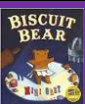
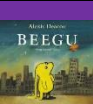
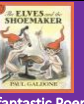
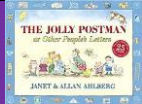
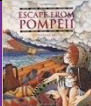


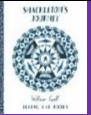
YEAR 1 Using a Power of Reading Teaching Sequence to Create an English Curriculum	  Biscuit Bear – Mini Grey Puffin Book of fantastic	  Harry and the Bucketful of dinosaurs – Beegu - Literacy Shed Writing Moderation Stimulus- Week 4	  Puffin Book of fantastic Poems The Elves and the Shoemaker – Paul Galdone	  Traction Man – The Snail and the Whale - Literacy Shed Writing Moderation Stimulus- Week 4	  The Jolly Postman - The black Hat -	  The Lonely Beast - Chris Judge One Night far from Here: Extended Picture book
Main Book Theme	Biscuit Bear: Here's a little poem:	Harry and the Bucketful of Dinosaurs: Beegu:	Puffin Book of fantastic Poems The Elves and the Shoemaker – Traditional Tales	The Snail and the Whale: Traction Man:	The Jolly Postman: Picture Book with rhyme The Black Hat: Literacy Shed (Animation)	The lonely Beast: Extended Picture book One Night far from Here: Extended Picture book
Link to Main NC Area of Learning	DT: Cooking	History: Dinosaurs Science: Seasons	Science: Materials	Art and Design: History: Toys	Science: Plants	Geography: Contrasting environments, oceans and lands Science: Animal Habitats
ASPIRE Links	Resilience, Achievement Aisha Inclusivity and friendship, Inclusive Izayah	Being imaginative, Proud Pinar	Developing empathy, Respectful Roderick Friendship and loyalty, Inclusive Isayah	Self-awareness and bravery, Self-Aware Samuel	Questioning what is right and wrong, Enquiry Ebony	Friendship and kindness, Inclusive Izayah Research and questioning, Enquiry Ebony
Reading: Experience, Knowledge, Skills and Strategies (Links to RWI and DR)	• apply phonic knowledge and skills as the route to decode words • Develop pleasure in reading • predict what might happen on the basis of what has been read so	• Develop pleasure in reading and motivation to read. • recognise and join in with predictable phrases	• become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • make inferences on the basis of what is being said and done	• read books aloud, accurately that are consistent with their developing phonic knowledge • Develop pleasure in reading, and motivation to read	• Become very familiar with key stories, fairy stories and traditional tales, • Make inferences on the basis of what is being said	• Develop pleasure in reading, motivation to read, vocabulary and understanding. • Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	• separate words with spaces • begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences • learn to appreciate rhymes and poems • compose a sentence orally before writing it • discuss what they have written with the teacher or other pupils • Use time words to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally))	• understand how words can combine to make sentences • use capital letters for names of people, places and the days of the week • use a capital letter for the personal pronoun I • sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience • use simple features correctly e.g. greeting in a letter, numbers in a list	• use the word 'because' to explain • write stories by sequencing sentences to form short • continue and use a repeating pattern in poetry writing • list words and phrases to describe details of first hand experiences using senses	• re-tell/imitate familiar stories and recounts events; include main events in sequence • re-read what they have written to check that it makes sense • Use time words more accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally))	• Include story language and sentence patterns e.g. one day, suddenly • re-read what they have written to check that it makes sense and attempts to edit for sense	• Use time words accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)) • include story language and sentence patterns e.g. one day, suddenly
Language Competency: through reading, talk and writing. (Links to Oracy)	• listen to and discuss poems, stories • learn to appreciate rhymes and poems • taking turns and listening to what others say • Book Talk discussion of text answering questions • Show proof of listening • Develop my vocabulary	• make some choices of appropriate vocabulary (fiction) • listen to and discuss poems, stories independently • participate in discussion about what is read to them, taking turns and listening to what others say • Book Talk discussion of text developing own questions • Begin to use talking roles in group discussion	• act out stories and portrays characters and their motives • to recite rhymes and poems by heart • begin to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) (Non-fiction) • listen to and discuss a wide range of poems, stories and non-fiction independently • Develop my oracy skills in talk groupings.	• explain their understanding of what is read to them • Book Talk discussion of text developing own questions and opinions • To develop my physical, linguistic and cognitive oracy skills	• read aloud their writing clearly enough to be heard by peers and teacher • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • To give verbal peer feedback • To participate in discussion • Begin to develop my presentational talk skills	• read aloud their writing clearly enough to be heard by peers and teacher • explain clearly their understanding of what is read to them • Further develop presentational talk through short speeches
Extended Writing Outcomes	Biscuit Bear: • Retell using images • Character description • Setting description • Instructional Writing Here's a little poem: • Poem using repetition • Poem using rhyme	Harry and the Bucketful of Dinosaurs: • Retell sequencing main events • Letter • Alternative ending Beegu: • Retell • Tourist guide • Diary entry	Here's a little Poem: • Acrostic Poems (the sea) • Shape/ Calligrams Poem using onomatopoeia • Riddles Traditional: Retell (Traditional Tales)	The Snail and the Whale: • Retell • diary entry • setting description Traction Man: • Retell • fact file • alternate	The Jolly Postman: • Retell • Writing instructions • Fact file The Black Hat: • Setting description • Diary entry	The Lonely Beast: • Retell • Character description • Letter convincing the beast to stay or go. • Newspaper report One Night far from Here: • Animal fact file • Advertisement • Postcard

YEAR 2 Using a Power of Reading Teaching Sequence to Create an English Curriculum	 Grace and Family Claude	 The Great Fire of London The Wolf's Story Literacy Shed Writing Moderation Stimulus-Week 4	 Emeline Pankhurst Poems to Perform NEW – Week 5	 The Dark The princess and the white bear king	 The Magic Finger – Roald Dahl The story machine - Literacy Shed Writing Moderation Stimulus-Week 4	 Grow African Tales
Main Book Theme	Grace and Family - Contemporary fiction adventure narrative Claude - Adventure narrative	The Great Fire of London - Non-fiction non-chronological report The Wolf's story, what really happened to little red riding hood. – Fairy Tale	Emmeline Pankhurst - Non-fiction non-chronological report Poems to Perform - poetry	The Princess and The White Bear King - fiction traditional tales The Dark - fiction mystery narrative	The Magic Finger -fiction narrative The Story Machine - fiction adventure	Grow - non-fiction information text African Tales - fiction traditional tales
Link to Main NC Area of Learning	Geography: Similarities and differences. Maths: Telling the Time and counting in two's using pairs of socks Music: use voices expressively and creatively by singing songs and speaking chants (learning a Gambian song)	History: events beyond living memory Geography: Physical and human geography.	History: how lives of significant people have shaped Britain. Art and DT: drawing, painting and sculpture.	Science: investigate the effect of light and dark Art/DT: design and make a golden crown as special as that in the Princess's dream	Science: living things and their habitat. Computing: using technology Geography: investigate the physical features of the countryside	Science: observe and describe how seeds and bulbs grow Geography: location of globally significant places Music: exploring string instruments
ASPIRE Links	Inclusive Izayah Inclusivity and friendship, Proud Pinar showing pride in my community culture	Enquiring Ebony - asking questions to form my own ideas Respectful Rodrick - empathy towards others Enquiry - Enquiring Ebony, Proud Pinar and Self-Aware Samuel (performance)	Self-Aware Samuel (Self-awareness and bravery) Enquiring Ebony (asking questions about the past and about equality) Proud Pinar (performance)	Self-Aware Samuel (bravery/overcoming fears) Respectful Rodrick (equality/women's rights).	Enquiring Ebony - asking questions about right and wrong Being imaginative, Proud Pinar Self-Aware Samuel , Rights of others	Proud Pinar - showing pride in my community culture Self-Awareness - crime, consequence and punishment and self-governance.
Reading: Experience, Knowledge, Skills and Strategies	Continue to apply phonic knowledge and skills as the route to decode words - Develop pleasure in reading, motivation to read, vocabulary and understanding. - Discuss the sequence of events in books - Begin to predict what might happen on the basis of what has been read so far - Answer questions about a text	Read accurately by blending the sounds in words that contain the graphemes taught so far - Read accurately words of two or more syllables that contain the same graphemes as above - Begin to discuss and clarify the meanings of words. - Develop understanding by making links to what they already know - Begin to make inferences on the basis of what is being said guided by discussion	Read words containing common suffixes - Begin to read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word - Discuss the sequence of events in books and how items of information are related - recognising simple recurring literary language in stories and poetry - Predicting what might happen on the basis of what has been read so far - Answer and ask questions about a text	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Develop understanding by drawing on what they already know or on background information - Make inferences on the basis of what is being said guided by discussion	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Discuss the sequence of events in books and how items of information are related across a range of themes - Making inferences on the basis of what is being said and done within the text - Answering and asking questions specific to the theme being discussed	Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Discuss and clarify the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- Form lower-case letters of the correct size relative to one another - Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Begin to use conjunctions for subordination (when, if, that, because) - Use expanded noun phrases for description - Planning or saying out loud what they are going to write about - Imitate or adapt familiar stories about familiar characters - Explore characters' feelings using role play	- Use spacing between words that reflects the size of the letters - Begin use present and past tense consistently throughout writing - Begin to use commas to separate items in a list - Writing down ideas and/or key words, including new vocabulary - Plan own story with a logical sequence of events - Assemble information on a subject - Write own story, grouping complete sentences together to tell each part - Explore characters' situations, using role play	- Start using some of the diagonal and horizontal strokes needed to join letters - Begin to use conjunctions for co-ordination (or, and, but) - Plan non-fiction writing with a logical sequence of events - introduce non-fiction books that are structured in different ways - Begin to proof-reading to check for errors in spelling, grammar and punctuation - Assemble information on a subject	- Use present tense/ past tense consistently throughout writing - Plan own story with a logical sequence of events - Explore characters' feelings and situations, using role play and improvisation - Use some formal story language - Evaluating writing with the teacher and other pupils - Re-reading to check writing makes sense and that verbs to indicate time are used correctly	- Use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) with increasing accuracy - Assemble information on a subject - Write some dialogue (no expectation of speech punctuation) - Suggest viewpoint with brief comments or questions on actions or situations - Evaluating writing with the teacher and other pupils - Re-reading to check writing makes sense and that verbs to indicate time are used correctly and consistently	- Maintain consistency in tense - Use commas to separate items in a list - Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name - Select appropriate words/phrases and include relevant details that sustain the reader/listener's interest, justifying choices - Explore characters' feelings and situations, using role play and improvisation - Use some formal story language
Language Competency: through reading, talk and writing	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases - Listen to, discuss and express views about a wide range of contemporary and classic stories and non-fiction. - Show proof of listening - Develop my vocabulary	- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Begin to use talking roles in group discussion	- Read aloud what has been written with appropriate intonation to make the meaning clear - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Develop my oracy skills in talk groupings. - Begin to develop my presentational talk skills	- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - To develop my physical, linguistic and cognitive oracy skills	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases - To give verbal peer feedback - To participate in discussion	- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Further develop presentational talk through short speeches
Extended Writing Outcomes	Grace and Family: - Retell narrative - Letter (in role) - Diary entry (in role) Claude in the City: - Character description - Newspaper article - Wanted poster	The Wolf's Story - Introduction to a narrative - Narrative and book making - Character description Great fire of London: - Information leaflet - Setting description - Instructions	Emmeline Pankhurst - Biography - Persuasive flyer/leaflet Poems to perform: - Onomatopoeia Repetition - Diamantes - Haikus - Free Verse.	The Dark - Letter of advice - Poem - Retell from The Princess and the white bear king: - Diary entry - Script - Introduction to a narrative	The Magic Finger - Persuasive pamphlet - Diary entry - Diary entry (in role) The Story Machine - Explanation - Setting description - Advertisement	Grow - Instructions - Procedure (Explanation Text) - Report African Tales - Formal Letter - Recount - Book review

YEAR 3 Using a Power of Reading Teaching Sequence to Create an English Curriculum	  The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady Stone Age Boy: Satoshi Kitamura	  Gregory Cool: Caroline Binch Discover the Tudors – Henry VIII <i>Literacy Shed Writing Moderation Stimulus-Week 4</i>	 Please Mrs Butler: Allen Ahlberg Gorilla: Anthony Browne <i>NSW – Week 5</i>	 Ice Palace: Robert Swindells <i>Literacy Shed Writing Moderation Stimulus-Week 4</i>	  Iron Man: Ted Hughes Into the Forest: Anthony Brown	  Jemmy Button: Jenifer Uman Moon Man: Tomi Ungerer
Main Book Theme	The Pebble in my Pocket: Non-fiction Stone Age Boy: Adventure Narrative	Gregory Cool: Fiction Narrative Henry VIII: Non-Fiction Information Text	Please Mrs Butler: Poetry collection Gorilla: Picture book addressing Loneliness	Ice palace: Short Narrative Folk Tale	Iron Man: Fiction Narrative Into the Forest: Picture book	Jemmy Button: Complex Picture book Moon Man: Fiction Narrative
Link to Main NC Area of Learning	Science: Rocks and Soil	Geography: The UK and The Caribbean History: Monarchs and the Tudors	PSHE: Relationships Music: Rhythm and Rhyme Pattern	Geography: Describing physical elements of geography	Art and Design: Illustration study and illustration of fairy tales Science: States of Matter	History: Black History and the slave trade
ASPIRE Links	Looking after our world, Self-Aware Samuel	Belonging and heritage, Inclusive Isayah	Inclusivity between friends, Inclusive Isayah Asking questions to be empathetic, Enquiry Ebony	Discovery and exploration, Enquiry Ebony	Respecting peers within discussion, Respectful Roderick	Pride in heritage, Proud Pinar
Reading: Experience, Knowledge, Skills and Strategies (Links to RWI and DR)	- Read aloud and to understand the meaning of new words - Develop positive attitudes to reading, and an understanding of what they read - Predict what might happen from details stated - identify how language contributes to meaning	- Apply their growing knowledge of root words, prefixes and suffixes - Draw inferences such as inferring characters' feelings, - Identify how language and structure contribute to meaning - Begin to further develop vocabulary	- Read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word - Predict what might happen from details stated and implied - Identify main ideas drawn from more than 1 paragraph - identify how language, structure, and presentation contribute to meaning	- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words - Predict what might happen from details stated and implied from arrange of characters - Identify how language, structure, and presentation contribute to meaning	- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word - Identify main ideas drawn from more than 1 paragraph and summarise these - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- Use the diagonal and horizontal strokes that are needed to join letters - use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box - Begin to express time, place and cause using conjunctions, e.g. when, before, after, while, so, because. - Compose and rehearse sentences orally, using simple sentences - Create settings, characters and plot	- Develop understanding word families based on common words, showing how words are related in form and meaning, e.g. solve, solution - Understand paragraphs as a way to group related material - Understand how headings and sub-headings aid presentation - Identify key features in similar texts (structure, vocabulary and grammar) - Proof-read for spelling and punctuation errors	- Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, more accurately - Begin to use inverted commas to punctuate direct speech - Compose and rehearse sentences orally, using a range of sentence structures - Write poems using the features of poetic forms studied - Begin to use figurative language - Evaluate by proposing changes to vocabulary to improve consistency	- Understand paragraphs as a way to group related material - Identify key features in similar texts (structure, vocabulary and grammar) - Use some detail in the description of setting or characters' feelings or motives	- Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of - Identify a clear structure for the story (opening, dilemma, resolution, ending) - Write an effective ending for a story - Evaluate and edit by proposing changes to vocabulary to improve consistency, showing awareness of the reader	- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Use inverted commas to punctuate direct speech, with increasing accuracy - Attempt to adopt a viewpoint - Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements
Language Competency: through reading, talk and writing. (Links to Oracy)	- Discuss a wide range of fiction, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes - discuss words and phrases that capture the reader's interest and imagination - ask questions to improve their understanding of a text - read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear - Show active listening with responses	- Discuss a wide range of fiction, plays, non-and reference books read books that are structured in different ways and read for a range of purposes - Discuss words that capture the reader's interest - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - use talking roles in group discussion	- Discuss a wide range of fiction and poetry - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear - Develop my Oracy skills in talk groupings.	- Discuss a wide range of fiction, and non-fiction read books that are structured in different ways and read for a range of purposes - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Develop my physical, linguistic and cognitive Oracy skills	- Discuss a wide range of fiction, books that are structured in different ways and read for a range of purposes - Discuss words and phrases that capture the reader's interest - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear - Developing presentational talk	- Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes - Discuss words and phrases that capture the reader's interest and imagination - Use presentational talk with greater confidence
Extended Writing Outcomes	Pebble in my Pocket - Explanation text - Persuasive Writing Stone Age Boy: - Setting description - Character Description 1st person Narrative (Retell)	Henry 8th - Non-chronological reports Gregory Cool: - Diary entry - Biography - Character Description	Please Mrs Butler: - Clerihews - Limericks - Free Verse Poetry Gorilla - Dialogue between two characters	Ice Palace - Setting description - Character description 1st Person Narrative - Non-Chronological Reports	Iron Man: - Instructions - Discursive Writing Into the Forest: 3rd person Narratives	Jemmy Button Setting description 1 st person Narratives with dialogue Moon man Diary entry Persuasive Writing

YEAR 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum	  Wolves: Leon and the plan between:	  Escape from Pompeii: The Lion and the Unicorn and Other Hairy Tales by Jane Ray Literacy Shed Writing Moderation Stimulus Week 4	  Hot like Fire: Valerie Bloom Mouse, Bird, Snake, Wolf NSW – Week 5	 Varjak Paw: SF Seld Literacy Shed Writing Moderation Stimulus Week 4	 Oliver and the Seawigs: by Phillip Reeve	  Pugs of the Frozen North by Philip Reeve and Sarah McIntyre The Wild Robot
Main Book Theme	Wolves: Leon and the plan between:	Escape from Pompeii: The Lion and the Unicorn and Other Hairy Tales:	Hot like fire: Mouse bird snake wolf:	Varjak Paw:	Oliver and the Seawigs:	Pugs of the Frozen North: The Wild Robot:
Link to Main NC Area of Learning	Science: Animals including humans	History: The Roman Empire	Art and Design: Responding to images through illustrations Geography: Similarities and difference to Uk Caribbean	PSHE Understanding our Social Connections or Belonging. PE: perform dances using a range of movement patterns.	Maths: Exploring maps and coordinates Science: Habitats	PSHE: Respecting the local environment
ASPIRE Links	Self-Aware Samuel (introspection of a diary entry Inclusive Izaiah (Inclusive of all types of wolves)	Enquiring Ebony (researching facts)	Achieving Aisha (performing poems) Respectful Roderick (Ensuring both sides of the argument are heard)	Enquiring Ebony (interviewing witnesses to be able to report the story)	Inclusive Izaiah , Friendship and relationships	Proud Pinar , Taking pride in our local environment
Reading: Experience, Knowledge, Skills and Strategies (Links to RWI and DR)	- Discuss a wide range of fiction, plays, and reference books or textbooks read books that are structured in different ways and read for a range of purposes - Ask questions to improve their understanding of a text - Predict what might happen from details stated - Identify how language contributes to meaning - Participate in discussion about both books that are read to them and those they can read for themselves	- Increase their familiarity with a wide range of books myths and legends, and retelling some of these orally - Ask a variety questions to improve their understanding of a text - identify main ideas drawn from more than 1 paragraph and summarise these - Identify how language and structure contribute to meaning - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	- Maintain positive attitudes to reading, and an understanding of what they read. - Discuss a wide range of poetry that is structured in different ways and read for a range of purposes - Recognise some different forms of poetry in books - Identify how language, structure, and presentation contribute to meaning	- Ask questions to improve their understanding of a text to develop discussion - Predict what might happen from details stated and implied - Identify main ideas drawn from more than 1 paragraph and summarise these - Identify how language, structure, and presentation contribute to meaning	- Share positive attitudes to reading, and an understanding of what they read. - Discuss a wide range of fiction, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes - Clarify the meaning of words to support understanding of what is read	- Discuss a wide range of fiction, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes - Predict what might happen from details stated and implied - identify main ideas drawn from more than 1 paragraph and summarise these
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- Expand noun phrases by adding modifying adjectives, - Begin to use fronted adverbials, e.g. Later that day, I heard the bad news. - Begin to use commas after fronted adverbials - Use paragraphs to organise ideas around a theme - Compose and rehearse sentences orally - Use simple organisational devices in non-narrative material, e.g. sub-headings - Sequence events clearly to show how one event leads to another - Include descriptive detail and make writing more vivid using specific nouns, and adjectives	- Use with increasing accuracy fronted adverbials, e.g. Later that day, I heard the bad news. - Use commas after fronted adverbials - Use inverted commas indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” - Identify key features in similar texts (structure, vocabulary and grammar) - Create settings, characters and plot - Proof-read for spelling errors - Evaluate by proposing changes to vocabulary to improve consistency	- Use paragraphs to organise ideas around a theme - Compose and rehearse sentences orally, varying sentence structures - Identify key features in similar texts (structure, vocabulary and grammar) - Write poems imitating poetic structures studied - Include details expressed in ways that engage the reader - Use techniques to get the reader on side - include descriptive detail and make writing more vivid using expanded noun phrases and figurative language (similes, metaphors)	- Use paragraphs to organise ideas around a theme - Choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition - Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” - Use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning) - Evaluate and edit by proposing changes to grammar to improve consistency, including the accurate use of pronouns in sentences	- Expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary - Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) - Proof-read for spelling and punctuation errors - Evaluate and edit by assessing the effectiveness of their own and other’s writing and suggesting improvements	- Use possessive apostrophe with plurals - Use techniques to get the reader on side (address them to engage or persuade) - Sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary - Use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning) - Include details expressed in ways that engage the reader - Proof-read for spelling and punctuation errors - Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Language Competency: through reading, talk and writing. (Links to Oracy)	- Discuss words and phrases that capture the reader’s interest and imagination - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear - Show active listening with responses	- Discuss and record ideas - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Use talking roles in group discussion	- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader’s interest and imagination - Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear - Develop my oracy skills in talk groupings.	- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Develop my physical, linguistic and cognitive oracy skills	- Discuss words and phrases that capture the reader’s interest and imagination - Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear - Developing presentational talk	- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Use presentational talk with greater confidence
Extended Writing Outcomes	Leon and the place between Diary Entry Descriptive Writing - Setting Retell Wolves Descriptive Writing - Wolf Non chronological report	Escape from Pompeii Fact file Setting description Narrative - 1 st Person The lion and the unicorn and other hairy tales Myths	Hot Like Fire – Poetry Kenning Poems Tetractys Free Verse. Mouse, bird, snake, wolf Discursive text Persuasive Writing	Varjak Paw Newspaper report Narrative – 3 rd Person	Oliver and the Seawigs Diary Entry Setting description Instructional leaflet Formal letter	Pugs of the Frozen North The Wild Robot

YEAR 5 Using a Power of Reading Teaching Sequence to Create an English Curriculum	  Varmints: Helen Ward and Marc Craste Boy in the Girls Bathroom:	  The Viewer: Shaun Tan PAX: Sara Pennypacker <i>Literacy Shed Writing Moderation Stimulus-Week 4</i>	  Cosmic Disco: Grace Nichols Stormbreaker: Anthony Hoorwitz <i>NSW – Week 5</i>	 Skellig: David Almond <i>Literacy Shed Writing Moderation Stimulus-Week 4</i>	  The London Eye Mystery: Slobhan Dowd The Arrival: Shaun Tan	  Mama Miti: Wangari Maathai and the Trees of Kenya: Donna Jo Napoli and Kadir Nelson The Last Wild: Piers Torday
Main Book Theme	Boy in the Girls bathroom: Narrative Varmints: Picture book	The viewer: Picture Book PAX: Story of friendship	Cosmic Disco: Poetry collection Storm breaker: Action Adventure narrative	Skellig: Contemporary novel	The London eye Mystery: Fiction Thriller The Arrival: Graphic Novel	Mama Miti: Non-fiction The Last Wild: Dystopian novel in a series
Link to Main NC Area of Learning	PSHE: Relationships and Friendships	Science: Evolution and Inheritance PSHE: Transition into young adulthood	Art and Design: Nature inspired art	PSHE: Dealing with change	Geography: Local Area (London)	Science: Classification
ASPIRE Links	Anti-bullying, Inclusive Isayah	Discovery and time travel, Enquiry Ebony Relationships, Inclusive Isayah	Artistic expression, Proud Pinar	Sharing worries and concerns, Respectful Roderick	Dealing with loss, Achievement Aisha	Being aware of the local environment, Self-Aware Samuel Making positive contributions, Respectful Roderick
Reading: Experience, Knowledge, Skills and Strategies (Links to RWI and DR)	- Read books that are structured in different ways - increase their familiarity with a wide range of books, including traditional stories and books from other cultures and traditions - Ask questions to improve their understanding - Draw inferences such as inferring characters' feelings, from their actions. - Sredict what might happen from details stated and implied - Identify how language contributes to meaning	- Read for a range of purposes - Increase their familiarity with a wide range of books, including traditional stories and modern fiction. - Draw inferences such as inferring characters' feelings and thoughts from their actions - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Distinguish between statements of fact and opinion	- Learn a wider range of poetry by heart - Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Predict what might happen from details stated and implied - Identify how language and structure contribute to meaning	- Read books that are structured in different ways and discuss ideas - increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	- Read books that are structured in different ways, discussing ideas and opinions - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning	- Read for a range of purposes across a wide range of genres - Increase their familiarity with a wide range of books, including myths and books from other cultures and traditions - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Retrieve, record and present information from non-fiction
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly - Use commas to clarify meaning or avoid ambiguity - Note and develop initial ideas - Experiment with form in narrative writing e.g. flashbacks, alternative perspectives - Use organisational and presentational devices to structure text and guide - Proof-read for spelling and punctuation errors	- link ideas across paragraphs using adverbials of time, e.g. later, place, e.g. nearby, and number, e.g. secondly, or tense choices, e.g. he had seen her before - Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - develop some aspects of characterisation through what characters say and do - construct appropriate introductions and conclusions - Propose changes to vocabulary,	- Choose the writing implement that is best suited for a task - Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own - Use expressive and figurative language - experiment with writing poetry using different forms - Assess the effectiveness of their own - Propose changes to vocabulary and grammar	- Indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must - Link ideas across paragraphs using adverbials of time, e.g. later, place, e.g. nearby, and number, e.g. secondly, or tense choices, e.g. he had seen her before - Further develop form in narrative writing e.g. flashbacks, alternative perspectives - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	- Accurately use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly - Use brackets, dashes or commas to indicate parenthesis - Note and develop initial ideas, drawing on reading and research where necessary - Integrate dialogue to convey character and advance the action - Construct appropriate introductions and conclusions - Assess the effectiveness of their own and other's writing	- Use wide range of devices to build cohesion within and across paragraphs - Consider and evaluate different viewpoints (own and others'/biased and balanced) - Consider and evaluate different viewpoints (own and others') - Assess the effectiveness of their own and other's writing giving accurate feedback where eligible
Language Competency: through reading, talk and writing. (Links to Oracy)	- Participate in discussions about books that are read to them and those they can read for themselves. - Perform own compositions, using appropriate intonation - Summarise what my partner has said - Show active listening within my responses - Develop my vocabulary	- Perform own compositions, using appropriate intonation and volume - Develop use of talking roles within discussion - Develop use of challenge within in discussion	- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear - Develop skills within talking groups - Participate as an active listener and learner	- Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear - Develop my physical, linguistic and cognitive oracy skills - Manage interaction by following discussion guidelines	- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - perform own compositions, using appropriate intonation, volume and movement so that meaning is clear - Begin to develop presentational talk - Speak audibly and fluently when presenting	- provide reasoned justifications for their views - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - perform own compositions, using appropriate intonation, volume and movement so that meaning is clear - Increase the range of vocabulary - Be confident within presentational talk
Extended Writing Outcomes	Boy in the Girls Bathroom Recount (letters) Recount (diary entries) Play script Varmints Character Description Persuasive poster	The viewer Diary Entry Character and setting descriptions Newspaper report PAX Non- Chronological Reports	Cosmic Disco Poetry in a range of forms Storm breaker Narrative 1 st Person Instructional writing	Skellig Letter writing Reflective Diary Narrative 3 rd Person	London Eye Mystery Diary/Journal Entries (Ongoing) Police Report Newspaper Report The Arrival Formal Speech	Mama Miti Writing in Role Argument Alternate Ending The Last Wild Discursive Writing

YEAR 6 Using a Power of Reading Teaching Sequence to Create an English Curriculum	 Treason – Berlie Doherty	 Crime and Punishment – Terry Deary  The Highwayman - Alfred Noyes <i>Literacy Shed Writing Moderation Stimulus-Week 4</i>	 Shackleton's Journey - William Grill  Dark Sky Park - Philip Gross, illustrated by Jesse Hodgson	 Ice Trap! - Meredith <i>Literacy Shed Writing Moderation Stimulus-Week 4</i>	 The Great Snake -	  Journey to the sea Midsummer night's Dream – William Shakespeare
Main Book Theme	Treason: Fiction	Crime and Punishment: Non – Fiction The Highwayman: Narrative Poem	Shackleton's Journey: Nom – Fiction Dark Sky Park: Poetry Collection	Ice Trap: Adventure Narrative	The Great Snake: Collection of traditional Tales	Journey to the Sea Picture book
Link to Main NC Area of Learning	History: Monarchy (Tudor)	Geography: Local area links History: Comparisons of past and present	History: Polar Exploration Art: Creating Imagery	Geography: Polar Regions	Geography: Biomes and Habitats	Geography: Migration across Europe
ASPIRE Links	Relationships Inclusive Isayah	Asking questions, Enquiry Ebony	Endurance and Teamwork, Inclusive Isayah	Adventure and exploration, Enquiry Ebony	Protecting habitats and environmental issues, Respectful Roderick	The Impact of War – Refugees, Inclusive Isayah Performance of poetry, Proud Pinar
Reading: Experience Knowledge, Skills and Strategies (Links to RWI and DR)	● Make comparisons within books ● Ask questions to improve their understanding ● Draw inferences such as inferring characters' feelings ● Predict what might happen from details stated and implied	● Make comparisons within and across books to self ● Ask questions to improve their understanding ● Summarise the main ideas drawn from more than one paragraph. ● Identify how language and structure contribute to meaning ● Retrieve, record and present information from non-fiction	● Learn a wider range of poetry by heart ● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ● Draw inferences such as inferring characters' feelings and thoughts ● Discuss and how authors use language, including figurative language, considering the impact on the reader	● Ask a range of question types to improve their understanding and create discussion ● Draw inferences such as inferring characters' feelings, thoughts and motives evidence ● Identify how language and structure contribute to meaning across a variety of texts	● Make comparisons within and across books to self and the wider world ● Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ● Provide reasoned justifications for their views ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence ● Provide reasoned justifications for their views with evidence
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	● Begin to use a semi-colon, colon or dash to mark the boundary between independent clauses ● Consider how authors have developed characters and settings ● Use a wide range of devices to build cohesion within paragraphs ● Create vivid imagery through expressive and figurative language	● Understand the difference between vocabulary typical of informal speech and writing ● Understand layout devices (headings, sub-heading, columns, bullets, tables) ● Note and develop initial ideas, drawing on reading and research where necessary ● Propose changes to vocabulary ● Write well-structured introductions and appropriate conclusions	● Understand how words are related by meaning as synonyms and antonyms ● Understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] ● Use a wide range of devices to build cohesion within and across paragraphs ● Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem ○ Propose changes to vocabulary, grammar and punctuation	● link ideas across paragraphs using a wider range of cohesive devices ● Consider how authors have developed characters and settings ● write well-structured introductions and appropriate conclusions ● Choose register (formal/informal, personal/impersonal) appropriately and for effect ● Use a semi-colon, colon or dash to mark the boundary between independent clauses	● Use vocabulary appropriate for formal speech and writing ● Show flexibility in the use of narrative e.g. ability to experiment with story opening ● Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing ● Choose appropriate presentational features to organise information and aid understanding develop points of view and 'authorial voice', e.g. viewpoints in discursive texts ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	● Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative ● Make appropriate use of structure in poetry, according to chosen form e.g. rhythmic or syllable patterns taking account of different audiences and purposes ● Ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register ● Proof-read for spelling and punctuation errors
Language Competency: through reading, talk and writing. (Links to Oracy)	● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ● Summarise what my partner has said ● Show active listening within my responses ● Develop my vocabulary	● Check that the book makes sense to them, discussing their understanding ● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas ● Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear ● Develop use of talking roles within discussion ● Develop use of challenge within in discussion	● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ● Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear ● Develop skills within talking groups ● Participate as an active listener and learner	● Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Explain and discuss their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary ● Develop my physical, linguistic and cognitive oracy skills ● Manage interaction by following discussion guidelines	● check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary ● Provide reasoned justifications for their views ● Perform own compositions, using appropriate intonation and volume ● Begin to develop presentational talk ● Speak audibly and fluently when presenting	● check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ● Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear ● Increase the range of vocabulary ● Be confident within presentational talk
Extended Writing Outcomes	Treason Diary Entry Setting Description Character Description Narrative 1st Person	Crime and Punishment Non-Chronological Report Newspaper Reports Explanation Text The Highwayman Narrative 3rd Person	Shackleton's Journey Free Verse Poetry – Antarctic Descriptive Biography Dark Sky Park Ottawa Rima Poems Free Verse Poetry	Ice Trap! Persuasive Writing Narrative Alternate Ending	The Great Snake Traditional Tales Narrative (from other cultures) Discursive Writing – Deforestation Formal Letter Myths and Legends	Journey to the Sea Newspaper reports Discursive Writing – Migrants Persuasive Letter to local MP Midsummer Poetry Iambic Pentameter (in the context of reading Shakespeare) Playscripts

