

YEAR 6	Book 1 Kenzuki's Kingdon By Michael Morpogu	Book 2 A Boy and a Bear in a Boat, written and illustrated by David Shelton	Book 3 There's a Girl in the Boy's Bathroom By Louis Sacher	Book 4 Clockwork – All wound up By Philip Pullman	Book 5 The Journey by Francesca Sanna	Book 6 Goodnight Mr Tom By Michelle Magorian	Book 7 Running on Empty By S.E Durant	Book 8 Dark Sky Park By Philip Goss
Literary Form		Illustrated novel	Contemporary Novel	Novel	Picture Book	Historical Novel	Contemporary Novel	Poetry
Link to Main NC Area of Learning		Geography: Coasts	Belonging and Team Building		Geography: Migration across Europe	History: Impact of the Battle of Britain	Maths: Financial Management	Science: Evolution and Adaptation
PSED & Human Themes		Overcoming obstacles	Bullying, low self-esteem and self-image		The Impact of War - Refugees	The Impact of War – effect on children	Living with a disability	Caring for the environment
Reading: Experience, Knowledge, Skills and Strategies		Read books that are structured in different ways and reading for a range of purposes; Increase their familiarity with a wide range of books; Identify and discussing themes and conventions in and across a wide range of writing; Make comparisons within and across books; Draw, and justifying inferences with evidence; Predict what might happen from details stated and implied;	Discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence		Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising	Identify and discuss themes and conventions Discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison Identifying bias	Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across [paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 							
Language Competency: through reading, talk and writing		Identifying the audience for and purpose of the writing, Selecting the appropriate form and using other similar writing as	Note and develop initial ideas, drawing on reading Draft and write by selecting appropriate grammar and vocabulary Describe settings,		Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing	Narrative voice Conjunctions and fronted adverbials Debate, dilemma and persuasion: Modal verbs, conjunctions, subjunctive	Poetic language Descriptive language precise vocabulary choice Emotional expression Exploring language and meaning play

		<p>models for their own; Noting and developing initial ideas, drawing on reading and research Consider how authors have developed characters and settings Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action; Build cohesion within and across paragraphs. Assess the effectiveness of their own and propose changes.</p>	<p>characters and atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p>		<p>Metaphor and imagery Emotional expression and empathetic language Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Semi-colons, colons and dash for clause boundary</p>	<p>on reading Draft and write by selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p>	<p>Imagined and improvised dialogue – informal and formal speech Emotional expression and empathetic language Paragraphs for cohesion Commas and parenthesis to clarify meaning</p>	<p>Expression and empathetic language imagery and descriptive phrases Punctuation for effect Metaphor and imagery</p>
Extended Writing Outcome		News report	Contemporary narrative		Dreams of Freedom Speech		Continuation of narrative	Poetry inspired by own experience

YEAR 5	Book 1 Arthur and the Golden Rope by Joe Todd-Stanton	Book 2 Shackleton's Journey by William Grill	Book 3 Cosmic by Frank Cottrell Boyce and Steven Lenton	Book 4 Skellig	Book 5 The Adventures of Odysseus by Hugh Lupton and Christina Balit	Book 6 Iron Man By Ted Hughes	Book 7 Wolf Brother or Pax???
Literary Form	Graphic Novel	Non-fiction	Contemporary novel	Contemporary Novel	Myth – An Epic Tale	Classic Novel	
Link to Main NC Area of Learning	History: Vikings and Norse Mythology	History: Polar Exploration	Science: Space	PSHE: Dealing with change	History: Ancient Greeks	Geography: Physical and human characteristics	
PSED & Human Themes	Perseverance and bravery	Endurance and leadership	Honesty and self-governance	Sharing worries and concerns	Overcoming set backs	Saving the world	
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising Character comparison Looking at language	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections	Identify themes and conventions Discuss words and phrases that capture readers' interest and imagination Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning	
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 						
Language Competency: through reading, talk and writing	Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate, argument and persuasive language – modal verbs & subjunctive Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Commands Paragraphs Book Talk	Non-fiction explanatory voice Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Punctuation and layout	Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Debate, discussion and dilemma: subjunctive, modal verbs, passive and active Imagined and improvised dialogue – informal and formal speech Book Talk	Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Emotional expression Exploring language and meaning play Expression and empathetic language Metaphor and imagery Paragraphs for cohesion Pragmatic use of repeated pronouns for effect on reader	Traditional tale voice consistent past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk	Plan writing and learning from structure, vocabulary and grammar of text Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs In non-narrative use simple organisational devices Write for different purposes Proof-read for spelling and punctuation errors Assess the effectiveness of their own and others' writing	
Extended Writing Outcome	Comic Book Narrative	Newspaper reports	Character viewpoint narrative	Character viewpoint narrative	Narrative in graphic form	Recount (diary entry)	

YEAR 4	Book 1 Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson	Book 2 Varjak Paw by S.F. Said and Dave McKean	Book 3 Lob By Linda Newbery, illustrated by Pam Smy	Book 4 The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry	Book 5 Jemmy Butto by Jennifer Uman and Valerio Vidali	Book 6 Varjak Paw by S.F. Said and Dave McKean	Book 7 I was a Rat or The Scarlett Slippers By Philip Pulman
Literary Form	Non-fiction	Novel	Illustrated Novel	Picture book	Picture Book	Novel	
Link to Main NC Area of Learning	Science: Forests and Green Belts	History: Mesopotamia	Art: Artists with a love of the natural world, e.g. Claude Monet	Science: rainforests	Geography: South America	History: Mesopotamia	
PSED & Human Themes	Making positive contributions	Belonging	Human Rights and the Rights of the Child.	Protecting the Environment	Bullying and friendship	Belonging	
Reading: Experience, Knowledge, Skills and Strategies	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Reading illustration and film	Visualising Scanning and close reading Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections	identifying and discussing themes making comparisons within and across books checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions Drawing and justifying inferences Predicting Identifying how language, structure and presentation contribute to meaning	Investigate how illustrations influence a reader's experience of a text Explore how an author uses language to create empathy for an issue Explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives	Identify themes and conventions; Show understanding through intonation, tone, volume and action; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' feelings, thoughts, emotions and actions.	Visualising Scanning and close reading Predicting Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections	
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. 						
Language Competency: through reading, talk and writing	Non-fiction explanatory voice Manipulating language and meaning - homophones and expressions Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs, conjunctions, bias Ambiguity - passive and active Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language –	Narrative voice Consistent past and present tense; progressive, perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative	Identifying the audience for and purpose of the writing selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use devices to build cohesion within and across paragraphs Use further organisational and	Use sound, images and video to expand the use of ambitious vocabulary Develop creative responses to a text through drama and role-play Innovate from a familiar text to plan and write own narratives Respond to and evaluate own writing and that of others	Plan writing by discussing writing similar to that which they are planning to write, learning from its Structure, vocabulary and grammar; Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and	Narrative voice Consistent past and present tense; progressive, perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative	

	verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning	clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	presentational devices to structure text and to guide the reader assessing the effectiveness of their own and others’ writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors		sustaining a range of roles.	clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	
Extended Writing Outcome	Persuasive speech	Newspaper Report	Character viewpoint narrative	Continuation of narrative	Character viewpoint narrative	Newspaper report	

YEAR 3	Book 1 Into the Forest by Anthony Browne	Book 2 Pugs of the Frozen North By Philip Reeve	Book 3 One Plastic Bag - Isatou Ceessay and the Recycling Women of Gambia by Miranda Paul	Book 4 Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady	Book 5 Ug: Boy Genius of the Stone Age by Raymond Briggs	Book 6 Wolves By Emily Gravett	Book 7 Gregory Cool by Caroline Binch
Literary Form	Picture book	Illustrated Novel	Non-fiction	Non-fiction	Graphic Novel	Picture book	Picture book
Link to Main NC Area of Learning	Art and Design: Illustration study and illustration of fairy tales	Science: Light and Dark in relation to the Northern Lights	Design and Technology: Overcoming environmental issues	Science: Rocks and Soil	History: Stone Age		Geography: The UK and The Caribbean
PSED & Human Themes	Expressing concerns	Exploring Values: Right and wrong	Creative problem solving	Looking after our World	Determination and Perseverance		Belonging and heritage
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Making personal connections Developing experience by making intertextual connections	Identify themes and conventions Prepare play scripts to read aloud Show understanding through intonation, tone, volume and action Discuss words and phrases that capture readers' interest and imagination Draw inferences about characters' feelings, thoughts, emotions and actions	Visualising Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Broadening reading material to include distinctive style and tone of advertising	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice	Making comparisons within and across books Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences and justifying inferences with evidence Predicting Identifying how language, structure and presentation contribute to meaning Discussing and evaluating how authors use language		Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	•	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning Expressing time, place and cause using conjunctions, adverbs or prepositions. Instruction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) 					
Language Competency: through reading, talk and writing	First person voice Past and present perfect tense Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases	Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar	Present tense, including progressive Precise and memorable description: expanded verb, adverbial and noun phrases Determiners Paragraphs to organise	Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-	Identifying the audience Selecting appropriate grammar and vocabulary Using a wide range of devices to build cohesion within and across paragraphs Assessing the		Past tense consistency, including progressive and present perfect Fronted adverbials Vivid noun phrases Phonemic patterns in English and Patois

	<p>Modal verbs Imagined and improvised dialogue Expression and empathetic language Book Talk</p>	<p>Draft and write by composing and rehearsing sentences orally In narrative create settings, characters and plot Develop creative and imaginative writing by adopting, creating and sustaining a range of roles</p>	<p>ideas Hypotheses and questions Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives Word families in context Book Talk</p>	<p>ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals</p>	<p>effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Consistent and correct use of tense throughout a piece of writing Subject and verb agreement when using singular and plural Distinguishing between the language of speech and writing and choosing the appropriate register Proofreading for spelling and punctuation errors</p>	<p>languages Word families in context First person voice Book Talk</p>
<p>Extended Writing Outcome</p>	<p>Play Script</p>	<p>News piece</p>	<p>Advertising campaign piece</p>	<p>Information booklet</p>		<p>Autobiography</p>

YEAR 2	Book 1 Lila and the Secret of Rain by David Conway and Jude Daly	Book 2 One Day, On Our Blue Planet... In The Savannah by Ella Bayley	Book 3 Wild by Emily Hughes	Book 4 The Emperor's Egg by Martin Jenkins and Jane Chapman	Book 5 Leaf By Sandra Dieckmann	Book 6 Moth by Isabel Thomas and Daniel Egneus	Book 7 The Jolly Postman By Janet and Allan Ahlberg
Literary Form	Picture Book	Non-fiction	Picture book	Non-fiction	Picture Book	Non-fiction	Multi-textual Picture Book
Link to Main NC Area of Learning	Geography: Africa	Science: Animal habitats	Science: habitats and food chains	Science and Geography: The Artic Environment	Science and Geography: The Artic Environment	Science: Animal adaptation and changes in the locality	Geography: Maps and routes in our local area
PSED & Human Themes	Themes around conservation and the preciousness of water	Animal conservation	Exploring viewpoints and developing empathy		Impact of climate change	Looking after our environment	Connecting with people – how does it feel to receive a letter?
Reading: Experience, Knowledge, Skills and Strategies	Explain and discuss understanding of books Discuss the sequence of events in books Discuss favourite words and phrases Be introduced to non-fiction texts that are structured in different ways 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	Environmental and instrumental sound discrimination Teaching the Complex Code – linking spelling and reading Developing fluency Scanning and close reading	Explain and discuss understanding of books Discuss the sequence of events in books Discuss favourite words and phrases Be introduced to non-fiction texts that are structured in different ways 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	Discuss the sequence of events in books Discuss favourite words and phrases; Draw inferences on the basis of what is being said and done Participate in discussions about books Discuss word meanings, Draw on background knowledge Discuss the significance of the title and events; Link what is read to their own experiences.	Reading illustration Scanning for key facts Reading aloud Making connections: text-world knowledge Drawing inferences and justifying Predicting	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration	Predicting Rehearsing and developing fluency Performance Read illustration
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	•	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
Language Competency: through reading, talk and writing	Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread	Explanation voice Present tense including progressive form Prepositional and noun phrases Verb choices Proper nouns Subordinate and co-ordinate clauses (including fronted adverbials) Question and statement sentences – patterns,	Developing vocabulary through exploring and creating illustration and drama. Research to gather information Language of persuasion; emotive language, rhetorical questions, facts as well as opinions, repetition, conjunctions and alliteration.	Plan/say what they are going to write and write down key ideas and words, including new vocabulary; Write for different purposes, including poetry and narratives; Evaluate writing with the teacher and other pupils; Re-read writing to check it makes sense; Use punctuation correctly;	Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread	Explanatory voice Rhyming pairs – onset and rime Descriptive and scientific language Present tense, including progressive Determiners Investigating spelling patterns Book Talk	Giving opinion and listening respectfully. Evaluating points of view and collectively reaching conclusions. Retell using story maps Build story boxes Book Talk

	writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils Read aloud what they have written with appropriate intonation to make the meaning clear	prosody Investigating spelling patterns Book Talk		Use expanded noun phrases; Use correct tense; Proof read and edit composition and transcription	writing to check it makes sense and make simple revisions Discuss and evaluate what they have written with the teacher or other pupils Read aloud what they have written with appropriate intonation to make the meaning clear		
Extended Writing Outcome	Non-chronological report	Explanation text	Character viewpoint narrative	Information Book	Character viewpoint narrative	Persuasive text	Letter writing

YEAR 1	Book 1 Out and About: A First Book of Poems by Shirley Hughes	Book 2 I Want My Hat Back By Jon Klassen	Book 3 How to Find Gold By Vivienne Schwartz	Book 4 Rapunzel by Bethan Woollvin	Book 5 Where the Wild Things Are By Maurice Sendak	Book 6 The Snail and the Whale By Julia Donaldson	Book 7 10 Things I Can Do to Help My World	Book 8 Splash! Anna Hibiscus
Literary Form	Poetry collection	Picture book	Carefully crafted picturebook	Traditional Tale	Picture Book	Rhyming Picture Book	Non-Fiction	Picture Book
Link to Main NC Area of Learning	Science: Plants and growing	Science: habitats	Science: classifying animals	History: Castles	History: Kings and Queens	Geography: Coasts	Science: endangered animals - turtles	Geography: Contrasting Locality
PSED & Human Themes	Enjoyment and activity outdoors	Feelings of fairness and justice.	Being collaborative to achieve a goal	Challenging stereotypes		Looking after each other	Looking after the environment	Being a good friend
Reading: Experience, Knowledge, Skills and Strategies	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code – linking spelling and reading Performance reading	Developing understanding of character's appearance and motivations through role play and drama. Reading illustration.	Voice sounds and body percussion - performance Teaching complex code Developing fluency through performance reading Building stamina Reading with expression	Voice sounds Developing fluency using repetitive refrain Reading illustration Developing inference Developing experience by making intertextual connections	Retell a story Discuss the sequence of events in books Discuss favourite words and phrases Draw inferences Participate in discussions about books, taking turns and listening Learn to appreciate rhymes and poems Discuss the significance of the title and events Link what is read to their own experiences	Explain and discuss understanding of books; Discuss the sequence of events in books; Answer and ask questions; Predict Draw inferences on the basis of what is being said and done; Express views and opinions about reading.	Link what they hear or read to own experiences; Explain understanding of what is read; Discuss the sequence of events in books and how items of information are related; Discuss favourite words and phrases; answer and ask questions; predict Draw inferences; Participate in discussion Express views about reading	Link what they hear or read to own experiences; Explain understanding of what is read; Discuss favourite words and phrases; answer and ask questions; predict Draw inferences and justify; Participate in discussion Express views about reading
National Curriculum 2012 Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Plural nouns suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcate sentences. Capital letters for names and the personal pronoun 'I'. Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 							
Language Competency: through reading, talk and writing	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code – linking spelling and reading Performance reading	Sequencing story Developing character	Dialogue Storytelling language: Expanded noun phrases Conjunctions. Present and past progressive Contractions - apostrophes Investigating spelling patterns Book Talk	Storytelling language: innovated traditional tale Past tense consistency Subordinated and co-ordinated sentences Adverbials Dynamic verb choices Book Talk	Plan or say out loud what they are going to write about and write down key ideas and words, including new vocabulary Write for different purposes, including poetry and narratives Evaluate writing with the teacher and other pupils Re-read writing to check it makes sense	Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; In narrative create settings, characters and plot; Write for different purposes including about fictional personal experiences and fictional	Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences Sequence sentences to form short narratives; Write for different purposes Reread and evaluate writing to check it makes sense and make simple revisions;	Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Write for different purposes Use expanded noun phrases to describe Book Talk

					Use familiar and new punctuation Use expanded noun phrases to describe	narratives; Reread writing to check it makes sense and make simple revisions.	Read writing aloud with appropriate intonation to make the meaning clear; Use punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses.	
Extended Writing Outcome	Poetry in a range of forms	Information text	Retelling the story in role	Alternative fairy tale	Rewriting from an alternative viewpoint	Recount (postcards)	Persuasive speech	Writing in role – letter writing

YEAR R	Book 1 A Great Big Cuddle by Michael Rosen and Chris Riddell	Book 2 Oh No, George! by Chris Haughton	Book 3 Bedtime for Monsters by Ed Vere	Book 4 Naughty Bus by Jan and Jerry Oke	Book 5 No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souham	Book 6 Stanley's Stick by John Hegley and Neal Layton	Book 7 Ruby's Worry by Tom Percival
Literary Form	Poetry	Contemporary fiction	Picturebook with repetitive refrain	Carefully crafted picturebook	Traditional Tale	Picturebook with poetic language	Contemporary fiction
Link to Main EYFSP Area of Learning	EAD Poetry, music and dance	Understanding the World: Pets	EAD Imaginary worlds	Understanding the World: Transport	UW Look at communities	Design and Technology: Stick toys	PSED Asking for help
PSED & Human Themes	Growing up	Making good decisions	Facing our fears	Looking our things	Being brave	Playing co-operatively	What makes me worried
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Rhythm, rhyme, body percussion and voice sounds Word and language play Matching aural patterns like rhyming pairs to visual patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry	Nursery rhymes: Hickory Dickory Dock Playing with sounds Body percussion and instrumental sounds Book-based game	Soundscaping with untuned instruments and voice sounds Teaching the Basic Code and Consonant clusters in context Develop fluency through repetitive refrain Lifting meaning through performance reading Develop inference Reading illustration	Rhythm, rhyme and body percussion Singing transport action songs Exploring a range voice and instrumental sounds Meaning through print style and photographs Writing then reading own books and role play writing	Environmental sound discrimination Teaching the Basic Code in context Opportunity for Complex Code: /er/ Develop fluency through repetitive refrain Develop inference Reading illustration	Rhythm and rhyme Alliteration and assonance Teaching the Basic Code in context Consonant cluster: 'st' Lifting meaning through performance reading Develop inference Reading illustration Reading own writing	Voice sounds – emotional expression Teaching the Basic Code in context Opportunity for Complex Code: 'y' at end of words like Ruby, worry Develop fluency through high frequency words Develop inference Reading illustration Reading own writing
EYFS 2014 Communication and Language (40-60+ months)	<ul style="list-style-type: none"> Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. 						
Language Competency: through reading, talk and writing	Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response	Dialogue Exclamations and questions Instructional language, including modal verbs Book talk	Strong narrative voice addressing the reader Past and present tense, including progressive Adverbial phrases Subordinate and co-ordinating clauses Visual patterns in words Plural suffixes	First person voice in story Present tense in story Active verbs Book talk	Traditional tale voice Repetitive refrains Sequencing sentences in retelling Conjunctions and fronted adverbial Dialogue Comparative language Persuasive voice Visualising Exclamations	Poetic voice and language Present tense, including progressive Expanded noun phrases Language related to size and comparison Apostrophe for possession	Simple narrative voice Past tense consistency and conjunctions in telling personal stories Word collections: exploring colloquial language of families, synonyms Language related to size and comparison Apostrophe for possession
Physical Development	Children might	Dog show enactment	Re-enacting the	Action songs Riding	Encourage the children	Making stick toys,	Gross motor: active play

	incorporate simple sequences of dance movements into performance readings	Tidying up mess Paper collage Mark-making involved in drawing different kinds of dogs	monster's journey – moving body through obstacles Making monster traps Creating own dough monster and storybox	balance and pedal bikes. Travelling using body. Unwrapping, washing and rescuing Naughty Bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape	to move like the animals in the story. Using appropriate apparatus encourage the children to explore actions the animals might do; climb, slide, jump	sculptures and towers Active play with sticks Climbing trees Play 'Capture the Flag'	and moving bodies in different ways Fine motor: make pom-pom worries
Extended Writing Outcome	Poetry in a range of forms	Letters and messages	Alternative monster story	A narrative episode	Retelling the story in role	Instructions for a stick game	Personal narratives
YEAR N	Book 1 Anna Hibiscus' Song by Atinuke and Lauren Tobia	Book 2 A New House for Mouse By Petr Horacek	Book 3 Bog Baby By Jeanne Willis	Book 4 The Gigantic Turnip by Aleksey Nikolayevich Tolstoy and Niamh Sharkey	Book 5 Summer 1 Yucky Worms by Vivian French and Jessica Ahlberg	Book 6 Summer 2 Aaaarrggh Spider! By Lydia Monks	
Literary Form	Picturebook repetitive Refrain	Interactive picture book	Picture book	Traditional Tale	Non-fiction	Humorous Picture book	
Link to Main EYFSP Area of Learning	Understanding the World: Family Life	Understanding the World: Hibernation	Understanding the World: Frogs and life cycles	Physical Development: Healthy Diet and Exercise Growing Vegetables	Understanding the World: Observing Minibeasts	Understanding the World: Comparing pets with minibeasts	
PSED & Human Themes	What makes me happy	What makes a home		Being helpful	Protecting nature	Themes of tolerance and misunderstanding	
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Nursery rhymes: If You're Happy and You Know it Rhythm and rhyme Family songs Instrumental sounds Personalised alphabet frieze Alliteration – names & places Reading familiar instructions written by children	Tuning in to repetitive text. Interaction between text and print. Connection between spoken and written word – what we say can be written down. Reading own map making.	Listening attentively. Anticipate events. Sing songs and rhymes about natural creatures	Vocalising animal sounds Drawing on repeated refrain and patterning to re-read Words as tags – matching text and illustration Read and follow simple recipe cards	Rhythm and Rhyme Spider songs Rhyming couplets Onset and rime Using supportive illustrations to predict Lifting print through performance reading Words as tags	Spider songs Rhyming couplets Onset and rime Make word collections of the actions carried out by the spider Lifting print through performance reading	
EYFS 2014 Communication and Language (30-50 months)	<ul style="list-style-type: none"> Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. Showing understanding of prepositions; beginning to understand 'why' and 'how' questions. 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 anticipating 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. 						
Language Competency: through reading, talk and writing	Statement and questions Describing human characteristics Expressing emotional states Language of empathy Book talk	Speech bubbles Retelling story, following their own story maps Verbs around speech – growled, barked, mumbled. Book talk.	Asking 'how' and 'why' questions Using past tense to talk about experiences. Using future tenses to talk about things that are going to happen.	Past tense patterned narrative Lists and ordinal language Book talk	Explanation text Technical, descriptive and positional language Book talk	Write friendly messages to the spider. Label spider diagrams.	
Physical Development	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking	Scampering like mice Building homes for small animals using a range of materials. Create collage using brightly	Move like a bog-baby: jumping up and down. Floating on back Flapping their wings Making leaf rubbings and	Investigate pushing and pulling in the setting. Sorting and sowing seeds Using gardening tools that develop gross motor skills	Spider actions Sweeping and dusting ceilings Spider web creation Finger rhymes Performance reading actions	Create a stage in the indoor or outdoor area and dance to different types of music like the spider does. Use string and wool to	

		coloured paper.	prints	and those that strengthen hand and finger muscles and co-ordination		weave webs around trees or fences in the outdoor area.
Extended Writing Outcome	A 'Happiness Song'	Story maps	Letter	Care Labels and signs	Information booklet	Poetry