahlberg                                                 | Book 10<br>Marshmallow<br>Clouds<br>By Ted<br>Kooser and<br>Connie<br>Wanek                          |
| Literary Form                                                     | Building Reading<br>Stamina                                                                                                                | Traditional Tales<br>and Twists                                                                                        | Non-fiction                                                                                                                                       | Contemporary<br>Fiction                                                                | Picture Book                                                                                                          | Picture Book                                                                                                             | Picture book                                                                                                        | Picture book                                     | Classic Texts<br>and Modern<br>Classics                                                                         | Poetry                                                                                               |
| Link to Main NC<br>Area of<br>Learning                            | Geography:<br>Contrasting locality -<br>Nigeria                                                                                            | Geography: Africa                                                                                                      | Science: Animal habitats                                                                                                                          | Science: Animal<br>habitats and food<br>chains                                         | Science: basic<br>needs of<br>animals                                                                                 | Science and<br>Geography: The<br>Arctic Environment                                                                      | Science:<br>habitats and<br>food chains                                                                             | Science:<br>Habitats and<br>Conservation         | Geography:<br>exploring the<br>school and our<br>local<br>environment                                           | Science:<br>nature                                                                                   |
| PSED & Human<br>Themes                                            | Families and<br>belonging                                                                                                                  | Themes around<br>conservation and<br>the preciousness of<br>water                                                      | Animal conservation                                                                                                                               | Empathy and<br>understanding                                                           | Themes around<br>loss and<br>loneliness                                                                               | Impact of climate<br>change                                                                                              | Exploring<br>viewpoints and<br>developing<br>empathy                                                                | Exploring<br>viewpoints<br>and climate<br>change | The importance<br>of play                                                                                       | Poems<br>inspired by<br>nature                                                                       |
| Reading:<br>Experience,<br>Knowledge,<br>Skills and<br>Strategies | Alliteration and<br>assonance<br>Environmental<br>sound<br>discrimination<br>Building reading<br>stamina and fluency<br>through re-reading | Igniting prior life<br>experiences and<br>world knowledge<br>Encourage<br>tentativeness when<br>developing<br>response | Environmental and<br>instrumental sound<br>discrimination<br>Teaching the Complex<br>Code – linking spelling<br>and reading<br>Developing fluency | Predictions<br>Inference<br>Reading<br>illustration<br>Sequencing<br>events in a story | Visualisation<br>Igniting prior<br>life experiences<br>and world<br>knowledge<br>Reading<br>illustration<br>Inference | Reading<br>illustration<br>Scanning for key<br>facts<br>Reading aloud<br>Making<br>connections: text-<br>world knowledge | Explain and<br>discuss<br>understanding<br>of books<br>Discuss the<br>sequence of<br>events in books<br>Visualising | Setting<br>descriptions,<br>debate               | Igniting prior<br>life experiences<br>and world<br>knowledge<br>Making<br>predictions<br>Making<br>intertextual | Igniting<br>emotional<br>responses,<br>reading<br>aloud,<br>alliteration,<br>rhyme,<br>abstract text |

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|                                                                             | Developing inference Reading illustration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explore unknown vocabulary<br>Discuss favourite part of story<br>Sequencing and summarising<br>Visualisation<br>Performance poetry                                                                                                                                                                                                                                                     | Scanning and close reading                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                            | Text marking<br>Environmental sound<br>Retelling                                                                                                                                                                              | Drawing inferences and justifying<br>Predicting                                                                                                                                                                                                                                                 | Discuss favourite words and phrases<br>Answer and ask questions<br>Predict<br>Draw inferences and justify                                                                                                                                                         |                                                                                                                                                                                                   | links and connections<br>Sequencing of events<br>Developing fluency<br>Inference<br>Rhythm and rhyme<br>Visualisation                                                                                                                                                                                                                          |                                                                                                                                                                                                   |
| National Curriculum 2012<br>Vocabulary, Grammar, Punctuation (and Spelling) | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                            |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                   |
| Language Competency: through reading, talk and writing                      | Storytelling language Expanded noun phrases<br>Subordinate and co-ordinate clauses<br>Present and past, including progressive<br>Dialogue<br>Investigating spelling patterns<br>Book Talk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Develop range of vocabulary to express emotion<br>Orally rehearse prior to writing<br>Reread to check it makes sense, that the meaning is clear as well as for spelling and punctuation<br>Make simple edits and revisionsx<br>Use of adverbials to move story forward<br>Story mapping<br>Application of known phonics and spelling patterns<br>Explore features of information texts | Explanation voice<br>Present tense including progressive form<br>Prepositional and noun phrases<br>Verb choices<br>Proper nouns<br>Subordinate and co-ordinate clauses (including fronted adverbials)<br>Question and statement sentences – patterns, prosody Investigating spelling patterns<br>Book Talk | Adverbial phrases<br>Time conjunctions<br>Use of simili and metaphor<br>Questioning<br>Developing balanced argument<br>Direct/reported speech<br>Descriptive language<br>Drafting and redrafting<br>Language of persuasion | Developing vocabulary through exploring and creating illustration and drama.<br>Adverbial phrases<br>Imperative verbs<br>Exploring nouns and verbs which add detail<br>Refining and modifying language choices and word order | Language of description; considered vocabulary choices, expanded noun phrases and varied sentence openers. Extend through experimentation with similes and personification<br>Peer editing, focus on effective language choices<br>Technical vocabulary<br>Consistent use of present/past tense | Justify using conjunctions such as ‘and’, ‘so’ and ‘because’<br>Using thesaurus to expand vocabulary<br>Story mapping and using this a plan for writing<br>Reread with reponse partner, checking for sense and making simple revisions<br>Paragraphs<br>Book talk | Explanatory voice<br>Rhyming pairs – onset and rime<br>Descriptive and scientific language<br>Present tense, including progressive<br>Determiners<br>Investigating spelling patterns<br>Book Talk | Developing vocabulary through exploring and creating illustration and drama.<br>Developing language of persuasion<br>Extended noun phrases<br>Making edits and revisions<br>Developing character voice though language choices and tone<br>Experimenting with formal and informal language<br>Punctuation through questions/state ments/speech | Explanatory voice<br>Rhyming pairs – onset and rime<br>Descriptive and scientific language<br>Present tense, including progressive<br>Determiners<br>Investigating spelling patterns<br>Book Talk |
| Extended Writing Outcome                                                    | Illustrated storybook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Non-chronological report                                                                                                                                                                                                                                                                                                                                                               | Explanation text                                                                                                                                                                                                                                                                                           | Letter writing<br>Story writing in role                                                                                                                                                                                    | Character viewpoint narrative                                                                                                                                                                                                 | Information Book                                                                                                                                                                                                                                                                                | Character viewpoint narrative                                                                                                                                                                                                                                     | Persuasive text                                                                                                                                                                                   | Letters in role                                                                                                                                                                                                                                                                                                                                | Free verse<br>Rhyming verse                                                                                                                                                                       |

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

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|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Performance reading                                                                                                                                                             |                                                                                                                                                                                                                                                                             | 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 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 | intertextual connections                                                                                                                                                  |                                                                                                                                                                                                                                                           | Study of adjectives                                                                                                                                                                                                                                                 | Draw inferences and justify;<br>Participate in discussion<br>Express views about reading                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |
| National Curriculum 2012<br>Vocabulary, Grammar, Punctuation (and Spelling) | <ul style="list-style-type: none"> <li>Plural nouns suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>Sequencing sentences to form short narratives.</li> <li>Separable words; capital letters, full stops, question marks and demarcate sentences.</li> <li>Capital letters for names and the personal pronoun 'I'.</li> <li>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul> |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                        |
| Language Competency: through reading, talk and writing                      | Sequencing story<br>Developing and understanding character intent through drama<br>Language of persuasion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Rhythm, rhyme and body percussion<br>Onomatopoeic words: revision of consonant clusters through teaching the Complex Code – linking spelling and reading<br>Performance reading | Traditional tale voice Oral storytelling language<br>Subordinate and co-ordinate clauses (including fronted adverbials) Past tense including progressive form<br>Expanded noun phrases Compound words – meaning in spelling<br>Investigating spelling patterns<br>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                           | Storytelling language: innovated traditional tale<br>Past tense consistency<br>Subordinated and co-ordinated sentences<br>Adverbials<br>Dynamic verb choices<br>Book Talk | Descriptive writing; using a wide range of vocabulary and extending to similes.<br>Consider appropriateness of adjectives selected<br>Using sense to support description<br>Synonyms<br>Oral rehearsal and rereading for meaning<br>Make simple revisions | Using subordinating and co-ordinating conjunctions to reason and explain.<br>Reread writing to check it makes sense and make simple revisions.<br>Recount with consistent use of past tense<br>How determiners and tense are used in non-fiction texts<br>Book talk | Draft and write by composing and rehearsing sentences orally;<br>In narrative create settings, characters and plot;<br>Write for different purposes<br>Use expanded noun phrases to describe<br>Book Talk | Orally rehearse and write simple headlines, sentences and captions<br>Expand noun phrases to describe and specify<br>Use past, present and future tense accurately and consistently<br>Use simple conjunctions to link subordinate and co-ordinating clauses.<br>Switch between first and third person<br>Imperative verbs to instruct |

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|                          |                  |                            |            | 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 |                        |                                         |                     |                                  |                   |
| 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 |

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| <b>YEAR R</b>                              | Book 1<br>A Great Big Cuddle<br>by Michael Rosen and Chris Riddell | Book 2<br>The Everywhere Bear<br>By Julia Donaldson and Rebecca Cobb | Book 3<br>We're Going on a Bear Hunt<br>By Michael Rosen | Book 6<br>Naughty Bus<br>by Jan and Jerry Oke | Book 5<br>Astro Girl<br>by Ken Wilson-Max  | Book 6<br>Jabari Tries by Gaia Cornwall | Book 7<br>No Dinner! The Story of the Old Woman and the Pumpkin<br>by Jessica Souham | Book 8<br>The Runaway Chapati<br>By Susan Price | Book 9<br>Errol's Garden       | Book 10<br>I will not ever eat a tomato     | Book 11<br>Billy's Bucket                    | Book 12<br>Surprising Sharks |
| <b>Literary Form</b>                       | Poetry                                                             | Picture book                                                         | Picture book with repetitive refrain                     | Carefully crafted picture book                | Picture book                               | Picture book                            | Traditional Tale                                                                     | Traditional Tale                                | Contemporary Fiction           | Building Reading Stamina                    | Building Reading Stamina                     | Non-fiction                  |
| <b>Link to Main EYFSP Area of Learning</b> | EAD<br>Poetry, music and dance                                     | UTW:<br>Journeys                                                     | Understanding the world:<br>investigating maps           | UTW:<br>People who help us                    | UTW:<br>People who help us                 | UTW:<br>People who help us              | UTW Look at communities                                                              | UTW Look at communities                         | UTW:<br>Growing and plants     | UTW:<br>Types of food                       | EAD: using imagination<br>UTW: sea creatures | UTW:<br>animals and habitats |
| <b>PSED &amp; Human Themes</b>             | Growing up                                                         | Being brave                                                          | Being brave                                              | Looking after our things                      | Overcoming fear and believing in ourselves | Planning before creating                | Being brave                                                                          |                                                 | Being determined and resilient | Healthy Eating<br>Family Feelings<br>Food a |                                              |                              |

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|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                        |                                                 |                                                   |                                            |                                          |                                                     |                                               |                                                | nd<br>Nutrition                      |                                                       |                                       |
| <b>Phonics and Early Reading: Experience, Knowledge, Skills and Strategies</b> | Rhythm, rhyme; word play; performance reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Repeated refrains; rhythm; prediction ; familiar words | Onomatopoeia; rhyme; prediction ; repeated text | Rhythm; songs; print awareness; role play writing | Repeated language; vocab (space); blending | Vocabulary; inference; fluency; feelings | Sound discrimination; repetitive refrain; inference | Repetition; oral storytelling; sound patterns | Vocabulary (plants); sequencing; illustrations | Repetition; tricky words; expression | Imaginative language; prediction ; picture-text links | Non-fiction features; vocab; skimming |
| <b>EYFS 2021 Communication and Language / Comprehension</b>                    | <ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs and engage in non-fiction books.</li> <li>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.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> |                                                        |                                                 |                                                   |                                            |                                          |                                                     |                                               |                                                |                                      |                                                       |                                       |
| <b>Language Competency: through reading, talk and writing</b>                  | Figurative language; word play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Retelling; sequencing; connectives                     | Questions; book talk; descriptions              | Instructions; descriptive language; dialogue      | Aspirational language; feelings            | Emotions; explanations; connectives      | Storytelling language; repetition                   | Repeated phrases; character voice             | Describing processes; questioning              | Persuasion; preferences; naming      | Imagination; role play speech                         | Factual language; questioning         |

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| Physical Development     | Dance in performance reading | Role-play journeys; fine motor | Gross motor journeys; collage | Vehicle movement; drawing | Space movement; fine motor | Climbing; balance  | Acting; gross motor | Movement games   | Planting; fine motor | Food prep; fine motor | Water play; coordination | Sea movements; balance  |
| Extended Writing Outcome | Poetry writing               | Story maps; retelling          | Book making                   | Instructions; captions    | Aspirational sentences     | Recounts; feelings | Retelling tales     | Innovating tales | Labels; information  | Lists; persuasion     | Imaginative stories      | Fact files; non-fiction |

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| YEAR N                                                                  | Book 1<br>Anna Hibiscus' Song<br>by Atinuke and Lauren Tobia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Book 2<br>Augustus and his Smile<br>by Catherine Rayner                                                                                                       | Book 3<br>My Pet Goldfish<br>by Catherine Rayner                                                                                                                                                                                     | Book 4<br>Ridiculo us!<br>(Ready Steady Read) by Michael Coleman                                     | Book 4<br>Bog Baby<br>by Jeanne Willis                                                                                                             | Book 5<br>The Gigantic Turnip<br>by Aleksey Nikolayevich Tolstoy and Niamh Sharkey                                                                                         | Book 6<br>Clean Up                                 | Book 6<br>Yucky Worms<br>by Vivian French and Jessica Ahlberg                                                                                                                  | Book 7<br>A Great Big Cuddle<br>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 minibests                                                                                                     | 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<br>Family songs<br>Instrumental sounds<br>Personalised alphabet frieze Alliteration – names & places<br>Reading familiar instructions written by children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sing action songs related to tigers and other wild animals<br>Igniting prior knowledge<br>Predicting<br>Ask questions<br>Performance reading<br>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<br>Drawing on repeated refrain and patterning to re-read<br>Words as tags – matching text and illustration<br>Read and follow simple recipe cards |                                                    | Rhythm and Rhyme Spider songs<br>Rhyming couplets<br>Onset and rime<br>Using supportive illustrations to predict<br>Lifting print through performance reading<br>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<br>Reading own poetry |
| EYFS 2014 Communication and Language (30-50 months)                     | <ul style="list-style-type: none"> <li>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.</li> <li>Showing understanding of prepositions; beginning to understand 'why' and 'how' questions.</li> </ul> <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<br>Expressing emotional states Language of empathy<br>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<br>Retelling story, followin g their own story maps<br>Verbs around speech – growled, | Asking 'how' and 'why' questions<br>Using past tense to talk about experiences. Using future tenses to talk about things that are going to happen. | Past tense patterned narrative<br>Lists and ordinal language Book talk                                                                                                     |                                                    | Explanation text<br>Technical, descriptive and positional language<br>Book talk                                                                                                | Expressive and figurative language<br>Neo-language Language and word play Expanded noun phrases<br>Investigating spelling patterns<br>Visualising Reader response                                                                               |

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