St Margaret's Reading and Writing Curriculum

EYFS (Reception)

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
I wonder…	What makes me wonderful and unique?	How do the leaves change colour?	Can anyone be a superhero?	Who will I meet, down on the farm?	Are all God's creature special? (Marvellous Minibeasts)	What can I explore?
Class book	Whatever Next! Elmer My Friend Fred My Hair – Hannah Lee Marvellous Me (All about me) Who Are You?	The Gruffalo How to Catch a Star Seasons Come Seasons Go A Walk in the Woods	The Rainbow Fish Ruby's Worry Supertato Lucia the Luchadora Superheroes Don't Get Scared Superworm	Goldilocks and the Three Bears We're Off to Meet a Mermaid What the Ladybird Heard The Story Machine – Tom McLaughlin	The Very Hungry Caterpillar Handa's Surprise Dear Zoo The Gigantic Turnip	Little Red Riding Hood The Three Little Pigs I Really Want to Shout Non-fiction texts about another environment
Literary Focus	Exploring and using new vocabulary. Blending and segmenting to read simple words and write them. Implement phonics to independent reading and writing; identifying initial sounds.	Continuing a rhyming string. Sequencing a story. Writing labels. Exploring and retelling a narrative.	Developing phonics and reading words with digraphs. Describing characters. Extending vocabulary. Writing captions.	Use phonics to read a simple sentence. Ingredients in a list. Sequencing a narrative. Letter writing.	Exploring rhyme. Writing questions and using 'sticky glue words'.	Develop reading comprehension to talk about what has been read. Develop sentence writing, using 'sticky glue' words. Writing sentences to show understanding.
Curriculum Links Understanding the World	Talk about the lives of people around them, focusing on the children's family and their roles in society.	Understand some important processes and changes in the natural world around them, including the seasons, through	Talk about the lives of people around them, focusing on real life heroes and their roles in society. Use	Know that some similarities and differences exist between things in the past and now. Look at farming and machinery to	Explore the natural world around them and creating pictures of animals and plants. (UW: The Natural World)	Understand some important processes and changes in the natural world around them, including changing states of

	Explore the role of an author through learning about Jill Murphy. (UW: Past and Present)	learning about changes to the weather and nature. Make observations and record in drawings. (UW: The Natural World) Understand the importance of Christmas to Christians. (UW: People, Culture and Communities)	stories and books to explore characters. (UW: Past and Present)	observe and compare. (UW: Past and Present)		matter, through learning about an alternative climate and environment. Use maps and non-fiction texts to explore locations. (UW: The Natural World and People, Culture and Communities)
Expressive Arts & Design	Safely use and explore a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. (EAD: Creating with Materials) *Each topic to have a creative outcome, where children learn and enhance skills and experience using a range of tools and materials.* Role play area, small world play and reading area encourage children to make use of props and materials when role playing characters in narratives and stories. Regular exposure and immersion in Entitlement texts develop children's ability to recall narratives, vocabulary and build into their own narratives. Well-known nursery rhymes and songs are shared daily and used to support other areas of the curriculum (especially number and phonics). (EAD: Being Imaginative and Expressive).					

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Year 1

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
I wonder theme…	**What makes me special?**	**Where does our food come from?**	**Do all children have toys?**	**What is it like in China?**	**What is it like to be an explorer?**	**What's the weather like?**
Class book	I Love Me – Marvyn Harrison & Diane Ewen A Hole in the Zoo The Three Little Pigs – linked to Science topic – 'Animals inc. Humans – Ourselves'	Katie Morag Stanley's Stick Oliver's Fruit Salad – linked to DT topic – 'Cooking Fruit & Vegetables'	That Rabbit Belongs to Emily Brown Dogger Toy Story – linked to History topic – 'How have toys changed?'	The Nian Monster – linked to Geography topic – 'What is it like to live in Shanghai?'	The Great Explorer – linked to History topic – 'How have explorers changed the world?'	Jack and the Beanstalk The Tiny Seed – revisit learning from last half term's Science topic - 'What's Growing in our Gardens?'
Writing	Week 1 Assessment week – Independent writing Dictation Year group spellings Reading fluency I Love Me – Descriptive writing Letters – 1 week A First Book of Animals – Nicola Davies – Descriptive writing – 1 week Fact File– animals – 2 weeks	Poetry Week – 1 week Stanley's Stick – narrative – 2 weeks Oliver's Fruit Salad Instructions – how to make a healthy smoothie/fruit salad (linked to DT) – 2 weeks Independent writing assessment Dictation	Dogger – diary entry – 1 week Dogger – narrative (problem-solving) – 2 weeks The Naughty Bus Fact File –toys– 1 week The Naughty Bus – narrative - own adventure story – 2 weeks	The Nian Monster - Descriptive writing – 1 week The Nian Monster – diary entry – 1 week Instructions – How to escape from the Nian Monster – 2 weeks Independent writing assessment	The Great Explorer – Chris Judge Lists Letter Narrative – adventure – 2 weeks Meerkat Mail – descriptive writing & postcards – 1 – 2 weeks Lost and Found Letter – 1 week Recount of exploring the local area – 1 – 2 weeks	Poetry Week – 1 week The Tiny Seed -first person narrative Letter of advice – 2 weeks Instructions – How to make seed bombs – 1-2 weeks Jack and the Beanstalk Letter Diary Narrative – fairytale 2 weeks

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	The Three Little Wolves and the Big Bad Pig (The Three Little Pigs was studied in Reception) – Narrative – Fairytales - 2 weeks					Independent writing assessment
GPS	• Leave spaces between words • Use full stops and capitals • Join words with 'and' within sentences • Use capital letters for people, places, days of the week and 'I' • Spell words using the GPCs taught so far • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)		• Leave spaces between words • Use full stops and capitals • Join sentences with 'and' • Use exclamation marks • Use question marks • Use correct grammatical terminology when discussing their writing • Spell words using the GPCs taught so far • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)		• Leave spaces between words • Use full stops and capitals • Join sentences with 'and' • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling) • Identify and know the purpose of nouns • Form singular and plural nouns (link with spelling) • Spell words using the GPCs taught so far • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)	

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Year 2

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
I wonder theme…	**Are all schools the same?**	**Would you prefer to live in a hot or cold place?**	**Did people in the past travel fast?**	**Why is our world wonderful?**	**Who's the king of the castle?**	**Who rules the oceans?**
Class book	**Once Upon an Ordinary School Day** **Boris Starts School –** linked to History topic – 'How was school different in the past?'	**Anna Hibiscus –** linked to Geography topic – 'Would you prefer to live in a hot or cold place?'	**Ocean Meets Sky** – linked to History topic – 'How did we learn to fly?'	Paddington Bear in London – linked to learning about landmarks in the UK	The Boy Who Grew Dragons	**The Lighthouse Keeper's Lunch (and other books in the series)** **Lucy & Tom at the Seaside** – linked to Geography topic – 'What is it like to live by the coast?'
Writing	Week 1 Assessment week – Independent writing Dictation Year group spellings Reading fluency **Boris Starts School** Diary entry – Boris' first day at school Informal letter to Boris, diary entry – 1 week Narrative – 2 weeks Fact File– St Margarets – 1-2 weeks	Poetry Week – 1 week **Lila and the Secret of Rain** - Setting description, thought bubbles, narrative (own version) – 2 weeks **Mama Panya's Pancakes** Instructions – How to make pancakes – 1 week Fact File – Kenya/African animals – 2 weeks	**Taking Flight** – LiteracyShed – narrative (adventure) – 2 weeks **Ocean Meets Sky** Setting and character descriptions Postcard Fantasy narrative – 3 weeks	**A Walk in London** Persuasive poster, setting descriptions, postcards, diary entry – 2 weeks Information Leaflet – London – 2 weeks Recount – 1 week Independent writing assessment	**The Boy who grew dragons** Descriptive writing – 1-2 weeks Diary entry – 2 weeks **Non-fiction books about castles –** Fact File about castles – 2 weeks	Poetry Week **The Lighthouse – Literacy Shed** Narrative – retelling a story – 1 week Fact File– Lighthouses – 1-2 weeks **The Lighthouse Keeper's Lunch** – Diary entry – 1 Instructions – How to make a healthy sandwich – 1 - 2 weeks

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	Once Upon an Ordinary School Day Narrative – 2 weeks	Independent writing assessment				Independent writing assessment
SPaG	**Revise Year 1 KPIs:** • **Leave spaces between words** • **Use full stops and capitals** • **Spell words using the GPCs taught so far** • **Spell high frequency words that cannot be** • **easily decoded at this stage ('tricky' words)** • **Demarcate most sentences in their writing with capital letters and full stops** • Recognise and write statements • Recognise and write questions • Recognise and write commands • Join sentences with 'or' and 'but' • Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions (list of instructions on how to take care of the chicks to share with Nursery- 9/10/23) • Identify and know the purpose of adjectives • Write expanded noun phrases • Avoid using 'and', 'but' or 'so' after a full stop		• **Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.** • Use correct grammatical terminology when discussing their writing • Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions • Write expanded noun phrases • Identify and know the purpose of adjectives • Explain what an apostrophe is • Use apostrophes for simple contracted forms • Use 'when', 'if', 'that' and 'because' to extend sentences • Use commas for lists • **Use present and past tense mostly correctly and consistently** • Form adverbs by adding –ly to adjectives • Identify and use -ly adverbs		• **Use present and past tense mostly correctly and consistency** • **Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.** • Use correct grammatical terminology when discussing their writing • Identify and know the purpose of verbs • Use interesting verbs when writing • Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing • Form nouns by using suffixes such as –ness and -er • Form adjectives using –ful, -er, -est and link with spelling)	

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Year 3

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
I wonder theme…	How are things different from the past?	Where would you choose to settle?	Would you prefer to live in the Stone Age, Bronze Age or Ice Age?	What's hidden within? (The rainforest)	Why did the Romans invade Britain?	What can we learn from the world beneath our feet? (Volcanoes)
Class book	The Battle of Bubble and Squeak	The Lion, the Witch and the Wardrobe	Stone Age Tales – The Great Storm – linked to History topic – 'Would you prefer to live in the Stone Age, Bronze Age or Ice Age?' Stone Age Boy	Running Wild (linked to Geography topic – 'Why are rainforests important to us?'	Romans on the Rampage – linked to History topic - 'Why did the Romans settle in Britain?'	When the Giant stirred: Legend of a Volcanic Island – Celia Godkin – linked to Geography topic – 'Why do people live near volcanoes?'
Writing	Week 1 Assessment week – Independent writing Dictation Year group spellings Reading fluency Sparky! & "Slowly, Slowly, Slowly," Said the Sloth Persuasive letter to Mum Own-version narrative – Non-chronological report – sloths 3 - 4 weeks	Poetry Week – 1 week The Lion, the Witch and the Wardrobe Character descriptions Persuasive writing – advert for Turkish Delight Narrative – 2 weeks Newspaper Report – crowning of new kings and queens – 2 week Independent writing assessment	The First Drawing – Character description, diary entry, recount and historical narrative – 2 weeks The Stone Age Boy – dialogue, letter, narrative – 2 weeks How to wash a woolly mammoth – instructions – 2 weeks	Rainforest Warrior – Biography – 1 week Non-chronological report – Rainforests – 2 weeks Running Wild Informal letter – letter to Will's grandparents, descriptive writing – 2 weeks Independent assessment for data Dictation	Poetry Week – 1 week A Gladiator Stole my Lunchbox Diary entry Letter Narrative – travelling back to Ancient Rome 2 weeks Boudicca's Army Biography 2 weeks	Poetry Week – 1 week Escape from Pompeii – (link to Summer 1 History – Romans) Setting description – 1 week Diary entry – 1 week Newspaper report – 2 weeks Explanation text – volcanoes – 2 weeks

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	Explanation text – how to look after a pet – 2 weeks Discussion/debate – What animal makes the best pet? 1 week					Independent writing assessment
SpaG	Revise Year 2 KPIs: • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. • Use present and past tense mostly correctly and consistency • Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses. • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically- plausible attempts at others • Spell many common exception words • Form capital letters and digits of correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of letters. • Use and understand the terms consonant and vowel		• Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because appropriately • Use a or an appropriately • Explore word families based on common words • Identify adverbs • Identify prepositions • Use prepositional phrases to add detail to sentences • Recognise what a pronoun is • Recognise direct speech and inverted commas • Use direct speech and inverted commas		• Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because • Use adverbs to express time, place and cause e.g. then, next, soon, therefore • Create new nouns using prefixe • Use prepositions to express time, cause and place e.g. before, after, during, in, because of • Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' • Understand what a main clause is • Identify simple and compound sentences • Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them • Use direct speech and inverted commas	

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	• Use a or an appropriately • Recognise and explain what a conjunction is • Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because • Recognise direct speech and inverted commas • Use direct speech and inverted commas					
Reading Skills – Ashley Booth	Phonics assessment – identify potential phonics intervention needs Disney Songs Prehistoric Britain Novels Vol 1 Children's Classics Vol 1 Picture Books Vol 1 Notable People Vol 2	Towns, Cities and Villages Poetry Vol 1 Roald Dahl Forces Dick King Smith Hearing Impairment	Different Cultures Shang Dynasty – (New Year February 10th 2024) Songs Anne Fine Keeping Healthy	Plants Spiders Notable People Vol 1 Rocks and Fossils Internet Safety	Monsters Robots Songs from Musicals Novels Vol 2 Philip Reeves and Sarah McIntyre Greece	Picture Books Vol 2 Weather Light and Shadows Lighthouses Colours Poetry Vol 2

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Year 4

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
I wonder theme…	What do the Ancient Egyptians believe?	How are rivers used around the world?	How hard was it to invade and settle in Britain?	Would you survive the cold?	Were the Vikings mad, bad or misunderstood?	Where does our food come from?
Class book	Secrets of a Sun King - Linked to History topic – 'What did the Ancient Egyptians believe?'	Song of the Dolphin Boy – linked to Geography topic 'What are rivers and how are they used?'	Various Shakespeare plays	Race to the Frozen North - Linked to Geography topic - Antarctica	Viking Boy – linked to History topic – 'Were the Vikings raiders, traders or settlers?'	Charlie and the Chocolate Factory – linked to Geography topic – 'Where does our food come from?'
Writing outcomes	Week 1 Assessment week – Independent writing Dictation Year group spellings Reading fluency Poetry Week – 1 week The Story of Tutankhamun – Non-chronological reports about Ancient Egypt– 1 – 2 weeks Biography Tutankamun – 1 – 2 weeks Mary and the Riddle of the Sphinx	Journey by Aaron Becker - setting description, short narrative Song of the Dolphin Boy– non-chronological report about dolphins – 2 weeks Persuasive formal letter – River pollution – Letter to supermarkets - 1 week Narrative – 2 weeks	What's so special about Shakespeare? Biography – Shakespeare – 1-2 weeks A Midsummer's Night Dream (LiteracyShed) – Character descriptions Persuasive posters First person account - 2 weeks Newspaper report – Fire of 1613 – 2 weeks	Shackleton's Journey – Newspaper report – 1-2 weeks Race to the Frozen North – Diary entry – 1 week Biography – Matthew Henson – 2 weeks	Explanation text – Who were the Vikings? – 2 weeks Instructions – How to be a Viking – 2 weeks The Dragon's Hoard – Norse myths – Narrative/myth – 2 weeks	Poetry Week Non-fiction texts about chocolate Explanation – How is chocolate made? – 2 weeks Charlie and the Chocolate Factory – Diary entry Letters Narrative – 3 weeks Persuasive writing – chocolate advert – 1 week Journey – setting description and

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	Instructions – 1 week Narrative – 2 weeks Independent writing assessment					narrative sequel – 1-2 weeks Independent writing assessment
SpaG	Revise Year 3 KPIs: • Use a or an appropriately • Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because • Use direct speech and inverted commas • Use adverbs to express time, place and cause e.g. then, next, soon, therefore • Use inverted commas • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly • Use fronted adverbials • Know what a complex sentence is • Know what a subordinate clause is • Use subordinate clauses to write complex sentences – drop in sentence • Use inverted commas and other speech punctuation appropriately		• Use correct grammatical terminology when discussing their writing • Use connectives for cohesion across a text • Identify and recognise adverbial phrases and clauses • Use fronted adverbials • Use commas to mark off fronted adverbials • Write complex sentences • Use subordinate clauses to write complex sentences – drop in sentence • Use commas for marking off subordinate clauses • Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's • Identify determiners • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • Use inverted commas and other speech punctuation appropriately		• Use correct grammatical terminology when discussing their writing • Use a wider range of conjunctions to extend sentences including when, if, because, although • Use fronted adverbials • Write complex sentences • Use subordinate clauses to write complex sentences • Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was • Fully understand the difference between plural and possessive s • Use apostrophes to show plural possession e.g. The boys' house • Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) • Use inverted commas and other speech punctuation appropriately	
Reading Skills – Ashley Booth	States of Matter Poetry Vol 1 Romans Picture Books Vol 1	Armistice Day (November 11) Teeth Disney Songs	Chinese New Year (New Year February 10th) Songs from Musicals	International Women's Day (Friday 8th March) Habitats Migration	Electricity Vikings Notable People Vol 2 Songs	Sports People Rivers Guy Bass Picture Books Vol 2

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	Notable People Vol 1 Recycling Week	Children's Classics Rabbits Novels Vol 1	Witches and Wizards Mental Health Children's Classics	Novels Vol 2	Jennifer Killick	Money Poetry Vol 2

Year 5

	Autumn 1 – 7 weeks	Autumn 2 – 6.5 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
I wonder theme…	What are the mysteries and achievements of Ancient civilisations?	What's up high?	What's special about our local area?	Why do the oceans matter?	What was live life in Tudor England?	What's it like in the forest?
Reading Spine	Journey to the River Sea – Eva Ibbotson – linked to History topic 'How did the Mayan civilisation compare to the Anglo-Saxons?'	The Jamie Drake Equation	Street Child – linked to History topic 'What does the census tell us about our local area?'	Shakespeare – Tempest Shakespeare Week – March 18 – 24th March Trip to The Globe – 26th February	Diver's Daughter – linked to History topic 'What was life-like in Tudor England?'	The Wolves of Willoughby Chase
Writing	Week 1 Assessment - Independent writing Dictation Year group spellings Reading fluency Poetry Week – 1 week The Rain Player - Instructions – 1 week – How to play Pok-a-tok Narrative – Mayan folk tale – 2 weeks	 Explanation text – Wallace and Gromit Cracking Contraption – 2 weeks <u>The Sci - Fi Shed - THE LITERACY SHED</u> Setting and character description, dialogue, holiday brochure – 1-2 weeks Formal letters to an astronaut – 1 week	Street Child Diary entry as Rosie -1 week Persuasive writing – letter to Jim – 1 Biography - Dr Barnardo – 2 weeks Narrative – alternative ending – 2 weeks	Recount and formal letters– trip to the Globe – 1 week Romeo and Juliet Playscripts Diary entry 2 – 3 weeks Explanation text – How to be an actor in Shakespeare's time – 1 week	Diver's Daughter- Narrative – write a next chapter of the story – 2 weeks Biography – Jacques Francis – 1 -2 weeks Newspaper report – 2 weeks	Poetry Week – 1 week The Wolves of Willoughby Chase Non-chronological report about wolves – 1-2 weeks Setting description Diary entry Narrative – alternative ending – 1-2 weeks Balanced argument– Should wolves be

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	Non-chronological report – Ancient Maya – 1- 2 weeks Journey to the River Sea – Descriptive writing Persuasive writing – 1 week Independent writing assessment	The Jamie Drake Equation Informal letter Narrative – 2 weeks				reintroduced in the UK? – 1-2 weeks Independent writing assessment
SPaG	Revise Year 4 KPIS: • Use inverted commas and other speech punctuation appropriately • Use subordinate clauses to write complex sentences – drop in sentence • Use fronted adverbials • Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was • Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly)across a text • Use commas to clarify meaning or avoid ambiguity • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately		• Use relative clauses to expand sentences • Use commas to clarify meaning or avoid ambiguity • Experiment with clause position in complex sentences • Orchestrate a range of sentence structures • Identify what a modal verb is e.g. might, should, could, would, can, may, must etc • Use modal verbs • Use devices (connectives) for cohesion within a paragraph • Use a variety of sentence openers • Use a dictionary to check the meaning and spellings of new words		• Use commas to clarify meaning or avoid ambiguity • Identify what a modal adverb is e.g. perhaps, surely, Obviously • Use modal verbs and adverbs • Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs • Understand what parenthesis is • Recognise and identify brackets and dashes • Use brackets, dashes or commas for parenthesis • Ensure correct subject verb agreement • Use a variety of sentence openers • Use a dictionary to check the meaning and spelling of new words and a thesaurus to extend vocabulary	

	• Identify relative clauses e.g. beginning with who, which, where, when, whose, that • Ensure correct subject verb agreement					
Reading Skills – Ashley Booth	Disney Songs Rainforests Space Antarctic Explorers Brazil Children's Classics Vol 1	Christmas Poetry Vol 1 Picture Books Vol 1 Beetles Notable People Vol 2 Novels Vol 1	Energy/Forces Songs Children's Classics Vol 2 Circuses Novels Vol 2 Nigeria	Equality (International Women's Day Friday 8th March) Life Cycles Medieval Monarchs Children's Classics Peter Pan	Changing Materials Songs from Musicals Notable People Vol 1 Islands/Leprosy Frank Cottrell Boyce Middle Eastern Countries	Picture Books Vol 2 Poetry Vol 2 Titanic Michael Morpurgo Sia Kate DiCamillo

Year 6

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
I wonder theme…	What was the impact of WW2?	Would you like to live in the desert?	What did the Greeks ever do for us?	How do we influence the world around us?	Who should feature on the £10 bank note?	Where does our energy come from?
Reading Spine	Fireweed & Carrie's War – linked to History 'Impact of WW2'	Holes – linked to Geography topic – 'Would you like to live in the desert?'	The Book Thief	Pig-Heart Boy	Kasper Prince of Cats	Windrush Child
Writing outcomes	Week 1 Assessment week – Independent writing Dictation Year group spellings Reading fluency	Holes Informal letter from Stanley to his mother – 1 week Narrative – Madame Zeroni's story – 1 week	Poetry Week – 1 week The Piano *remembrance video* (LiteracyShed) Dialogue Narrative – Flashbacks – 1 – 2weeks	Pig-Heart Boy Character description Letters Diary entry – 1 week Non-chronological report –	Letters from the Titanic Recounts (diary entry) – 2 weeks Narrative – tension and suspense – 2-3 weeks	Poetry Week – 1 week – (Windrush Child by Dave Neita) Non-chronological report – The Windrush Generation – 1 -2 weeks

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	Non-chronological report – The Blitz – 2 -3 weeks Instructions – gas mask, surviving the Blitz – 2 weeks Carrie's War Diary and letters – perspective of an evacuee – 1 week Balanced argument – Was Operation Pied Piper successful? – 2 weeks	Newspaper article about Kate Barlow – 2 weeks Playscripts – 2 weeks Independent writing assessment	The Mozart Question Descriptive writing Narrative – stories which raise issues or a dilemma – 2- 3 weeks The Book Thief Recounts Biography – Jesse Owens Book reports 2 weeks	xenotransplantation – 1 – 2 weeks Persuasive writing – Balanced argument - should animals be used for medical research? – 2 weeks Independent writing assessment	Explanation text – The Titanic 2 weeks	Windrush Child Letter Diary Instructions/advice – Traveling to the UK – 1-2 weeks Persuasive formal letter– a pitch to the local council to erect a new monument to commemorate the Windrush generation – 1 week Narrative – writing from a perspective (fractured fairy-tale) – 2 weeks Independent writing assessment
SPaG	Revise Year 5 KPIS: • Use commas to clarify meaning or avoid ambiguity • Use a variety of sentence openers • Use a dictionary to check the meaning and spelling of new words and a thesaurus to extend vocabulary • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and		• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted		• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted • commas and other punctuation to indicate direct speech)	

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	place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate • direct speech) • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. • Understand the basic subject, verb, object structure of a sentence • Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page • Use the 'perfect form' of verbs • Understand how colons are used • Use colons appropriately • Understand how to use punctuation with bullet points • spell correctly most words from the year 5 /year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		commas and other punctuation to indicate direct speech) • Use a range of devices for cohesion across a text e.g. repetition, connectives,ellipsis etc. • Understand and recognise active and passive voice • Understand and explore synonyms and antonyms • Use passive voice appropriately in writing • Use the 'perfect form' of verbs for effect • Understand how semi-colons are used • Use semi-colons appropriately • Understand how dashes are used for marking the boundaries between independent clauses • Use dashes to mark the boundaries between independent clauses • Understand how hyphens are used • Use hyphens appropriately • Use more than one subordinate clause successfully in a complex sentence		• Use a range of devices for cohesion across a text e.g. repetition, connectives,ellipsis etc • Use correct grammatical terminology when discussing their writing • Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different • Understand how ellipsis is used • Use ellipsis appropriately	
Reading Skills – Ashley Booth	World War 2 Songs Resilience Children's Classics Vol 2 Autism Notable People Vol 1	Poetry Vol 1 Light Novels Vol 1 Picture Books Vol 1 Spies Population	Children's Classics Vol 1 The Arrival Songs from Musicals Drugs and alcohol Katherine Rundell Piers Torday	Civil Rights Evolution Inspirational Women (International Women's Day Friday 8th March)	Living Things and their Habitats Novels Vol 2 Picture Books Vol 2 Industrial Revolution Critiquing the Media Spooky Openings	Poetry Vol 2 Ibtihaj Muhammad Notable People Vol 2 The Raven Electricity

				Animals Including Humans Magic		