

English whole school planning

The English Curriculum at The Pines:

Learners with Autism can face distinct challenges when learning to read and write. Autism is a spectrum, so the range of challenges is different for every learner. But for many young learners with Autism, it affects the development of foundational language and social skills. This impacts reading readiness, comprehension skills, and their overall approach to learning.

At The Pines Special School, we recognise that English skills underpin all elements of the school curriculum, and are an essential life-skill. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are driven by the need to develop each learner's ability to their full potential and provide our learners with the knowledge and skills they need to gain accredited qualifications or the skills to be able to live as independently as possible.

The English curriculum aims to offer a broad and balanced gateway to a range of literary and non-fiction texts. It encourages creative thought and mastery of the craft of writing. It aims to engage and inspire our young people to visit other realms and paint pictures with words. The pathway may lead to GCSE and Entry Level exams but as important is the chance to experience great novels, to feel the emotion of poetry and to develop a love for creativity, writing and reading. By exploring a range of texts, we hope our pupils will be able to learn about people and places, develop independent thinking to interpret and evaluate society, and grow the confidence to communicate openly and fairly about a range of topics. From the fields of Flanders, to the farms of the American mid-west during the great depression, great stories reflect life and life should offer stories. Accreditation in ASDAN, Entry Level and GCSE opens the world to further access for our children and higher aspirations.

The school's English provision is recognised by the achievement of the nationally recognised 'Primary English Quality Mark', which the school currently holds at silver level.



Reading:

Intent - At The Pines we enable all pupils to access a fun and exciting reading curriculum and aim to instil a love of reading for our learners. The curriculum is progressive and relevant to children's interests and needs and carefully builds on the children's knowledge, skills and understanding. At The Pines School we are passionate that all children develop their reading ability to the full, through sensory experiences, first-hand experiences in real life settings and through motivating and fun reading activities across a number of different contexts to enable our learners to generalise their skills.

Implementation – At The Pines, reading is taught daily within each year group in accordance with the National Curriculum. Outcomes are carefully differentiated to the needs and abilities of the learners. Every learner is given opportunities to practise their reading skills throughout the day and across the curriculum. We encourage reading for pleasure through regular access to classroom book corners, library visits and daily story/reading time.

For learners working below National Curriculum expectations, Reading is often sensory based and aims to develop learner's awareness, engagement and functional reading skills to equip them for life after Pines. This is taught through Attention Autism, sensory explore and learn activities and key texts to ensure a broad coverage. Class staff provide a language rich environment to develop communication skills and to increase vocabulary learning. We provide our learners with opportunities to practice pre-phonics skills to enable them to make steps towards reading readiness. Learners are also given opportunities to explore and experience letter shapes and sounds to enable them to begin making connections. Our learners take part in 1:1 reading sessions to give them focussed experiences of handling books, exploring text and pictures.

For learners working at National Curriculum expectations, the curriculum is designed to raise standards but also to immerse our learners in a variety of poetry, performance and prose. The exposure to classic literature and a range of different genres offers them a rounded and exciting opportunity to develop their reading skills. A huge emphasis is placed upon learning and understanding new vocabulary to enhance skills in reading which is taught through Word Aware vocabulary sessions, shared reading, guided reading, 1:1 reading opportunities, reading comprehensions activities and phonic learning through Read, Write, Inc.

Reading for both pathways builds upon skills that have been learnt in the previous year which is clearly shown on the English Knowledge Overview.

Impact - The successful approach to teaching reading at The Pines results in a fun, engaging, high-quality reading education, that provides learners with the skills and knowledge they need in later life. Our practical, creative and well-planned curriculum ensures that our pupils learn through a differentiated approach so all learners reach their full potential. Our learners have the option to achieve qualifications in KS4 to allow them to further their skills in collages, sixth form or apprenticeships. When our learners leave The Pines they will have the skills they need to enable them to access the community as independently as possible.

Writing:

Intent - At The Pines we enable all pupils to access a fun and exciting writing curriculum. The curriculum is progressive and relevant to children's interests and needs and carefully builds on the children's knowledge, skills and understanding. It encourages creative thought and mastery of the craft of writing to help to develop a love for creativity and writing. At The Pines School we are passionate that all children develop their writing ability to the full, through sensory experiences, first-hand experiences in real life settings and through motivating and fun writing activities across a number of different contexts to enable our learners to generalise their skills.

Implementation – At The Pines, writing is taught daily within each year group in accordance with the National Curriculum. Outcomes are carefully differentiated to the needs and abilities of the learners. Every learner is given opportunities to practise their writing skills across the curriculum.

For learners working below National Curriculum expectations, writing is often sensory based and aims to develop learner's fine motor control, creativity and engagement to equip them for life after Pines. This is taught through Attention Autism, sensory explore and learn activities and key writing activities. Class staff provide a range of adult modelling, exciting and engaging activities and opportunities to practice writing through different mediums. We provide our learners with opportunities to practice prewriting skills to enable them to make steps towards writing readiness. Learners are also given opportunities to explore and experience letter shapes to enable them to begin making connections. Our learners take part in 1:1 writing activities to give them focussed experiences of writing. We also provide our learners with opportunities to think creatively through sensory stories based on key texts and role play. Even at these very early stages learners are exposed to narrative and non-fiction texts to help them experience writing in different forms.

For learners working at National Curriculum expectations, the curriculum is designed to raise standards but also to immerse our learners in a variety of imaginative and non-fiction writing. The exposure to a wide range of literary and non-fiction text offers them a rounded and exciting opportunity to develop their creativity and gives them a purpose for writing. A huge emphasis is placed upon learning and understanding new vocabulary and writing organisation to enhance skills in writing which is taught through Word Aware vocabulary sessions, shared writing opportunities, creative writing, handwriting and spelling practice through Read, Write, Inc and opportunities to write for different purposes.

Writing for both pathways builds upon skills that have been learnt in the previous year which is clearly shown on the English Knowledge Overview.

Impact - The successful approach to teaching writing at The Pines results in a fun, engaging, high-quality writing education, that provides learners with the skills and knowledge they need in later life. Our practical, creative and well-planned curriculum ensures that our pupils learn through a differentiated approach so all learners reach their full potential. Our learners have the option to achieve qualifications in KS4 to allow them to further their skills in collages, sixth form or apprenticeships. When our learners leave The Pines they will have the skills they need to be able to access the community as independently as possible.

English Knowledge overview
Whole school focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Super DuperYou! – Sophy Hern Hair love – Mathew Cherry You choose – Pippa Goodhart Hello World – Jonathan Litton Human Body – Carron Brown The Family Book – Todd ParrFrom	Dream snow – Eric Carle Brown bear, brown bear Cat’s colours – Airle Anderson Hoot owl, Master of Disguise – Sean Taylor The Colour Monster – Anna Llenas The Mixed Up Chameleon – Eric Carle	Titch – Pat Hutchins The Enormous Potato – Aubrey Davis Jaspers Beanstalk – Nick Butterworth The Tiny Seed – Eric Carle Secrets of the Vegetable Garden – Carron Brown The Very Hungry Caterpillar – Eric Carle The Paper Dolls – Julia Donaldson	Farmyard Hullabaloo – Giles Andreae Farmyard Jamboree – Margret Read Who’s on the Farm? – Julia Donaldson A Farmers Life for Me - Jan Dobbins Old Mcdonald had a Farm – Daniel Howarth – Noisy Farm – Rod Campbell	Hundred Decker Bus – Mike Smith Lost and Found – Oliver Jeffers Duck in the Truck- Jez Alborough We’re Going on a Bear Hunt – We all go Travelling by – Sheena Roberts Magic Train Ride – Sally Crabtree	Tiddler – Julia Donaldson Flotsam – David Weisner Secrets of the seashore – Carron Brown Clumsy Crab – Ruth Galloway Sandcastle – Mick Inkpen What the Ladybird Heard at the Seaside – Julia Donaldson
Cycle 1	M pathway Wow said the Owl Allotment visit The big book of Nursery Rhymes ME and E pathway Polar bear, Polar bear, what do you hear? Allotment visit Nursery Rhymes	M pathway Shark in the park Toys around the world Teddy bear Teddy bear ME and E pathway This is the Bear and the Scary Night That’s not my dolly Once I Caught a Fish Alive	M pathway Three Little Pigs Magic Grandad Homes At my House ME and E pathway Three Little Pigs At Home Around my Home	M pathway Once Upon a Raindrop The Weather Today I Can Sing a Rainbow ME and E pathway Sonny’s Wonderful Wellies Weather I Hear Thunder	M pathway Rhyme Crime Take Away the A The Three Little Pigs Play ME and E pathway Each Peach, Pear, Plum What Rhymes with... The Three Little Pigs Song	M pathway A Super Hero Like You People Who Help Us There are Lots of People to Help Us Song ME and E pathway Emergency People Who Help Us Miss Polly Had a Dolly
Cycle 2	M pathway Bunny Starts School Class Rules School Website School and Family Poems ME and E pathway Goose Goes to School School Website Pines Non-Fiction Head Shoulders Knees and Toes	M pathway Pirates Love Underpants Ocean Life Commotion in the Ocean ME and E pathway The Rainbow Fish Let’s Explore Under the Sea Ten Little Pirates Song	M and ME pathway The Smartest Giant in Town Local Visit Oh Dear E pathway Who’s at the Door Local Visit The Grocer’s Shop	M and ME pathway The Enormous Turnip My Bean Diary Peck, Peck, Peck E pathway Jack and the Beanstalk ABC of Flowers Here We Go Round the Mulberry Bush	M and ME pathway The Gingerbread Man Christopher Columbus The Train Journey Song E pathway Rosie’s Walk Around the World The Wheels on the Bus	M and ME pathway Giraffe’s Can’t Dance Safari Animal Families Riddle Diddle Safari E pathway Dear Zoo Tiger Picture Book Out and About
Cycle 3	M and ME pathway Doodling Daniel Harry Houdini Magic Poems E pathway Room on a Broom Anna’s Amazing Coloured Glasses Rhyming Spells	M and ME pathway Cinderella The Day the Crayons Quit Mother Goose’s Action Rhymes E pathway The Three Billy Goats Gruff Suddenly Mother Goose’s Action Rhymes	M and ME pathway Sharing a Shell Caring Queue for the Zoo E pathway We found a Hat Kindness If you’re Happy and you Know it	M and ME pathway Farmer Duck A Day at Greenhill Farm Wake up on Bumble Farm E pathway That’s not my Cow Wonderful Words on the Farm Old McDonald had a Farm	M and ME pathway Little Green Donkey Boris’ Body My Body E pathway Yoga Ogre Everybody has a Body I’ve Got Ten Little Fingers	M and ME pathway We’re Roaming in the Rainforest Rainforest Life Rumble in the Jungle E pathway The Animal Boogie Rainforest Hidden Animals Rumble in the Jungle
Cycle 4	M and ME pathway Mixed Malala’s Magic Pencil I Choose to be me E pathway Elmer Funny Faces I am Special Poem	M and ME pathway Bear Called Paddington Queen Elizabeth II The Magic London Bus E pathway Pete the Cat goes Camping My First London Alphabet London’s Burning	M and ME pathway Supertato Fantastically Great Women Who Changed the World Superhero Poems E pathway Little Red Riding Hood Planet Rescue If You’re Super and You Know It	M and ME pathway The Runaway Train Marvellous Machines The Dinner Train E pathway The Train Ride Wheels at Work I’m a Little Engine	M and ME pathway James and the Giant Peach Whizzpopping Joke Book E pathway 123 ABC Colours	M and ME pathway The Very Quiet Cricket RSPB Garden Bugs Mad About Mini Beasts E pathway Walters Wonderful Web Bugs Incy Wincy Spider
Cycle 5	M and ME pathway Goldilocks and the Three Dinosaurs 3D Dinosaurs A Tiny Spiny Dinosaur E pathway Dinosaurs Love Underpants	M and ME pathway The Disgusting Sandwich Around the World Cook Book The Sandwich E pathway Big Hungry Bear	M and ME pathway Super Worm Julia Donaldson Oliver Twist Play script E pathway Postman Bear	M and ME pathway Aliens in Underpants Save the World Planets Five Little Aliens are Sitting on the Stars E pathway Aliens Love Underpants	M and ME pathway Daisy Eat Your Peas Jesse Owens The Run Away Pea E pathway Monsters Don’t Eat Broccoli	M and ME pathway The Birthday Present Celebrations and Special Days Celebrations E pathway Kippers Birthday

	Dinosaurs Ten Little Dinosaurs	Basic Recipes I Like	What you See at the Seaside What the Ladybird Heard	Space Five Little Men in a Flying Saucer	Healthy Recipes Fruit Salad	Santa Post Crackle Spit
Cycle 6	M and ME pathway Winnie and Wilbur Around the World Great Cities Poems from Around the World E pathway Handa's Hen My World Your World We're Driving in our Car	M and ME pathway Simon Sock Record of Achievements The Ant Explorer E pathway What the Ladybird Heard on Holiday Record of Achievements A Sailor went to Sea	M and ME pathway Don't Panic Anika Child's History of Birmingham Birmingham Acrostic Poem E pathway Handa's Noisy Night Birmingham in Photographs	M and ME pathway Charlie and the Chocolate Factory Two Brothers and a Chocolate Factory Chocolate Cake E pathway Mr Bunnie's Chocolate Factory Chocolate Recipes Hot Chocolate	M and ME pathway Worry Guts Humanal Sick E pathway Huge Bag of Worries Hello World! My Body	M and ME pathway Greta and the Giants David Attenborough Second Hand Planet E pathway Where's the Elephant Busy Recycle
Cycle 7	M pathway Stig of the Dump Animal Teams The Crocodile ME pathway Never Ever Shout in a Zoo Animal non-fiction My Little Monster E pathway We're Going on a Lion Hunt Bee Fact Files My Little Monster	M pathway Scavengers Greta Thunberg Recycle Now ME pathway Somebody Swallowed Stanley The Amazing Recycling Project Book Recycle Now E pathway Somebody Swallowed Stanley The Amazing Recycling Project Book Recycling Song	M pathway The Boy at the Back of the Class The Magic Spice Box The Moon ME pathway The Proudest Blue The Magic Spice Box A Box of Crayons E pathway Golden Domes and Silver Lanterns Vegetable Spring Rolls Hummus A Box of Crayons	M pathway The Boy Who Grew Dragons Internet Research Seeds and Plants ME pathway The Tiny Seed Plant Non-Fiction Seeds and Plants E pathway The Veg Patch Party A Seed in Need The Little Plant	M pathway If I Ran the Circus Instruction Manual Limericks ME pathway Eddie's Tool Box Instruction Manual Limericks E pathway Tap, Tap, Bang, Bang Instruction manual Limericks	M pathway Harry Potter and The Philosophers Stone Matilda Autobiography My Shadow ME pathway Yeti Turn Out the Light Superhero Autobiography I'm Going to be Famous E pathway The Brave Knight Photographs Shadows
Cycle 8	M pathway Kensuke's Kingdom Chinese Cinderella Leisure ME pathway Tad, A Big Story About a Mini Beast Life Cycle Poster Now we are six E pathway The Crunching Munching Caterpillar Life Cycle Poster Now We Are Six	M pathway Stitch Head Origami Instructions The Jabber Wocky ME pathway We Are Going to Find the Monsters Origami Instructions An Ogre Came to Dinner E pathway The Colour Monster Origami Instructions The Monsters Alphabet	M pathway When The Sky Falls Paper Aeroplanes Oh Icarus ME pathway Stuck Paper Aeroplanes Bouncy Mr Springer E pathway Big Rain Coming Paper Aeroplanes Up and down	M pathway Holes The Great Big Brain Book Who am I? ME pathway Zog and the Flying Doctor My Little World Metaphor Poem E pathway Doctor Duck Run Jump Hop All of Me	M pathway The Secret Deep Blue Planet Summer Water Sonnet ME pathway A River What Lives in the Sea? Sea View Haiku E pathway Billy's Bucket What a Submarine Sees Water Shape Poem	M pathway Who Let the God's Out? Steven Hawking Solar ME pathway Meet The Planets Steven Hawking I Opened a Book E pathway Whatever Next My Very First Space Book Climb Aboard The Space Ship
Cycle 9	M pathway Skellig The Primate Family Tree What am I Riddles ME pathway There's a Mouse in My House The Family Book What Am I Riddles E pathway Only One You My Family Tree Please Do Not Feed the Animals	M pathway Some Kind of Happiness The Girls Guide to Growing Up The Boys Guide to Growing Up I am Brave ME pathway The Lion Inside The Girls Guide to Growing Up Then Boys Guide to Growing Up Changes E pathway If I were a Grown Up Growing Up Changes	M pathway Dog Man Hurricane Hits England ME pathway Bumble and Snug the Angry Pirates Splish Splash Splosh E pathway Nursery Rhyme Comics Splish Splash Splosh	M pathway Future Friend Charles Darwin I Wondered Lonely as a Cloud ME pathway I Used to be a Fish Charles Darwin Life Doesn't Frighten Me at all E pathway Dinosaurs Don't Draw How Does an Egg Hatch? Dinosaur rap	M pathway City of Rust Children Who Changed the World The SSSnake Hotel ME pathway The Journey Home Eco Warriors The Land of the Fibbergits E pathway Mia Makes a Meadow Eco Warriors Ten Dancing Dinosaurs	M pathway The Boy in the Stripes Pyjamas Heroes The Pied Piper ME pathway The Mystery of the Straight Ice-Cream Alistair Humphrey's Great Adventures What's Pink? E pathway Lost and Found Dinosaurs In the Dark, Dark Wood

<p>Cycle 10</p>	<p>GCSE Anita and Me Going Solo – Roald Dahl Sonnet 118- Shakespeare Sonnet 16- Shakespeare</p> <p>Entry Level The Growing story by Ruth Krauss Children Who changed the world – Nicola Edwards The Youngest – Michael Rosen</p> <p>Pre-Entry Level Life Stories Pack As We Grow: The Journey of Life I Can Be Anything A message from your brain – shared resources</p>	<p>GCSE Anita and Me Ness The Tyger – William Blake Fire – Mark Cornell</p> <p>Entry Level All the water in the world – George Ella Lyon Fact and information on fire, water and wind Fire in the Window – Mary Mapes Dodge Journey of the river – shared resources</p> <p>Pre-Entry Level The Fire Children The Water Princess Water can be... Fire Shirley Hughes</p>	<p>GCSE Ghost Boys by Jewell Parker Rhodes My Father Owns This City – Diana O’Hehir Poetry Anthology relationships</p> <p>Entry Level All through the Night – The people who work while we sleep – Polly Faber Community work – leaflets, photographs etc The tiny little community – Yazzy Captain Underpants</p> <p>Pre-Entry Level Together we can Community work – leaflets, photographs My community – shared resources</p>	<p>GCSE Tom’s Midnight Garden graphic adaptation by Phillipa Pearce Information and facts around local Greenland. Poetry Anthology relationships</p> <p>Entry Level There’s a Tiger in the Garden by Lizzy Stewart Facts and information about trees and plants (use forest school area) At the bottom of the garden – shared resources</p> <p>Pre-Entry Level The Lost Acorns Grow: A First Guide to Plants Instructions for planting/growing different seeds Five garden snails</p>	<p>GCSE Introduction to Shakespeare – Romeo and Juliet Research facts and information around homelessness (Stone Cold) Hitcher – Simon Armitage</p> <p>Entry Level Troll stinks Children’s Book of Keeping Safe – star rewards Lady Lollipop – Bernard Young</p> <p>Pre-Entry Level Chicken Clicking Non-fiction on favourite safe people. Safety first – Sue LaBella Safety posters</p>	<p>GCSE Introduction to Shakespeare – Romeo and Juliet Doug Unplugged - Dan Yaccarino Before Electricity – Al Maginnes</p> <p>Entry Level Boy and Bot by Ame Dyckman Instructions how to use electrical items Eletelephony – Laura Elizabeth Richard</p> <p>Pre-Entry Level The Boy Who Switched off the Sun Instructions on how to use electrical items Light poem – shared resources</p>
<p>Cycle 11</p>	<p>GCSE A Christmas Carol War horse Healthy Recipes</p> <p>Entry Level Coraline Healthy Recipes Express yourself poetry booklet - shared area</p> <p>Pre-Entry Level I Can Eat a Rainbow Healthy Recipes Express yourself poetry booklet - shared area</p>	<p>GCSE A Christmas Carol Journey to Jo’Burg Poetry anthology - Conflict</p> <p>Entry Level Stormbreaker The Girl and the Bicycle Instructions to learn something new Let no-one steal your dreams</p> <p>Pre-Entry Level The Best Me Instructions to learn something new Affirmations</p>	<p>GCSE Curious incident of the Dog in the Night time You are a Champion Poetry anthology - Conflict</p> <p>Entry Level The Shakespeare Box set After the Fall The Box of Delights I choose to be me - twinkl</p> <p>Pre-Entry Level The Good Egg Happy Dreamer I’m glad to be me – shared resources</p>	<p>GCSE The Wheel of Surya Poetry anthology - Time and Place</p> <p>Entry Level Eric’s Travel Diary The Crossover Sensational Poems</p> <p>Pre-Entry Level The Perfect Fit The great big book of families Family and community poems – Twinkl</p>	<p>GCSE Varkaj Paw Scavengers Poetry anthology - Belonging</p> <p>Entry Level The Strange Worlds Travel Agency Travel brochures The River Journey - shared resources</p> <p>Pre-Entry Level Martha Maps it Out The Giant Jam sandwich Leaflets from different places e.g. Drayton Manor etc I went out exploring – Kenn Nesbitt</p>	<p>GCSE The boy in the tower When the Sky Falls Poetry anthology - Belonging</p> <p>Entry Level Tales from the Caribbean The Wild Robot The Works – poems</p> <p>Pre-Entry Level What we’ll build The Smart Cookie Coming to England Moving on - shared resources</p>

EYFS The key aim of the EYFS curriculum is to provide high quality play to support pupils in acquiring new skills, develop socially and become better communicators. Specific books are identified to support the theme focus and planning is based on these themes allowing pupils a holistic approach to learning. Pupils will have the opportunity to engage with play that is child led, play which is sensitively supported and extended by adults and play that is guided towards specific educational outcomes. Within the continuous provision children have the opportunity to explore the reading area and a writing/messy play

area. Books, rhymes and songs are used at group time daily. From spring term children begin to engage in phonics sessions and independent learning trays with some English activities being introduced in the summer to preparation for transition to key stage 1.

		Narrative text			Non-fiction text			Poetry/Plays		
		M pathway	M/E pathway	E pathway	M pathway	M/E pathway	E pathway	M pathway	M/E pathway	E pathway
Cycle 1	Autumn 1 Me & My Senses	Wow! Said the Owl by Tim Hopgood	Polar Bear, Polar Bear What do you Hear? by Justin Brannick	Polar Bear, Polar Bear What do you Hear? by Justin Brannick	Visit to the Allotment	Visit to the Allotment	Visit to the Allotment	The Big Book of Nursery Rhymes	The Big Book of Nursery Rhymes	Exploring instruments using children's favourite rhymes.
		Writing to entertain: Imaginative writing Writing Focus: S sequencing a story – beginning, middle and end.	Writing to entertain: Imaginative writing Writing focus: Identify illustrations from the story and explore story language	Writing to entertain: Exploration (Engagement Model) Writing focus: Show fleeting interest in a story and explore resources linked to the text	Writing to recount: Retelling events Writing Focus: Labelling pictures	Writing to recount: Retelling events Writing Focus: Looking at pictures with an adult and choosing a symbol/word to identify and label	Writing to recount: Initiation (Engagement Model) Writing Focus: To explore symbols/words around the allotment. To use senses to explore items from the allotment.			
		Reading Inference: Predicting Reading focus: Anticipating key events	Reading retrieval: Sequencing Reading focus: Engagement and repeating/showing an awareness of key vocab	Reading retrieval: Exploration (Engagement Model) Reading focus: Attend to one sensory element linked to the story.	Reading structure: Features of text types Reading focus: Identify key elements of a recount Explore example recount texts	Reading structure: Identifying key vocabulary Reading focus: Explore items from the allotment and identify using symbols/words.	Reading structure: Realisation (Engagement Model) Reading focus: Explore items previously explored at the allotment, in the classroom. Explore key vocab with adults.	Reading inference: Cause and effect Reading Focus: Begin to recognise rhythm and own preferences	Reading inference: Cause and effect Reading focus: Join in with actions to familiar rhymes	Reading inference: Initiation (Engagement Model) Reading focus: choose a familiar rhyme from a selection.
	Autumn 2 Come & Play	Shark in the Park – Nick Sharratt	This is the Bear and the Scary Night – Sarah Hayes	This is the Bear and the Scary Night – Sarah Hayes	Toys Around the World	That's not my Dolly – Fiona Watt	That's not my Dolly – Fiona Watt	Teddy Bear, Teddy Bear, Turn Around	Once I Caught a Fish Alive	Once I Caught a Fish Alive
		Writing to recount: Newspaper report Writing Focus: Headlines	Writing to recount: Newspaper report Writing focus: Labelling pictures	Writing to recount: Realisation (Engagement Model) Writing focus: Matching pictures from the story	Writing to instruct: instructions on how to play a simple game Writing Focus: Chronological order	Writing to instruct: Recreate that's not my dolly Writing focus: Sequenced steps	Writing to instruct: Exploration (Engagement Model) Writing focus: Explore sensory items related to the text.			
		Reading retrieval: Re-telling Reading focus: Exploring key characters through role play	Reading retrieval: Re-telling Reading focus Explore characters through sensory story and play	Reading retrieval: Exploration (Engagement Model) Reading focus Explore characters through sensory experiences	Reading structure: range/genre of text Reading focus: understanding that non-fiction is a non-story.	Reading structure: range/genre of text Reading focus: Explore pictures and text of That's not my dolly.	Reading structure: Persistence (Engagement Model) Reading focus: Explore and engage with an increasing range of books.	Reading reviewing and performing Reading focus: Using Rhyme and rhythm to perform a poem	Reading reviewing and performing Reading focus: Begin to anticipate rhythm in a poem.	Reading reviewing and performing Realisation (Engagement Model) Reading focus: Begin to engage with an adult patting out a rhythm.
	Spring 1 Home Sweet Home	The Three Little Pigs	The Three Little Pigs	The Three Little Pigs	Magic Grandad Homes	At Home – Zoe Waring	At Home – Zoe Waring	At my House (shared area)	Around my Home (twinkl)	Around my Home (twinkl)
		Writing to entertain: Imaginative writing Writing Focus: Character descriptions Rehearsing ideas	Writing to entertain: Imaginative writing Writing Focus: Labelling physical features of the wolf e.g. .teeth, eyes, ears	Writing to entertain Persistence (Engagement Model) Writing Focus: Recognising a character from the story – matching identical pictures	Writing to report: Non-chronological report Writing Focus: fact file of a house (can be their own or someone else's)	Writing to report: Non-chronological report Writing Focus: Create fact file of household items	Writing to report: Exploration (Engagement Model) Writing Focus: Explore household items linked to the text.	Writing to entertain: Poetry Writing Focus: writing about self	Writing to entertain: Poetry Writing focus: Create a new verse with support.	

		Reading Inference: asking and answering questions Reading focus: finding answers in the text by checking back	Reading Inference: Predicting Reading focus: Actively engage with parts of a story and anticipate key events	Reading Inference: Anticipate (Engagement Model) Reading focus: Engage with parts of a story through sensory items	Reading structure: Range/genre of text Reading focus: To explore the structure of a non-fiction text	Reading structure: Range/genre of text Reading focus: Engage with pictures in the book and indicate what it is.	Reading structure: Realisation (Engagement Model) Reading focus: Engage with pictures in the book, physical items and symbols.	Reading inference: Making links Reading focus: Discuss their own home and experiences	Reading inference: Making links Reading focus: Create actions for the rhyme with support and make some links with own experiences	Reading inference: Realisation (Engagement Model) Reading focus: Explore items related to the rhyme and begin to make links
Spring 2 Weather seasons	Once Upon a Raindrop – James Carter	Sonny’s Wonderful Wellies – Lisa Stubbs	Sonny’s Wonderful Wellies – Lisa Stubbs	The Weather Today - Claire Llewellyn	Weather – Libby Burns	Weather – Libby Burns	I Can Sing a Rainbow	I Hear Thunder	I Hear Thunder	
	Writing to explain: Explanation text Writing Focus: the journey of the raindrop – chronological order	Writing to entertain: Imaginative writing Writing focus: Identify key illustrations from the story and begin to sequence	Writing to entertain: Exploration (Engagement Model) Writing focus: Show fleeting interest in a story Explore resources and pictures linked to the text	Writing to report: Weather report Writing Focus: Writing down ideas	Writing to report: Non-chronological report Writing focus: Create a fact file about features of weather.	Writing to report: Realisation (Engagement Model) Writing focus: Create a sensory page linked to an idea in the text.	Writing to entertain: Rhyme Writing Focus: Rehearsing and sequencing sentences.	Writing to entertain: Rhythm and rhyme Writing focus: Explore repetition of text		
	Reading vocabulary: Identify Vocabulary Reading focus: Discuss Key vocab to clarify thinking	Reading vocabulary: Identify Vocabulary Reading focus: Make links between vocab and experiences	Reading vocabulary: Realisation (Engagement Model) Reading focus: Make links between key vocab and sensory experiences.	Reading reviewing and performing Reading focus: Perform a weather report.	Reading retrieval: Find it questions Reading focus: Answer ‘what’ questions linked to the text.	Reading retrieval: Exploration (Engagement Model) Reading focus: Explore ‘what’ questions linked to the text.	Reading retrieval: Poetry Reading focus: to identify the rhythm and rhyme in a poem to perform.	Reading reviewing and performing Song Reading focus: Use instruments to follow the rhythm of a poem.	Reading reviewing and performing Persistence (Engagement Model) Reading focus: Engage with an adult playing an instrument to the rhythm of the poem.	
Summer 1 Stories and rhymes	Rhyme Crime - Jon Burgerman	Each Peach Pear Plum	Each Peach Pear Plum	Take Away the A - Michaël Escoffier	What Rhymes With... Edwin Kim	What Rhymes With... Edwin Kim	The Three Little Pigs Play (shared area)	The Three Little Pigs Song – Cocomelon	The Three Little Pigs Song – Cocomelon	
	Writing to recount: Newspaper report Writing Focus: Captions	Writing to recount: Newspaper report Writing Focus: Headlines	Writing to recount: Exploration (Engagement Model) Writing Focus: Exploring newspapers and print	Writing to report: non-fiction page Writing Focus: Create own page for book Word play Explore simple dictionaries	Writing to report: non-fiction page Writing Focus: Exploring rhyming words Identify illustrations and key vocab in the text	Writing to report: Realisation (Engagement Model) Writing Focus: Explore and engage with resources linked to rhyme.				
	Reading structure: Range/genre of text Reading focus: Exploring example journalism texts and identify their features	Reading structure: Range/genre of text Reading focus: Explore simple features of a newspaper	Reading structure: Exploration (Engagement Model) Reading focus: Explore newspapers through sensory activities.	Reading inference: Predicting Reading focus: Listen to stories and make predictions based on previous knowledge Make predictions about what each word will become.	Reading inference: Predicting Reading focus: Anticipate what is coming next	Reading inference: Realisation (Engagement Model) Reading focus: Explore and engage with resources linked to key vocab in the text.	Reading reviewing and performing Play Reading focus: Read and perform a line from a play script	Reading reviewing and performing Song Reading focus: Engage with the words and join in with actions from a song.	Reading reviewing and performing Persistence (Engagement Model) Reading focus: Engage with an adult patting out the rhythm.	

Cycle 2	Summer 2 People who help us	A Super Hero Like You - Dr. Ranj Singh	Emergency – Margaret Mayo	Emergency – Margaret Mayo	Pick a non-fiction book based on interest of your class	Pick a non-fiction book based on interest of your class	Pick a non-fiction book based on interest of your class	There are Lots of People to Help us Song (in shared area)	Miss Polly had a Dolly	Miss Polly had a Dolly	
		Writing to entertain: Imaginative writing Writing Focus: Create own super hero	Writing to entertain: Imaginative writing Writing Focus: Labelling pictures using some description	Writing to entertain: Realisation (Engagement Model) Writing Focus: Matching a symbol to an illustration in a book to label it.	Writing to report: Letter Writing Focus: Informal letter of thanks to someone who helps us how to begin and end the letter.	Writing to report: Card Writing Focus: Writing a card to someone who helps us Decorating a card a attempting to writing their name	Writing to report: Anticipation (Engagement Model) Writing Focus: Writing a card to someone who helps us Decorating a card and signing it (mark making)	Writing to entertain: Poetry Writing Focus: Begin to write own poetry using rhyming couplets			
		Reading Retrieval: Re-telling stories Reading focus: Story language Re-tell a story with actions or pictures	Reading Retrieval: Sequencing Reading focus: Sequence three pictures from the beginning of a story	Reading retrieval: Persistence (Engagement Model) Reading focus: Explore and engage with pictures and sensory objects related to the text.	Reading structure: Use and functions of structural organisers. Reading Focus: identify the title and author	Reading structure: Range/genre of text Reading focus: Explore books on people who help us and begin to show a preference.	Reading structure: Initiation (Engagement Model) Reading focus: Explore books and resources linked to people who help us.	Reading Vocabulary: Poetry Reading focus: Talk ideas through with an adult/peer before writing them down	Reading Vocabulary: Poetry Reading focus: Anticipate the words of a rhyme and join in with signs or spoken words.	Reading Vocabulary: Exploration (Engagement Model) Reading focus: Explore new sounds	
	Autumn 1 My school & me	Bunny Starts School - Mike Byrne	Goose Goes to School – Laura Wall	Goose Goes to School – Laura Wall	Class Rules School Website	School website Non-fiction Pines books (create own)	School website Non-fiction Pines books (create own)	School and Family Poems (book cupboard)	Head, Shoulders, Knees and Toes	Head, Shoulders, Knees and Toes	
		Writing to Recount: Re-telling Writing Focus: Identify and sequence events first week at school	Writing to Recount: Re-telling Writing Focus: Look at pictures of first week back. I see sentences	Writing to recount: Realisation (Engagement Model) Writing Focus: Explore photos of their first week and begin to make links.	Writing to report: Information text Writing Focus: Create a fact file about themselves with accurate information	Writing to report: Information text Writing Focus: Create a poster of The Pines	Writing to report: Exploration (Engagement Model) Writing Focus: Explore and begin to identify symbols in different areas of the school	Writing to entertain: List Poems Writing Focus: Create a list poem based on school			
		Reading Retrieval Re-telling Reading focus: Identify characters and sequence events from the beginning and end of a story.	Reading Inference: Predicting Reading focus: Anticipating key events	Reading Retrieval Anticipation (Engagement Model) Reading focus: To engage with two sensory elements of the story.	Reading Structure Range/genre of text Reading focus: To engage with a wider range of non-fiction text.	Reading Structure Range/genre of text Reading focus: Explore and begin to engage with information presented in a new format.	Reading Structure Exploration (Engagement Model) Reading focus: Explore pictures and symbols presented in a new format	Reading: Reviewing and performing Poetry Reading focus: Recite two lines of a poem by heart and say out loud to a small group.	Reading: Reviewing and performing Song Reading focus: To recognise and join in with predictable phrases	Reading: Reviewing and Performing Initiation (Engagement Model) Reading focus: To join in with an action and perform to a song	
Autumn 2 Splish Splash Splosh	Pirates Love Underpants – Claire Freedman	The Rainbow Fish – Marcus Pfister	The Rainbow Fish – Marcus Pfister	Ocean Life – Jill McDonald	Let’s Explore Under the Sea – Twinkl book	Let’s Explore Under the Sea – Twinkl book	Commotion in the Ocean – Giles Andrea	Ten Little Pirates Song	Ten Little Pirates Song		
	Writing to recount: Postcard Writing Focus: Postcard structure	Writing to recount: Postcard Writing focus: Beginning and end of postcard	Writing to recount: Initiation (Engagement Model) Writing focus: Explore postcards and attempt to make marks	Writing to report: Non-chronological report Writing focus: Information leaflet	Writing to report: Non-chronological report Writing focus: Simple non-fiction page	Writing to report: Realisation (Engagement Model) Writing focus: Explore and begin to match vocabulary linked to sea animals.	Writing to entertain: Rhyming couplets Writing focus: Explore and begin to match rhyming couplets	Writing to entertain: Song Writing focus: Find the first and last line of the rhyme			
	Reading retrieval: Retelling Reading focus: Re-tell part of a story with picture prompts	Reading retrieval: Retelling Reading focus: Uses/repeats key vocab related to key events or characters.	Reading retrieval: Anticipation (Engagement Model) Reading focus: Anticipate key events	Reading Structure: Use and function of structural organisers Reading focus: Identify headings, front cover and back cover	Reading Structure: Use and function of structural organisers Reading focus: Identify title and author	Reading Structure: Exploration (Engagement Model) Reading focus: Explore vocab that is linked to their lived experienced.	Reading Vocabulary: Audience and purpose Reading focus: Begin to show an awareness of audience by projecting.	Reading Vocabulary: Audience and purpose Reading focus: Look at others when performing	Reading vocabulary: Initiation (Engagement Model) Reading focus: Join in with a small group performance		

Spring 1 Our local area	The Smartest Giant in Town – Julia Donaldson	The Smartest Giant in Town – Julia Donaldson	Who’s at the Door – Jonathan Allen	Local Visit	Local Visit	Local Visit	Oh Dear – Michael Rosen	Oh Dear – Michael Rosen	The Grocer’s Shop (shared area)
	Writing to entertain: Imaginative writing Writing Focus: Story openers	Writing to entertain: Imaginative writing Writing Focus: Character description Rehearsing a sentence and writing it down.	Writing to entertain: Imaginative writing Writing Focus: Matching pictures of characters to identical pictures. Make links with characters from a story	Writing to Recount: Recount Writing Focus: Writing short sentences to match pictures from a visit	Writing to Recount: Recount Writing Focus: Labelling pictures from a visit	Writing to Recount: Recount Writing Focus: Engaging with pictures/resources from visit.	Writing to entertain: Riddles Writing Focus: Begin to write riddles	Writing to entertain: Riddles Writing Focus: Engage with riddles.	
	Reading inference: Answering inference questions Reading focus: Begin to answer questions about how characters might feel.	Reading inference: Re-telling Reading focus: Re-tell part of the story with visual aids	Reading inference: Re-telling Reading focus: Actively engage and anticipate key events in a story.	Reading structure: Experience a wide range of text Reading focus: Begin to identify features of a wider range of text collected on visit e.g. posters, leaflets.	Reading structure: Experience a wide range of text Reading focus: Engage with a wider range of text collected on visit e.g. posters, leaflets.	Reading structure: Experience a wide range of text Reading focus: Explore a wider range of text collected on visit e.g. posters, leaflets.	Reading Vocabulary: Word meaning Reading focus: explore the meaning and sounds of new words.	Reading Vocabulary: Word meaning Reading focus: begin to use vocabulary that is increasingly influenced by their experience of poetry.	Reading Vocabulary: Exploration (Engagement Model) Reading focus: Explore new sounds and words
Spring 2 Young gardeners	The Enormous Turnip	The Enormous Turnip	Jack and the Beanstalk	My Bean Diary	My Bean Diary	ABC of Flowers – Jutta Hilpuesch	Peck, Peck, Peck – Lucy Cousins	Peck, Peck, Peck – Lucy Cousins	Here we go Round the Mulberry Bush
	Writing to explain: Explanation of how to grow a turnip Writing Focus: Sequence pictures and write sentences	Writing to explain: Explanation of how to grow a turnip Writing Focus: Sequence pictures and label	Writing to entertain: Re-telling Writing Focus: Identify illustrations from the story and begin to sequence by matching.	Writing to Recount: Writing diary entries Writing Focus: Write diary entries about growing a bean on a template.	Writing to Recount: Writing a diary entry Writing Focus: Write a simple diary entry about growing a bean.	Writing to Recount: Making links Writing Focus: Matching pictures from the book to their colour	Writing to entertain: Rhyming couplets Writing focus: Matching rhyming couplets	Writing to entertain: Rhyming couplets Writing Focus: Explore Rhyming couplets	
	Reading compare and contrast: Identifying Similarities Reading focus: Read two version of the story. Discuss similarities	Reading compare and contrast: Making links Reading focus: Begin to develop their own narrative of the story by connecting ideas.	Reading retrieval: Re-telling Reading focus: Engagement with resources and begin to repeat/show an awareness of key vocab. Engage with a familiar story and anticipate what is coming next	Reading Structure: Use and function of structural organisers: Reading focus: Discuss the significance of a title	Reading Structure: Use and function of structural organisers: Reading focus: Identify headings, front cover and back cover	Reading Structure: Use and function of structural organisers: Reading focus: To explore the structure of a non-fiction text	Reading Reviewing and Performing: Discussing and debating Reading focus: Take turns to speak when working in a group	Reading Reviewing and Performing: Presenting and performing Reading focus: Joining in with predictable phrases (speech or actions)	Reading reviewing and performing: (Engagement Model) Reading focus: Engage with the words and join in with actions from a song.
Summer 1 Journeys	The Gingerbread Man	The Gingerbread Man	Rosie’s Walk	Christopher Columbus Fact File (in shared area)	Christopher Columbus Fact File (in shared area)	Around the World – James Carter	The Train Journey Song (in shared area)	The Train Journey Song (in shared area)	The Wheels on the Bus
	Writing to entertain: Imaginative writing Writing Focus: Sequence events using a story mountain Story writing – simple story	Writing to entertain: Imaginative writing Writing Focus: Story openers	Writing to entertain: Imaginative writing Writing focus: Identify illustrations from the story and begin to sequence	Writing to report: Non-chronological report Writing Focus: Create a fact file on Christopher Columbus	Writing to report: Non-chronological report Writing Focus: Create a simple fact file on Christopher Columbus	Writing to report: Non-chronological report Writing Focus: Create a sensory photo and symbol book of places around the world	Writing to entertain: Calligrams Writing Focus: Create simple calligrams based around trains	Writing to entertain: shape poems Writing Focus: Create a train shape poem using words from the song	

		Reading structure: Features of different text type Reading focus: Recognise typical characters from traditional tales and begin to identify settings.	Reading structure: Features of different text type Reading focus: Recognise typical characters from traditional tales.	Reading Retrieval Re-telling Reading focus: Engagement with resources and begin to repeat/show an awareness of key vocab. Engage with a familiar story and anticipate what is coming next	Reading inference: Questioning Reading focus: Begin to ask questions related to the non-fiction text.	Reading inference: Questioning Reading focus: Actively listen and respond to what they hear	Reading inference: Role play Reading focus: Co-operate (with support) as part of a group to act out narrative.	Reading Vocabulary and Performing: Audience and purpose Reading focus: Show an awareness of audience by projecting and looking towards them.	Reading Vocabulary and performing: Audience and purpose Reading focus: Look at others when performing and begin to project.	Reading vocabulary and performing: Audience and purpose Reading focus: Join in with a larger group performance
	Summer 2 On safari	Giraffes Can't Dance – Giles Andreae	Giraffes Can't Dance – Giles Andreae	Dear Zoo – Rod Campbell	Safari Animal Families	Safari Animal Families	Tiger Picture Book – Simeon Toluwase	Riddle Diddle Safari – Diane Z Shore	Riddle Diddle Safari – Diane Z Shore	Out and About – Shirley Hughes
		Writing to instruct: Dance Instructions Writing Focus: Simple instructions for a dance	Writing to instruct: Dance Instructions Writing Focus: Chronological order	Writing to instruct: Caring for animals Writing Focus: Picture instructions on how to care for animals	Writing to persuade: Holiday brochure Writing Focus: Holiday brochure structure – persuasive words	Writing to persuade: Poster Writing Focus: Create a poster for a holiday – persuasive words	Writing to Report: Newspapers Writing Focus: labelling pictures	Writing to entertain: Riddles Writing Focus: Write short riddles	Writing to entertain: Riddles Writing Focus: Begin to write riddles with adult support – sequencing	
		Reading Retrieval: Retelling Reading focus: Retell a story with actions as part of a group – begin to use story language when re-telling	Reading Retrieval: Retelling Reading focus: Re-tell (in simple terms) part of a story using picture prompts.	Reading retrieval: Retelling Reading focus Identify characters through sensory story/ play and matching activities	Reading structure: Use and functions of structural organisers Reading focus: Understand and use book, front cover, back cover, spine, illustration page, word, letter, line title, author, blurb,	Reading structure: Use and functions of structural organisers Reading focus: Identify the word and letter	Reading structure: Features of different text types Reading focus: Actively engage with a new text Actively engage with pictures in the book and indicate what it is.	Reading Vocabulary: Rhyming Couplets Reading Focus: extend vocab by grouping and naming	Reading Vocabulary: Identifying vocabulary Reading focus: Use vocabulary that is increasingly influenced by their experience of poetry.	Reading Vocabulary: Sensory poetry Reading focus: Engage with poetry through sensory materials
Cycle 3	Autumn 1 All Things Magical	Doodling Daniel	Doodling Daniel	Room on a Broom – Julia Donaldson Anna's Amazing Multi-Coloured Glasses	Harry Houdini – Little People Big Dreams	Harry Houdini – Little People Big Dreams		Magic Poems – Jennifer Curry	Magic Poems – Jennifer Curry	Rhyming Spells (shared area)
		Writing to entertain: Imaginative writing Writing Focus: Exploring writing own version and doodles.	Writing to entertain: Imaginative writing Writing Focus: Explore doing own doodles and changing the narrative	Writing to entertain: Imaginative writing Writing Focus: Recognising physical features of a character Labelling physical features of the witch – ginger hair, plait, bow. Writing to Recount: Personal story Writing Focus: Focus on a day of the week to create a page of activities completed. Match symbols to pictures.	Writing to recount: Biographies Writing Focus: Retelling events experienced by Harry Houdini.	Writing to recount: Biographies Writing Focus: Fact file – chronological order		Writing to entertain: Tongue Twisters Writing Focus: Alliteration	Writing to entertain: Tongue Twisters Writing Focus: Begin to write own 3-word tongue twister	Writing to entertain: Rhyming Writing Focus: Anticipate rhyming words.
		Reading Retrieval: Sequencing Reading focus: Sequence pictures from the beginning,	Reading Retrieval: Sequencing Reading focus:	Reading Retrieval: Sequencing Reading focus:	Reading Structure: Features of different text type Reading focus:	Reading Structure: Use and functions of structural organisers Reading focus:		Reading Vocabulary: Word meanings Reading focus:	Reading Vocabulary: Word meanings Reading focus: Use talk to sequence ideas.	Reading reviewing and performing: Reading focus: Begin to anticipate the rhyme in a poem

		middle and end of a story.	Sequence pictures from the beginning of a story.	Sequence three pictures from a familiar story by matching. Reading Structure: Features of different text type Reading focus: Engage with pictures in the book and indicate what it is	Understand the difference between fiction and non-fiction	Understand and use book, front cover, back cover, page.		Recognise vocab related to different genres – poetry		
Autumn 2 Once Upon a Time	Cinderella	Cinderella	The Three Billy Goats Gruff				Mother Goose's Action Rhymes	Mother Goose's Action Rhymes	Mother Goose's Action Rhymes	
	The Day the Crayons Quit	The Day the Crayons Quit	Suddenly							
	Writing to report: Non chronological report Writing focus: Writing a letter as a crayon – how to begin a formal letter. Writing to entertain: Imaginative writing Writing focus: Story maps	Writing to report: Non-chronological report Writing focus: Writing a letter as a crayon – how to begin and end an informal letter. Writing to entertain: Imaginative writing Writing focus: Story structure beginning, middle and end	Writing to entertain: Imaginative writing Writing focus: Label pictures of key characters with some description Writing to recount: Newspaper report Writing focus: Headlines				Writing to entertain: Rhyme Writing focus: Create a short rhyming poem with support	Writing to entertain: Rhyme Writing focus: Identify rhyming couplets	Writing to entertain: Rhyme and rhythm Writing focus: Explore repetition of text.	
	Reading retrieval: Re-telling Reading focus: Re-tell a story as part of a group using actions or visual cues. Reading inference: Predicting Reading focus: Predict whether a story will be fiction or non-fiction based on the cover Begin to predict what might happen next when given choices.	Reading retrieval: Re-telling Reading focus: Re-tell a story and begin to use story language Reading inference: Predicting Reading focus: Respond to what they hear with relevant comments when given choices	Reading retrieval Re-telling Reading focus: Uses/repeats key vocab related to characters Reading inference: Predicting Reading focus: Listen to stories accurately anticipating key events.				Reading: Reviewing and performing Poetry Reading focus: Recite a short poem by heart and say aloud to a small group.	Reading: Reviewing and performing Poetry Reading focus: Perform a line from a familiar poem	Reading: Reviewing and performing Poetry Reading focus: Use instruments to follow the rhythm of a poem	
Spring 1 Caring for Others	Sharing a Shell – Julia Donaldson	Sharing a Shell - Julia Donaldson	We Found a Hat – Jon Klassen	Caring – Sarah Medina	Caring – Sarah Medina	Kindness – Mandy Archer	Queue for the Zoo Clare Bevan (in shared area)	Queue for the Zoo Clare Bevan (in shared area)	If you're Happy and you Know it	
	Writing to entertain: Imaginative writing Writing focus: Descriptive language – settings	Writing to entertain: Imaginative writing Writing focus: Story language – sequencing sentences	Writing to entertain: Imaginative writing Writing focus: Identify illustrations from the story and begin to sequence.	Writing to explain: Explanation Writing focus: Explanation on how to be a good friend/care for others	Writing to instruct: Instructions Writing focus: Simple instructions on how to look after an animal	Writing to report: Card Writing focus: Making a card for a friend Decorate and attempt to write own name.	Writing to entertain: Performance poetry Writing focus: Re-create own version of Queue for the zoo.	Writing to entertain: Performance poetry Writing focus: Re-create own version of Queue at the zoo as a group and with choices.	Writing to entertain: Familiar poem Writing focus: Find the missing words in a poem/song.	
	Reading Reviewing and Performing: Evaluating and reviewing	Reading Reviewing and Performing: Evaluating and reviewing	Reading Inference: Role play	Reading inference: Identifying evidence	Reading inference: Identifying evidence	Reading retrieval: Asking questions	Reading reviewing and performing: Performance	Reading reviewing and performing: performance	Reading Vocabulary Audience and purpose	

		Reading focus: Use because to develop their ideas when explaining like and dislikes.	Reading focus: Begin to show a preference by choosing	Reading focus: Represent their ideas through role play.	Reading focus: Make links to personal experiences.	Reading focus: Develop own narrative by connecting ideas.	Reading focus: Respond to what they hear.	Reading focus: Recite a few lines of the poem and perform in a small group.	Reading focus: Create own actions and begin to perform them while an adult read.	Reading focus: Look towards others when performing.
Spring 2 On the Farm	Farmer Duck	Farmer Duck	That's Not my Cow	A Day at Greenhill Farm	A Day at Greenhill Farm	Wonderful Words on the Farm	Wake up on Bumble Farm - Twinkl	Wake up on Bumble Farm - Twinkl	Old McDonald had a Farm	
	Writing to entertain: Imaginative writing Writing focus: Create a new farm character.	Writing to entertain: Imaginative writing Writing focus: Character description writing words based on a character from the story.	Writing to entertain Imaginative writing Writing focus: Labelling picture using some description e.g. fluffy cow Make own version of that's not my cow.	Writing to recount: Personal story Writing focus: Write about a day out at the farm. first and third person	Writing to recount: Personal story Writing focus: Write some simple sentences to captions pictures of a day out at a farm.	Writing to recount: Personal story Writing focus: Labelling pictures from a visit	Writing to entertain: Quatrain poems Writing focus: Change the rhyming couplets	Writing to entertain: Quatrain poems Writing focus: rehearsing and sequencing sentence	Writing to entertain: Song Writing focus: Match the animals to the noise in the song.	
	Reading Structure: Features of different text types Reading focus: Begin to describe the overall structure of a story - story mountain	Reading structure Features of different text types Reading focus: Begin to understand and use illustration, author and title	Reading inference: Identify evidence Reading focus: Making connections – make own version of that's not my cow	Reading reviewing and performing: evaluating and reviewing Reading focus: Say whether they like or dislike the text begin to say why when given a choice	Reading reviewing and performing: evaluating and reviewing Reading focus: Show a preference by choosing	Reading Vocabulary: Identify Vocab Reading focus: Extend vocab by naming and exploring the meaning	Reading compare and contrast: differences Reading focus: Look at the differences in this poem and last terms.	Reading compare and contrast: Quatrain poems Reading focus: Explore Quatrain poems and the rhythm	Reading inference: Predicting Reading focus: Respond to what they hear	
Summer 1 Body Wise	Little Green Donkey – Anuska Allepuz	Little Green Donkey – Anuska Allepuz	Yoga Ogre – Peter Bently	Boris' Body – Spike Gerrell	Boris' Body – Spike Gerrell	Everybody has a Body – Jon Burgerman	Shared write – Acrostic poem (My Body)	Our Amazing Bodies	I've Got Ten Little Fingers Rhyme	
	Writing to entertain: Imaginative writing Writing focus: Write an alternative story changing the character/colour	Writing to entertain: Imaginative writing Writing focus: Change one part of the story to make it different e.g. the food	Writing to entertain Imaginative writing Writing focus: Matching sentences/key words to illustrations from the story.	Writing to report Non-chronological report Writing focus: Create a non-fiction page on a part of the body	Writing to report Non-chronological report Writing focus: Create a simple non-fiction page	Writing to report Non-chronological report Writing focus: Create a flip book of how we are different	Writing to entertain Acrostic poems Writing focus: Create an acrostic poem on a body part	Writing to entertain List poems Writing focus: Create own simple list poems	Writing to entertain: Song Writing focus: Identify the actions	
	Reading Vocabulary: Identifying Vocabulary Reading focus: Extend vocabulary by grouping and naming – using thesaurus	Reading Vocabulary: Range of texts/genres Reading focus: Use vocabulary that is influenced by their experience of books.	Reading Vocabulary Identify vocabulary Reading focus: Identify vocabulary linked to the story	Reading Structure: Features of text types Reading focus: Begin to identify the structure of a non-fiction text – headings, subheading, pictures, text, facts	Reading Structure: Range/genre of text types Reading focus: Begin to identify features of a non-fiction text.	Reading Structure: Range/genre of text types Reading focus: Engage with a wider range of non-fiction texts.	Reading Vocabulary: Meaning of words Reading focus: Discuss and clarify the meaning of words Using dictionaries.	Reading Reviewing and Performing: Reading focus: Create actions and perform in a small group.	Reading Reviewing and Performing: Reading focus: Recognise phrases and begin to join in	
Summer 2 Rainforest Adventure	We're Roaming in the Rainforest	We're Roaming in the Rainforest	The Animal Boogie – Debbie Harter	Rainforest life	Rainforest life	Rainforest: find the hidden animals – Sarah Dellow	Rumble in the Jungle	Rumble in the Jungle	Rumble in the Jungle	
	Writing to entertain: Imaginative writing Writing focus: Descriptive writing	Writing to entertain Imaginative writing Writing focus: Setting description	Writing to entertain: Imaginative writing Writing focus: Sequencing illustrations from the story	Writing to Persuade: Leaflets Writing focus: Create a leaflets persuading people to help save the rainforest	Writing to Persuade: Brochure Writing focus: Create a simple brochure for a rainforest holiday	Writing to Persuade: Poster Writing focus: Create a simple poster about a rainforest animal	Writing to entertain: Quatrain poems Writing focus: Begin to write own verses in Quatrain style	Writing to entertain: Quatrain poems Writing focus: Change the rhyming couplets	Writing to entertain: Rhyming couplets Writing focus: Explore rhyming couplets	
	Reading retrieval: Find it questions	Reading retrieval: Find it questions Reading focus:	Reading inference: Predicting Reading focus:	Reading Retrieval: Find it questions Reading focus:	Reading Retrieval: Find it questions Reading focus:	Reading inference: Questioning Reading focus:	Reading reviewing and performing: Performance Reading focus:	Reading reviewing and performing: Performance Reading focus:	Reading: Reviewing and performing Poetry Reading focus:	

		Reading focus: Begin to answer a wide range of questions linked to the text	Answer 'what' and 'who' questions linked to the text	Anticipate key events and begin to respond	Answer questions about key information	Begin to answer simple questions about the text	Actively listen and respond to what they hear	Reciting by heart	Recite a few lines of the poem and perform in a small group.	Use instruments and actions to follow the rhythm of a poem
Cycle 4	Autumn 1	Mixed – Arree Chung	Mixed – Arree Chung	Elmer	Malala's Magic Pencil	Malala's Magic Pencil	Funny Faces	I Choose to be me (shared area)	I Choose to be Me (shared area)	I am Special Poem (shared area)
		Writing to recount: Newspaper report Writing focus: Create a simple newspaper report with support	Writing to recount: Newspaper report Writing Focus: Captions	Writing to recount: Newspaper report Writing focus: Headlines	Writing to entertain: Imaginative writing Writing focus: Imaginative writing	Writing to entertain: Imaginative writing Writing focus: Imaginative writing	Writing to entertain: Re-telling Writing focus: Recreate faces	Writing to entertain: Alphabet list poem Writing focus: Poem based on what they like	Writing to entertain: List poem Writing focus: Poem based on what they like.	Writing to entertain: Shape poem Writing focus: Words linked to them inside a picture of their face.
		Reading Inference: Identifying evidence Reading focus: Make inferences about a character based on their actions	Reading Inference: Identifying evidence Reading focus: Make links to personal experiences	Reading Inference: Cause and effect Reading focus: Identify/talk/recognise about what happens.	Reading Structure: Use and function of structural organisers Reading focus: Read non-fiction books that are structured in different ways and begin to identify the differences	Reading Structure: Use and function of structural organisers Reading focus: Read and explore non-fiction books that are structured in different ways	Reading compare and contrast: Making links Reading focus: Connect ideas and events	Reading Vocabulary: Identify Vocabulary Reading focus: Recognise simple recurring literary language in poems	Reading Vocabulary: Identify Vocabulary Reading focus: Extend vocabulary by grouping and naming	Reading reviewing and performing: Language Reading focus: Begin to express themselves effectively.
	Autumn 2 The Great Outdoors	A Bear Called Paddington	A Bear called Paddington	Pete the Cat Goes Camping	Queen Elizabeth II: The Queen who chose to serve	Queen Elizabeth II: The Queen who chose to serve	My First London Alphabet	The Magic London Bus	The Magic London Bus	London's Burning
		Writing to Report: Informal Letter Writing focus: Write a letter as Paddington – letter structure	Writing to Recount: Postcards Writing focus: Write a postcard from Paddington - structure	Writing to recount: Postcard Writing focus: Beginning and end of postcard	Writing to instruct: How to guide Writing focus: Write a how to guide on being a queen/ruling the country.	Writing to report: Non-chronological report Writing focus: Information leaflet about The Queen	Writing to report: Non-chronological report Writing focus: Catalogue style book using alphabet.	Writing to entertain: Quatrain poems Writing focus: Create own verse	Writing to entertain: Quatrain poems Writing focus: Change words in the poem to make a new one with support	Writing to entertain: Sequencing Writing focus: Begin to sequence a well-known poem
		Reading Inference: Predicting Reading focus: Predict what might happen next based on what has been read so far.	Reading inference: Predicting Reading focus: Begin to predict what might happen next when given choices.	Reading inference: Predicting Reading focus: Respond to what they hear with relevant comments when given choices	Reading Compare and Contrast: Identify similarities and differences Reading focus: Begin to identify some similarities and difference between fiction and non-fiction texts.	Reading Compare and Contrast: Identify similarities Reading focus: Look at similarities of books about The Queen with support	Reading retrieval: Find it questions Reading focus: Begin to answer 'what' questions linked to the text.	Reading Retrieval: Find it questions Reading focus: Answer find it questions about key events in a poem	Reading Retrieval: Find it questions Reading focus: Answer simple 'what' questions about key events in a poem	Reading: Reviewing and performing Poetry Reading focus: Perform a line from a familiar poem
	Spring 1 To the Rescue	Supertato – Sue Hendra	Supertato – Sue Hendra	Little Red Riding Hood	Fantastically Great Women Who Changed the World	Fantastically Great Women Who Changed the World	Planet Rescue – Patrick George	Super Hero Poems Twinkl	Super Hero Poems Twinkl	If You're Super and You Know it.
		Writing to entertain: Imaginative writing Writing focus: Comic strips	Writing to entertain: Imaginative writing Writing focus: Sequence events	Writing to entertain: Imaginative writing Writing focus: Character description	Writing to report: Non-chronological reports Writing focus: Magazine article	Writing to report: Informal Letter Writing focus: Write a letter to a woman studied Focus on beginning and end of letter.	Writing to report: Non-chronological report Writing Focus: Create a simple fact file of how to look after the planet	Writing to entertain: Shape poems Writing focus: Create a superhero shape poem	Writing to entertain: Calligrams Writing focus: Create a simple superhero calligram	Writing to entertain: Poetry Writing focus: Change some of the words with support to create a new verse
		Reading inference: Drama Reading focus:	Reading inference: Drama Reading focus:	Reading inference: Drama Reading focus:	Reading Retrieval: Summarising Reading focus:	Reading Retrieval: Find it questions Reading focus:	Reading retrieval: Re-telling Reading focus:	Reading: Reviewing and performing Poetry Reading focus:	Reading: Reviewing and performing Poetry Reading focus:	Reading: Reviewing and performing Poetry Reading focus:

	Explore Characters through role play	Represent their own ideas through role play	Begin to play co-operatively as part of a group to develop narrative	Discuss the key information they have read.	Answer simple questions	Find pictures that go together.	Choose their favourite poem and begin to think about why	Choose their favourite poem from a selection with support.	Perform a verse from a familiar poem
Spring 2 Marvellous Machines	The Runaway Train – Benedict Blathwayt	The Runaway Train – Benedict Blathwayt	The Train Ride – June Crebbin	Marvellous Machines and their Magnificent Makers	Marvellous Machines and their Magnificent Makers	Wheels at Work – Construction	The Dinner Train (shared area)	The Dinner Train (shared area)	I’m a Little Engine (shared area)
	Writing to entertain: Imaginative writing Writing focus: Story board	Writing to entertain: Imaginative writing Writing focus: Simple story map	Writing to entertain: Imaginative writing Writing focus: I see sentences	Writing to instruct: Step by step instructions Writing focus: Create step by step instructions on how to make something	Writing to instruct: Step by step instructions Writing focus: Picture instructions	Writing to instruct: Instructions Writing focus: Begin to sequence sentences from the book	Writing to entertain: Syllables Writing focus: Recreate the dinner train poem with different items	Writing to entertain: Rhythm Writing focus: Recreate the dinner train as a group with choices	Writing to entertain: shape poems Writing Focus: Create a train shape poem using words from the song
	Reading retrieval: Skimming and scanning Reading focus: Scan the text to find given words or phrases.	Reading retrieval: Find it questions Reading focus: Listen to stories and respond with relevant reactions and begin to ask question.	Reading retrieval: Recasting Reading focus: Begin to draw pictures of characters/events in the story	Reading inference: Identifying evidence Reading focus: Draw upon knowledge of the topic outside of the book including other similar books	Reading inference: Identifying evidence Reading focus: Make links to personal experience	Reading Vocabulary: Identify Vocabulary Reading focus: Extend vocabulary by naming	Reading: Reviewing and performing Poetry Reading focus: Perform own poem to the class	Reading: Reviewing and performing Poetry Reading focus: Learn poem made together and perform as a class	Reading Vocabulary: Poetry Reading focus: Anticipate the words of a rhyme and join in with signs or spoken words.
Summer 1 Roald Dahl	James and the Giant Peach – Roald Dahl	James and the Giant Peach– Roald Dahl	123 – Roald Dahl	James and the Giant Peach – Roald Dahl	James and the Giant Peach – Roald Dahl	ABC – Roald Dahl	Whizzpopping Joke Book – Roald Dahl	Colours – Roald Dahl	Colours – Roald Dahl
	Writing to recount: Newspaper report Writing focus: Write a newspaper report on the giant peach - who, what, where, when, why structure	Writing to recount: Newspaper report Writing focus: Create a simple newspaper report with support	Writing to entertain: Imaginative writing Writing focus: Matching pictures and words from the text	Writing to instruct: Recipe Writing focus: Write a recipe using peaches – sequenced steps and chronological order	Writing to instruct: Recipe Writing focus: Sequence a recipe using peaches	Writing to report: Non-chronological report Writing focus: Create a picture dictionary	Writing to entertain: Jokes Writing focus: Create own book of jokes	Writing to entertain: Poetry Writing focus: Colour poem - Description	Writing to entertain: Poetry Writing focus: Colour poem – match colours to objects
	Reading inference: Drama Reading focus: Take on the role of a character	Reading inference: Drama Reading focus: Explore characters through role play and drama	Reading retrieval: Find it questions Reading focus: Answer ‘what’ questions linked to the text	Reading structure: Audience and purpose Reading focus: Begin to read for a range of purposes e.g. research	Reading structure: Range of text/genres Reading focus: Access a wider range of non-fiction text linked to the key text.	Reading Vocabulary: Identify vocabulary Reading focus: Recognise vocabulary linked to the text	Reading Compare and contrast: Identify other sources Reading focus: Research other sources for jokes	Reading Compare and contrast: Identify similarities Reading focus: Look closely at patterns	Reading Vocabulary: Identify Vocabulary Reading focus: Extend vocab by exploring the meaning and sounds of new words.
Summer 2 Creepy Crawlies	The Very Quiet Cricket – Eric Carle	The Very Quiet Cricket – Eric Carle	Walter’s Wonderful Web – Tim Hopgood	RSPB My First Book of Garden Bugs – Mike Unwin	RSPB My First Book of Garden Bugs – Mike Unwin	Bugs – Kirsteen Robson	Mad about Mini-beasts Giles Andreae	Mad about Mini-beasts Giles Andreae	Incy Wincy Spider
	Writing to entertain: Imaginative writing Writing focus: Planning and writing a story	Writing to entertain: Imaginative writing Writing focus: Sequence pictures and begin to write sentences	Writing to entertain: Imaginative writing Writing focus: I see sentences	Writing to report: Non-chronological report Writing focus: Create a non-fiction page on a chosen bug	Writing to report: Non-chronological report Writing focus: Create a simple non-fiction page on a chosen bug with support	Writing to report: Non-chronological report Writing Focus: Create a sensory photo and symbol book of different bugs			Writing to entertain: Sequencing Writing focus: Sequence the key events in the rhyme
		Reading Inference: asking and answering questions Reading focus: finding answers in the text by checking back	Reading inference: Drama Reading focus:	Reading structure: Use and functions of structural organisers Reading focus: Begin to identify and name a range of	Reading structure: Features of different text type Reading focus:	Reading Retrieval: Find it questions Reading focus:	Reading Structure: Narrative with Rhyme Reading focus: And engage with a wider range of poetry	Reading Structure: Narrative with Rhyme Reading focus: Experience a wider range of poetry	Reading Performing and review: Performance Reading focus: Begin to perform to a small audience alone.

				Play co-operatively as part of a group to develop narrative	common organisers in a non-fiction text contents and glossary	Understand the difference between fiction and non-fiction	Answer simple questions about the text			
Cycle 5	Autumn 1 Dinosaurs	Goldilocks and the Three Dinosaurs	Goldilocks and the Three Dinosaurs	Dinosaurs Love Underpants	3D Dinosaurs	3D Dinosaurs	Dinosaurs - Simon Abbott	A Tiny Spiny Dinosaur (in shared area)	A Tiny Spiny Dinosaur (in shared area)	Ten Little Dinosaurs
		Writing to recount: Diary Writing focus: Write a diary entry as Goldilocks	Writing to recount: Diary Writing focus: Write a simple diary entry as Goldilocks with template and support	Writing to recount: Newspaper report Writing focus: Headlines	Writing to report: Information leaflet Writing focus: Create and information leaflet on dinosaurs	Writing to report: Fact file Writing focus: Write a simple fact file on dinosaurs	Writing to report: Poster Writing focus: Create a simple poster related to dinosaurs – missing poster	Writing to entertain: Quatrain poem Writing focus: Create a Quatrain poem on a dinosaur	Writing to entertain: Quatrain poem Writing focus: With support write a verse about a dinosaur	Writing to entertain: Sequencing Writing focus: Sequence the poem
		Reading Compare and contrast: Similarities and differences Reading focus: Compare and contrast features of text with Goldilocks and the three bears.	Reading Compare and contrast: Similarities and differences Reading focus: Look closely at obvious similarities and difference between the text and Goldilocks and the three bears.	Reading retrieval: Re-telling Reading focus: Re-tell part of the story with visual aids	Reading Structure: Use and function of structural organisers Reading focus: Read non-fiction books that are structured in different ways and begin to identify the similarities and differences	Reading Structure: Use and function of structural organisers Reading focus: Read and explore non-fiction books that are structured in different ways and begin to identify the differences with support	Reading Vocabulary: Identify vocabulary Reading focus: Recognise and identify vocabulary linked to the text	Reading vocabulary: Identify Vocabulary Reading focus: Begin to recognise simple recurring literary language in poems e.g. repetition, structure	Reading Vocabulary: Identify Vocabulary Reading focus: Begin to recognise vocab associated with poetry e.g., rhyming	Reading: Reviewing and performing Song Reading focus: Recognise and join in with predictable phrases
	Autumn 2 Come Dine with me	The Disgusting Sandwich – Gareth Edwards	The Disgusting Sandwich – Gareth Edwards	Big Hungry Bear	Around The World Cook Book	Around The World Cook Book	Basic Recipes	The Sandwich – Tony Bradman (in shared area)	The Sandwich – Tony Bradman (in shared area)	I Like (in shared area)
		Writing to entertain: Imaginative writing Writing focus: Descriptive story writing	Writing to entertain: Imaginative writing Writing focus: Story writing – simple story	Writing to entertain: Imaginative writing Writing focus: Very simple story map	Writing to instruct: Recipe Writing focus: Write a recipe – equipment, sequenced steps, chronological order	Writing to instruct: Recipe Writing focus: Write a recipe – sequence steps and chronological order.	Writing to instruct: Recipe Writing focus: Sequence a simple recipe	Writing to entertain: Quatrain poem Writing focus: Create own poem	Writing to entertain: Quatrain poem Writing focus: Change some of the words to create a new poem	Writing to entertain: Quatrain poem Writing focus: Create an I like poem with support and choices
		Reading retrieval: Sequencing Reading focus: Sequence events from a story explaining reasons for choices.	Reading retrieval: Sequencing Reading focus: Sequence pictures from the beginning, middle and end of a story.	Reading Retrieval: Sequencing Reading focus: Sequence three pictures from the story	Reading retrieval: Summarising Reading focus: Identify Key information	Reading retrieval: Find it questions Reading focus: Find key information with support	Reading retrieval: Find it questions Reading focus: Match key symbols to objects	Reading structure: Features of different text types Reading focus: Recognise some different forms of poetry	Reading Performing and reviewing: Audience and purpose Reading focus: Show an awareness of audience by projecting and looking towards them.	Reading Performing and reviewing: Performing Reading focus: Perform own poem with support
	Spring 1 Beautiful Britain	Super Worm - Julia Donaldson	Super Worm - Julia Donaldson	Postman Bear	Julia Donaldson a Biography	Julia Donaldson a Biography	What you See at the Seaside - Sebastien Braun	Oliver Twist Play Script (in shared area)	Oliver Twist Play Script (in shared area)	What the Ladybird Heard
		Writing to report: Formal Letter Writing focus: Write a formal letter Focus on beginning and end of letter.	Writing to report: Informal Letter Writing focus: Write a letter to a woman studied Focus on letter structure	Writing to recount: Postcard Writing focus: Beginning and end of postcard	Writing to recount: Biographies Writing focus: Write a short paragraph for a biography	Writing to recount: Biographies Writing focus: Create a fact file	Writing to persuade: Brochure Writing focus: Create a simple seaside brochure with support			
		Reading Vocabulary: Identifying vocabulary Reading focus:	Reading Vocabulary: Identifying Vocabulary Reading focus: Explore letter language	Reading inference: Role play Reading focus:	Reading retrieval: Summarising Reading focus:	Reading retrieval: Find it questions Reading focus:	Reading structure: Use and functions of structural organisers. Reading Focus: identify the title	Reading Performing and reviewing: Presenting and performing Reading focus:	Reading Performing and reviewing: Presenting and performing Reading focus:	Writing to entertain: Rhythm and rhyme Writing focus:

	Identify key vocab linked to letters		Co-operate as part of a group to act out narrative.	Identify and discuss key information from what is seen	Identify key information with support		Perform a role in a short play script	Perform a line in a short play script	Respond to rhythm in a text.
Spring 2 Reach for the Stars	Aliens in Underpants Save the World	Aliens in Underpants Save the World	Aliens in Underpants	Planets - Nancy Dickmann	Planets - Nancy Dickmann	Space - Becky Davies	Five Little Aliens Are Sitting on the Stars (in shared area)	Five Little Aliens Are Sitting on the Stars (in shared area)	Five Little Men in a Flying Saucer
	Writing to recount: Newspaper report Writing focus: Write a more detailed newspaper report including most elements	Writing to recount: Newspaper report Writing focus: Create a simple newspaper report with less support	Writing to Persuade: Poster Writing focus: Create a poster for missing underwear with support	Writing to report: Non-chronological report Writing focus: Create an information leaflet on a plant/planets	Writing to report: Non-chronological report Writing focus: Create a simple information leaflet about favourite planet	Writing to instruct: Activity instructions Writing focus: Space craft Choose materials and equipment to complete instructions	Writing to entertain: Poetry Writing focus: Create own short poem using Five little aliens as inspiration	Writing to entertain: Poetry Writing focus: Change some of the words in the poem to create a new poem with support	Writing to entertain: Poetry Writing focus: Sequence the poem with some support
	Reading retrieval: Re-telling Reading focus: Re-tell a story using actions or visual cues	Reading retrieval: Re-telling Reading focus: Re-tell a story as part of a group using visual cues	Reading retrieval: Retelling Reading focus: Uses/repeats key vocab related to key events or characters.	Reading Vocabulary: Recognise and apply Reading focus: Begin to capture new vocab and apply in writing	Reading Structure: Use and function of structural organisers Reading focus: Read non-fiction books that are structured in different ways and begin to identify the similarities and differences	Reading structure: Identifying key vocabulary Reading focus: Explore and identify key vocab related to space	Reading Performing and reviewing: Performing Reading focus: Recite poem by heart and perform to a group. Begin thinking about audience by projecting and turning towards them.	Reading Performing and reviewing: Presenting and performing Reading focus: Recite a few lines of the poem and perform in a small group beginning to think about projection of voice.	Reading Performing and reviewing: Performing Reading focus: Take on a small role in a group performance with support
Summer 1 Fighting Fit	Daisy Eat Your Peas	Daisy Eat Your Peas	Monsters Don't Eat Broccoli	Jesse Owens – Little People Big Dreams	Jesse Owens – Little People Big Dreams	Healthy Recipes	The Runaway Pea	The Runaway Pea	Fruit Salad (shared area)
	Writing to report: Menu Writing focus: Create a menu for Daisy	Writing to report: Menu Writing focus: Create a menu for Daisy with choices	Writing to report: Menu Writing focus: Create a picture menu of what the monsters like to eat	Writing to recount: Biographies Writing focus: Write a short biography focusing on a scene setting introduction	Writing to recount: Biographies Writing Focus: Retelling events	Writing to instruct: Recipes Writing focus: Sequence a simple recipe including equipment	Writing to entertain: Onomatopoeia Writing focus: Explore using onomatopoeia in writing	Writing to entertain: Shape poems Writing focus: Explore key vocab in the book through shape poems	
		Reading retrieval: Sequencing Reading focus: Sequence text from a story without pictures	Reading retrieval: Sequencing Reading focus: Sequence pictures from the beginning, middle and end of a story.	Reading retrieval: Find it questions Reading focus: Find the word/s in a section of text to answer a question.	Reading Retrieval: Find it questions Reading focus: Answer questions about key information	Reading structure: Features of different text type Reading focus: Explore a wider range of non-fiction texts that are structured in different ways.	Reading Vocabulary: Onomatopoeia Reading focus: Explore key vocab linked to Onomatopoeia	Reading inference: Predicting Reading focus: Predict what might happen next based on the rhyme	Reading performing and reviewing Reading focus: Perform the actions to the rhyme as a group and begin to anticipate what others are doing.
Summer 2 Celebrations	The Birthday Present Paul Stewart	The Birthday Present Paul Stewart	Kipper's Birthday	Celebrations and Special Days	Celebrations and Special Days	Santa Post	A poem based on celebrations	A poem based on celebrations	Crackle Spit (shared resources)
	Writing to entertain: Imaginative writing Writing focus: Write own story based on The Birthday Present– plan and write	Writing to entertain: Imaginative writing Writing focus: Sequence pictures and write sentences	Writing to entertain: Imaginative writing Writing focus: Sequence pictures and match to a word to caption.	Writing to recount: Personal story Writing focus: Plan and write about a special event they have been part of. focus on closing statement to sum up.	Writing to recount: Personal story Writing focus: Write about a special event. Focus on chronological order.	Writing to report: informal letter Writing focus: Write a letter Focus on beginning and end of letter.			Writing to entertain: Calligrams Writing focus: Create a simple calligram linked to the poem.
		Reading inference: Predicting	Reading inference: Predicting	Reading Structure: Use and function of structural organisers	Reading retrieval: Find it questions	Reading structure: Features of different text type	Reading performing and reviewing: Discussing	Reading Structure: Narrative with Rhyme	Reading Vocabulary: Identify Vocabulary

			Reading focus: Predict what might happen next based on what has been read far.	Reading focus: Accurately anticipate and respond with relevant comments.	Reading focus: Read non-fiction books that are structured in different ways and identify the similarities and differences	Reading focus: Identify key information with support	Reading focus: Explore a wider range of non-fiction texts that are structured in different ways.	Reading focus: Listen to, discuss and begin to express views about a wide range of poetry	Reading focus: Experience a wider range of poetry	Reading focus: Extend vocab by exploring the meaning and sounds of new words.
Cycle 6	Autumn 1 Around The World in 80 Days	Winnie and Wilbur Around the World	Winnie and Wilbur Around the World	Handa's Hen	Great Cities	Great Cities	My World, your World - Melanie Walsh	Poems from Around the World	Poems from Around the World	We're Driving in our Car (bbc)
		Writing to persuade: Brochure Writing focus: Create a holiday brochure about the places Winnie and Wilbur visit	Writing to persuade: Poster Writing focus: Create a poster about a place Winnie and Wilbur visit	Writing to entertain: Imaginative writing Writing focus: Sequence pictures and begin to match a sentence	Writing to report: Non-chronological report Writing focus: Create a fact file on different cities	Writing to report: Non-chronological report Writing focus: Create an information leaflet on a chosen city	Writing to report: Non-chronological report Writing focus: Create a simple non-fiction page about daily life.			
		Reading retrieval: Summarising Reading focus: Identify and discuss key information from what is seen or read	Reading retrieval: Find it questions Reading focus: Identify key information with support from what is seen	Reading retrieval: Summarising Reading focus: Draw pictures of characters in the story	Reading structure: Audience and purpose Reading focus: Read for a range of purposes e.g. research	Reading structure: Audience and purpose Reading focus: Begin to read for a range of purposes e.g. research	Reading Vocabulary: Identify Vocabulary Reading focus: Begin to recognise vocabulary associated with the text	Reading performing and reviewing: Discussing Reading focus: Participate in discussion about poems they can read themselves	Reading performing and reviewing: Discussing Reading focus: Listen to and begin to express views on a wide range of poetry	Reading Performing and reviewing: Performing Reading focus: Take on a small role in a group performance with support
	Autumn 2 Explorers	Simon Sock – Sue Hendra	Simon Sock – Sue Hendra	What the Ladybird Heard on Holiday	Look at Record of Achievements Visit	Look at Record of Achievements Visit	Look at Record of Achievements Visit	The Ant Explorer C.J.Dennis	The Ant Explorer C.J.Dennis	A Sailor went to Sea, Sea, Sea
		Writing to entertain: Imaginative writing Writing focus: Plan and write an alternative adventure story	Writing to entertain: Imaginative writing Writing focus: Begin to plan and write a simple adventure story with support	Writing to entertain: Imaginative writing Writing focus: Create a story from pictures with support and choices	Writing to recount: Re-telling events Writing focus: Create a new page for ROA	Writing to recount: Re-telling events Writing focus: Create a new page for ROA with support	Writing to recount: Re-telling events Writing focus: Explore resources and pictures from a visit and create a new page for ROA			Writing to entertain: Sequencing Writing focus: Sequence the poem
				Reading inference: Drama Reading focus: Explore characters through role play and drama	Reading retrieval: Asking find it questions Reading focus: Begin to ask questions about what they have read	Reading retrieval: Find it questions Reading focus: Answer simple questions about what they have read	Reading retrieval: Find it questions Reading focus: Begin to show a preference. Answer simple 'what' questions based on personal experience.	Reading retrieval: Find it questions Reading focus: Find words or phrases to answer find it questions from different sections of the text. Reading Vocabulary: Explain the meaning of words Reading focus: Discuss and clarify the meaning of new words linking new meanings to known vocabulary.	Reading retrieval: Find it questions Reading focus: Begin to find words in a text to answer a question Reading Vocabulary: Explain the meaning of words Reading focus: Begin to discuss word meaning	Reading Vocabulary: Identifying vocabulary Reading focus: Use vocabulary that is increasingly influenced by their experience of poetry.
Spring 1 Birmingham Authors	Don't Panic Annika	Don't Panic Annika	Handa's Noisy Night	Children's History of Birmingham	Children's History of Birmingham	Birmingham in Photographs The Changing City – Dave Jennings	Birmingham Acrostic poems	Birmingham Acrostic poems		

		<p>Writing to entertain: Imaginative writing Writing focus: Produce an annotated visual map to represent what they have read</p>	<p>Writing to entertain: Imaginative writing Writing focus: Create a simple story map of the books events.</p>	<p>Writing to entertain: Imaginative writing Writing focus: Simple picture story map with support</p>	<p>Writing to report: News report Writing focus: Plan and create a news report on the history of Birmingham and perform</p> <p>Use first news newspapers to show structure of report</p>	<p>Writing to report: Fact file Writing focus: Create a more detailed fact file on the history of Birmingham</p>	<p>Writing to report: Fact file Writing focus: Create a simple picture and word fact file of Birmingham</p>	<p>Writing to entertain: Acrostic poems Writing focus: Create acrostic poems based on Birmingham</p>	<p>Writing to entertain: Acrostic poems Writing focus: Create acrostic poems based on Birmingham with support</p>	
		<p>Reading inference: Identifying evidence</p> <p>Reading focus: Infer characters' feelings, thoughts and motives and begin to justify.</p>	<p>Reading inference: Identifying evidence</p> <p>Reading focus: Make links to personal experiences and feelings</p>	<p>Reading inference: Identifying evidence</p> <p>Reading focus: Begin to make links to personal experiences.</p>	<p>Reading reviewing and performing: Presenting</p> <p>Reading focus: Show understanding through volume and action</p>	<p>Reading Vocabulary: Recognise and apply</p> <p>Reading focus: Begin to capture new vocab and apply in writing</p>	<p>Reading compare and contrast: Identify similarities and differences Reading focus: Look closely at patterns and change</p>			
Spring 2	Chocolate	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Mr Bunnie's Chocolate Factory	Two Brothers and a Chocolate Factory	Two Brothers and a Chocolate Factory	Chocolate recipes	Chocolate Cake – Michael Rosen	Chocolate Cake – Michael Rosen	Hot Chocolate
		<p>Writing to entertain: Imaginative writing Writing focus: Detailed character description</p>	<p>Writing to entertain: Imaginative writing Writing focus: Create a chocolate factory</p>	<p>Writing to entertain: Imaginative writing Writing focus: Create a chocolate bar for the factory</p>		<p>Writing to report: Formal letter Writing focus: Write a formal letter to ask the brother questions</p>	<p>Writing to instruct: Recipes Writing focus: Begin to create recipes with support</p>	<p>Writing to explain: Language Writing focus: Begin to explain why the author has used particular words</p>		
		<p>Reading retrieval: Summarising</p> <p>Reading focus: summarise in writing the main points from a paragraph.</p>	<p>Reading inference: Drama/writing in role</p> <p>Reading focus: Take on the role of a character</p>	<p>Reading retrieval: Find it questions</p> <p>Reading focus: Listen to stories and respond with relevant reactions</p>	<p>Reading Structure: Use and function of structural organisers Reading focus: Name, use and describe the function of a range of common organisers – contents, headings, index, glossary.</p>	<p>Reading structure: Use and functions of structural organisers Reading focus: Identify a range of common organisers in a non-fiction text.</p>	<p>Reading retrieval: Find it questions</p> <p>Reading focus: Find key words with support</p>	<p>Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of narrative poetry</p>	<p>Reading structure: Features of different text type Reading focus: Recognise different forms of poetry (narrative)</p>	<p>Reading performing and reviewing</p> <p>Reading focus: Perform the actions to the rhyme as a group and anticipate what others are doing.</p>
Summer 1	My Body (SRE)	Worry Guts	Worry Guts	Huge Bag of Worries	The Humanual	The Humanual	Hello World! My Body – Jill McDonald	Sick - Shel Silverstein (in shared area)	Sick - Shel Silverstein (in shared area)	
		<p>Writing to recount: Diary entry</p> <p>Writing focus: Write a diary entry as the main character</p>	<p>Writing to report: Non-chronological report Writing focus: Create a leaflet about emotions</p>	<p>Writing to instruct: Recipe Writing focus: Create a recipe for friendship/ happiness etc with support</p>	<p>Writing to explain: Explanation Writing focus: Choose a part of the body and write about how it works</p>	<p>Writing to report: Non-chronological report Writing focus: Create a non-fiction page on a part of the body</p>	<p>Writing to entertain: Imaginative writing Writing focus: Writing about using our senses I can see... I can hear etc</p>	<p>Writing to entertain: Quatrain double couplet Writing focus: Create own Quatrain double couplet poem</p>	<p>Writing to entertain: Quatrain double couplet Writing focus: Create a simple AABB verse</p>	
		<p>Reading retrieval: Sequencing</p> <p>Reading focus: Show understanding of the text by sequencing a selection of unknown</p>	<p>Reading retrieval: Sequencing</p> <p>Reading focus: Sequence pictures from a story and begin to explain reasons for choices</p>	<p>Reading retrieval: Sequencing</p> <p>Reading focus: Sequence pictures from a story</p>	<p>Reading structure: Use and functions of structural organisers Reading focus: Use a range of structural organisers to retrieve information from a text.</p>	<p>Reading structure: Use and functions of structural organisers Reading focus: Identify and name a range of common organisers in a non-fiction text.</p>	<p>Reading Vocabulary: Recognise vocabulary Reading focus: Capture new vocabulary in writing</p>	<p>Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of quatrain poems</p>	<p>Reading structure: Features of different text type Reading focus: Recognise different forms of poetry (quatrain)</p>	

		text so I make sense as a whole								
Summer 2 Eco Warriors	Greta and the Giants	Greta and the Giants	Where's the Elephant - Barroux	David Attenborough Little People Big Dreams	David Attenborough Little People Big Dreams	Busy Recycle – Campbell books	Second Hand Planet – Twinkl			
	Writing to discuss: Discussion Writing focus: Answer the question should we look after our planet	Writing to entertain: Imaginative writing Writing focus: Character description of Greta	Writing to entertain: Imaginative writing Writing focus: Descriptive words	Writing to report: Non-chronological report Writing focus: Create a magazine article about David Attenborough	Writing to report: Informal letter Writing focus: Write a letter to David Attenborough	Writing to instruct: Activity instructions Writing focus: Create instructions on how to make something out of recyclable materials	Writing to entertain: Haikus Writing focus: Create own eco-friendly haikus			
	Reading reviewing and performing: Discussing and debating Reading focus: Participate in discussion about the text	Reading retrieval: Find it questions Reading focus: Answer simple questions about characters, settings and key events in a story	Reading retrieval: recasting Reading focus: Draw pictures of characters including labels or sentences	Reading Structure: use and function of structural organisers Reading focus: Begin to think about why the author has chosen to structure the text in this way.	Reading Structure: use and function of structural organisers Reading focus: Read non-fiction texts that are structured in different ways	Reading retrieval: Skim and scan Reading focus: Scan text to find given words.	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of haikus			
Autumn 1 Wild at heart	Stig of the Dump – Clive King	Never Ever Shout in a Zoo – Karma Wilson	We're Going on a Lion Hunt	Animal Teams by Caroline Stamps	Information books on animals	Bee Fact Files (in shared area)	The Crocodile – Roald Dahl	My Little Monster Elaine Morandini	My Little Monster Elaine Morandini	
	Writing to entertain: Imaginative writing Writing focus: Descriptive writing	Writing to entertain: Imaginative writing Writing focus: Descriptive language	Writing to entertain: Imaginative writing Writing focus: Simple picture story map	Writing to discuss: Balanced argument Writing focus: Should we always work as a team?	Writing to report: Non-chronological Writing focus: Information leaflet on favourite animal	Writing to report: Non-chronological Writing focus: Create a bee fact file	Writing to entertain: Quatrain AABB Writing focus: Create Quatrain poem based on an animal of choice	Writing to entertain: Poetry Writing focus: Create a poem about favourite animal	Writing to entertain: List poem Writing focus: Create a list poem about favourite animal	
	Reading Vocabulary: Impact Reading focus: Discuss favourite words and phrases from the text	Reading vocabulary: Recognise language Reading focus: Capture and use new vocabulary	Reading vocabulary: Recognise language Reading focus: Show awareness of audience in the way we speak – shouting for capitals	Reading retrieval: Summarising Reading focus: Explain and discuss key information from what is seen and read - link to sequencing	Reading structure: Audience and purpose Reading focus: Read for a range of purpose e.g. research	Reading retrieval: Find it questions Reading focus: Answer find it questions about key information	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of Quatrain AABB			
Cycle 7	Autumn 2 Reduce, reuse, recycle	Scavengers – Darren Simpson	Somebody swallowed Stanley	Somebody swallowed Stanley	Greta Thunberg	The Amazing Recycling Project Book	The Amazing Recycling Project Book	Recycle Now (shared area)	Recycle Now (shared area)	Recycling Song (shared area)
		Writing to entertain: Imaginative writing Writing focus: Summarise the main points from a paragraph	Writing to entertain: Imaginative writing Writing focus: Create a story board	Writing to entertain: Imaginative writing Writing focus: Character descriptions	Writing to recount: Biographies Writing focus: Write about Greta Thunberg in a biographical style	Writing to instruct: Step by step guide Writing focus: Create a step by step guide of an activity	Writing to instruct: Activity instructions Writing focus: Create instructions to create something			
		Reading retrieval: Asking Find it questions Reading focus: Generate find it questions for a section of fiction.	Reading inference: Predicting Reading focus: Make predictions prior to reading based on the front cover and title	Reading inference: Predicting Reading focus: Predict what might happen next based on what has been read so far	Reading structure: Audience and purpose Reading focus: Read for a range of purpose e.g. research	Reading structure: Audience and purpose Reading focus: Read for a range of purpose e.g. instructions	Reading structure: Audience and purpose Reading focus: Read for a range of purpose e.g. instructions with support	Reading performing and reviewing: Discussing Reading focus: Discuss words and phrases that capture the readers interest	Reading performing and reviewing: Performing Reading focus: continue to build up a repertoire of poems learnt by heart	Reading Performing and reviewing: Performing Reading focus: Recite some poems by heart State whether they like the poem

Spring 1 Diversity	The Boy at the Back of the Class	The Proudest Blue	Golden Domes and Silver Lanterns	The Magic Spice Box	The Magic Spice Box	Vegetable Spring Rolls Hummus Recipe (shared area)	The Moon – Robert Louis Stevenson	A Box of Crayons (shared area)	A Box of Crayons (shared area)
	Writing to entertain: Imaginative writing Writing focus: Produce an annotated visual map of text that has been read	Writing to recount: Diary entry Writing focus: Write a diary entry as the main character	Writing to report: Non chronological report Writing focus: Party invitation for Eid celebration	Writing to instruct: Recipes Writing focus: Write a recipe including all elements	Writing to instruct: Recipes Writing focus: Recreate a recipe – simple version	Writing to instruct: Recipes Writing focus: Sequence a recipe	Writing to entertain: Metaphor poem Writing focus: Create a metaphor poem	Writing to entertain: Colour poems Writing focus: Create a poem based around colour	Writing to entertain: List poem Writing focus: List poem based around colour
	Reading Reviewing and performing: Evaluating Reading focus: Structured review of the text stating who are their favourite characters and why	Reading Reviewing and performing: Evaluating Reading focus: To state whether they like the text and the characters in the text	Reading Reviewing and performing: Evaluating Reading focus: To indicate which part of the text they like.	Reading Compare and contrast: Identify Vocabulary Reading focus: Identify and use similar and repeated language specific to recipes.	Reading Compare and contrast: Identify Vocabulary Reading focus: Begin to identify similar and repeated language specific to recipes.	Reading Compare and contrast: Making Links Reading focus: Link reading to personal experiences and sequence events	Reading Vocabulary: Identify Vocabulary Reading focus: Identify patterns in language e.g. similes and metaphors	Reading performing and reviewing: Discussing Reading focus: Participate in discussion about poems they can read themselves	Reading Vocabulary: Identify Vocabulary Reading focus: Extend vocabulary by grouping and naming
Spring 2 Let it grow	The Boy Who Grew Dragons	The Tiny Seed Eric Carle	The Veg Patch Party	Internet research	Books on Plants	Mybees: A Seed In Need: A first look at the plant cycle	Seeds and Plants (shared area)	Seeds and Plants (shared area)	The Little Plant – Kate L Brown
	Writing to recount: Newspaper report Writing focus: Write a newspaper report interviewing the boy who grew dragons Use first news newspapers to show structure of report	Writing to report: non-chronological report Writing focus: Information leaflet based around seed growth	Writing to recount: Newspaper report Writing focus: Create a newspaper report about the veg patch party – focus on who and what	Writing to report: Leaflet Writing focus: Create a leaflet based around plant growth	Writing to report: Non-fiction page Writing focus: Create a non-fiction page about plants	Writing to Instruct: Step by step guide Writing focus: Plant cycle/planting a seed	Writing to entertain: Tanka poem Writing focus: Create own Tanka poem based around plants	Writing to entertain: Tanka poem Writing focus: Create own Tanka poem based around plants, with support and templates	Writing to entertain: Quatrain ABAB Writing focus: Fill in the missing word from the poem.
	Reading Reading focus: Summarise orally or in writing the main points from several paragraphs	Reading retrieval: Summarising Reading focus: Explain and discuss key information from what has been read	Reading retrieval: Summarising Reading focus: Identify the setting and names of characters in the story	Reading compare and contrast: Identifying similarities and difference Reading focus: Compare and contrast information from different sources – content and structure	Reading compare and contrast: Identifying similarities and difference Reading focus: Begin to identify similar and repeated language.	Reading structure: Features of different text type Reading focus: Begin to understand the difference between fiction and non-fiction	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of a Tanka poem	Reading structure: Features of different text type Reading focus: Begin to recognise the typical features of a Tanka poem	Reading performing and reviewing: Discussing Reading focus: Listen to and begin to express simple views on a wide range of poetry
Summer 1 Enterprise Project	If I Ran the Circus – Dr Seuss	Eddie's Toolbox: And How to Make and Mend Things	Tap, Tap, Bang, Bang – Emma Garcia	Instruction manuals	Instruction manuals	Instruction manuals	Limericks – choose to suit your class	Limericks – choose to suit your class	Limericks – choose to suit your class
	Writing to entertain: Imaginative writing Writing focus: Write own extract for the story	Writing to entertain: Imaginative writing Writing focus: Create a story map of the places Eddie visits	Writing to entertain: Imaginative writing Writing focus: Onomatopoeia	Writing to instruct: How to Writing focus: Create a how to guide	Writing to instruct: Activity instructions Writing focus: Create some activity instructions	Writing to instruct: Step by step guide Writing focus: Create a step by step guide	Writing to entertain: Limericks Writing focus: Create own limericks	Writing to entertain: Limericks Writing focus: Create own simple limericks	Writing to entertain: Limericks Writing focus: Explore and engage with limericks. Find the missing words to complete the limerick
	Reading inference: Predicting Reading focus:	Reading retrieval: Find it questions Reading focus:	Reading inference: Prediction Reading focus:	Reading structure: features of different text types Reading focus:	Reading structure: use and function of structural organisers Reading focus:	Reading structure: use and function of structural organisers Reading focus:	Reading to vocabulary: Identify vocab Reading focus:	Reading vocabulary: Identify vocab Reading focus:	Reading vocabulary: Identify vocab Reading focus:

		Make predictions prior to reading and make plausible prediction based on events and actions of characters.	Find and select the words in the text to answer a question.	Make predictions on what will happen next with support	Identify and contrast the features of an instruction manual compared to other non-fiction	Read non-fiction texts that are structure in different ways	Explore and engage with non-fiction texts that are structure in different ways	Identify patterns in language in Limericks	recognise simple recurring literary language in limericks	explore and begin to recognise simple recurring literary language in limericks
Summer 2 Lights, Camera, Action		Harry Potter and the Philosophers Stone	Yeti, Turn Out The Light – Greg Long	The Brave Knight – Sally Gould	Matilda Autobiography (shared area)	Superhero Autobiography (shared area)	Photographs of themselves	My Shadow – Robert Louis Stevenson	I'm Going to be Famous (shared area)	Shadows (shared area)
		Writing to entertain: Play script Writing focus: Write a short play script based on what has been read	Writing to entertain: Imaginative writing Writing focus: Plan a simple story based on what they have read	Writing to entertain: Imaginative writing Writing focus: Story language – sequencing sentences	Writing to recount: Autobiography Writing focus: Plan and write a short autobiography for a period in their life.	Writing to recount: Personal story Writing focus: Write a short paragraph about themselves	Writing to recount: Personal story Writing focus: Create a book based on their likes			Writing to entertain: Shape poems Writing focus: Create shape poems based around light
		Reading Performing and reviewing: Presenting and performing Reading focus: Perform a role in a short play script written by a peer	Reading reviewing and performing: Reviewing Reading focus: Begin to write a structured review of the text	Reading inference: Drama Reading focus: Represent own thought and feelings through role play and stories	Reading vocabulary: Impact Reading focus: Discuss words and phrases that capture the readers interest	Reading vocabulary: Purpose Reading focus: Begin to recognise key vocab and language linked to autobiographies		Reading Performing and reviewing: Presenting and performing Reading focus: Prepare play scripts to perform showing understanding through intonation, tone, volume and action	Reading Performing and reviewing: Presenting and performing Reading focus: Take on a small role in a play showing understanding through volume and action	Reading Performing and reviewing: Presenting and performing Reading focus: Begin to recite a poem
Cycle 8	Autumn 1 Life Cycles	Kensuke's Kingdom – Michael Morpurgo	Tad, a Big Story About a Brave Minibeast	The Crunching Munching Caterpillar	Chinese Cinderella – Adeline Yen	Life cycle posters (shared area)	Life cycle posters (shared area)	Leisure – W H Davies	Now we are Six – A A Milne	Now we are Six – A A Milne
		Writing to entertain: Imaginative writing Writing focus: A detailed setting description	Writing to entertain: Imaginative writing Writing focus: Character descriptions	Writing to entertain: Imaginative writing Writing focus: Character description – descriptive language		Writing to report: Information leaflet Writing focus: Create a leaflet about life cycles	Writing to report: Information poster Writing focus: Create own life cycle posters	Writing to entertain: Iambic tetrameter poetry Writing focus: Evaluate why certain language has been used Create an iambic tetrameter poem.	Writing to entertain: Thirteen-line poem Writing focus: Create a thirteen-line poem about growing up with support	Writing to entertain: Sequencing Writing focus: Sequence the poem.
	Autumn 2 Material Monsters	Stitch Head – Guy Bass	We're Going to Find the Monsters – Malorie Blackman	The Colour Monster	Origami instructions (choose based on class interest)	Origami instructions (choose based on class interest)	Origami instructions (choose based on class interest)	The Jabber Wocky	An Ogre Came Over for Dinner	The Monsters Alphabet (shared area)
		Writing to entertain: Imaginative writing Writing focus: Begin to think of an alternative ending with support	Writing to entertain: Imaginative writing Writing focus: Setting descriptions	Writing to entertain: Imaginative writing Writing focus: Creating colour jars with descriptive words	Writing to instruct: Origami instructions Writing focus: Write own origami instructions	Writing to instruct: Origami instructions Writing focus: Write own simple origami instructions	Writing to instruct: Origami instructions Writing focus: Sequence origami instructions	Writing to entertain: Nonsense poem Writing focus: Begin to analyse meaning and language choice Write own nonsense poem	Writing to entertain: Alliteration Writing focus: To begin to use alliteration with support.	Writing to instruct: Alphabet poem Writing focus: Create a group alphabet poem with each child taking some letter of the alphabet.
		Reading retrieval: Summarising Reading focus: Summarise orally or in writing the main points from a chapter of the book	Reading Vocabulary: purpose Reading focus: Begin to recognise key vocabulary and language features and apply to writing	Reading inference: Drama Reading focus: Explore characters through role play and drama	Reading compare and contrast: Identify similarities and difference Reading focus: Compare and contrast information from different sources about the same topic	Reading compare and contrast: Vocabulary Reading focus: Compare and contrast language used	Reading compare and contrast: Making links Reading focus: Link reading to personal experiences	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of a nonsense poem	Reading Vocabulary: Alliteration Reading focus: Recognise alliteration and explore how to use it.	

Spring 1 Free Falling	When the Sky Falls – Phil Earl	Stuck – Oliver Jeffers	Big Rain Coming – Katrina Germein	Paper Aeroplane instructions (shared area)	Paper Aeroplane instructions (shared area)	Paper Aeroplane instructions (shared area)	Oh Icarus - Md. Ziaul Haque	Bouncy Mr Springer	Up and Down (shared area)	
	Writing to recount: Informal letters Writing focus: Write a letter as Joseph to family members	Writing to entertain: Imaginative writing Writing focus: Create own short story based on Stuck.	Writing to entertain: Imaginative writing Writing focus: Story language – descriptive writing	Writing to instruct: Instructions Writing focus: Paper aeroplane instructions.	Writing to instruct: Instructions Writing focus: Simple paper aeroplane instructions	Writing to instruct: Instructions Writing focus: Sequence instructions and begin to fill in missing words.			Writing to entertain: list poem Writing focus: Create own list poems with support.	
	Reading Inference: Drama/ role play Reading focus: Explore characters' feelings through role play such as hot seating Create short improvisations in role.	Reading retrieval: Skimming and scanning Reading focus: Skim and scan to find given words or phrases	Reading retrieval: Find it questions Reading focus: Answer questions about characters, setting or key events.	Reading structure: features of different text types Reading focus: Identify, compare and contrast the features of instructions.	Reading structure: use and function of structural organisers Reading focus: Read non-fiction texts that are structure in different ways and identify structural organisers	Reading structure: use and function of structural organisers Reading focus: Recognise and read non-fiction texts that are structure in different ways	Reading Performing and reviewing: Discussing and debating Reading focus: Discuss the poem by identifying the purpose and meaning of the text. Take turns and listen to what others have to say.	Reading Performing and reviewing: Performing Reading focus: Prepare a poem to preform showing understanding through intonation		
Spring 2 Staying Alive	Holes – Louis Sachar	Zog and the Flying Doctor	Doctor Duck - Julia Donaldson	The Great Big Brain Book – Mary Hoffman	My Little World: My Body	Run, Jump, Hop – John Foster	Who am I (shared area)	Metaphor poem (shared area)	All of me (shared area)	
		Writing to entertain: Imaginative writing Writing focus: Create a new character for the book and write a brief description of their role	Writing to entertain: Imaginative writing Writing focus: Change one part of the story to make it different e.g. the food	Writing to report: Non-fiction Writing focus: Create a mini non-fiction book based around the brain.	Writing to report: Non-fiction Writing focus: Create a non-fiction book based around what they have read.	Writing to report: Non-fiction Writing focus: Create a photo and word book using pictures of children's actions	Writing to entertain: Simile and metaphor poetry Writing focus: Create own simile and metaphor poem. Analyse the meaning behind the poem	Writing to entertain: metaphor poetry Writing focus: Create own metaphor poem with support		
	Reading retrieval: Summarising Reading focus: Identify the main idea from several paragraphs and provide key additional information from a section of text. Reading vocabulary: Impact Reading focus: Discuss how language contributes to overall meaning	Reading inference: Predicting Reading focus: Predict what might happen on the basis of what has been read so far Begin to make prediction based on the front cover and title.	Reading inference: Identifying evidence Reading focus: Begin to make inference about characters based on their actions	Reading compare and contrast: Identifying similarities and difference Reading focus: Identify, compare and contrast the features of a number of information sources	Reading compare and contrast: Identifying similarities and difference Reading focus: Identify key information from different sources	Reading vocabulary: purpose Reading focus: Identify key vocab and its meaning	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of a simile and metaphor poem	Reading structure: Features of different text type Reading focus: Begin to recognise the typical features of a simile and metaphor poem	Reading Performing and reviewing: Presenting and performing Reading focus: Perform a poem showing some understanding of audience through volume.	
Summer 1 The Blue Planet	The Secret Deep – Lindsey Galvin	A River - Marc Martin	Billy's Bucket _ Kes Gray	Blue Planet – Leisa Stewart-Sharpe	What Lives in the Sea – Rin Bo	What a Submarine Sees – Laura Knowles	Summer-Water Sonnet – Gillian Clarke (shared area)	Seaview Haiku – John Foster	Water shape poem (shared area)	
	Writing to recount: Opinion writing Writing focus:	Writing to entertain: Imaginative writing Writing focus:	Writing to entertain: Imaginative writing Writing focus:	Writing to persuade: Holiday brochure Writing focus:	Writing to persuade: Leaflet Writing focus:	Writing to report: Information leaflet Writing focus:	Writing to entertain: Sonnet Writing focus:	Writing to entertain: Haiku Writing focus: Create own Haiku's	Writing to entertain: Shape poem Writing focus:	

Autumn 2 All Change	Some Kind of Happiness – Claire Legrand	The Lion Inside – Rachel Bright	If I Were a Grown-Up - Woody	The Girls’ Guide to Growing Up The Boys’ Guide to Growing Up	The Girls’ Guide to Growing Up The Boys’ Guide to Growing Up	Growing up – Jane Dale	I am Brave – Laura Mucha	Changes (shared area)	Changes (shared area)	
	Writing to entertain: Imaginative writing Writing focus: Write a new chapter new chapter	Writing to entertain: Imaginative writing Writing focus: Descriptive writing – setting and characters	Writing to entertain: Imaginative writing Writing focus: Match the events in the book and begin to think of own			Writing to recount: personal story Writing focus: Sequencing growing up to match the book	Writing to entertain: List poem Writing focus: Create own list poem about emotions	Writing to entertain: List poem Writing focus: Create own list poem about fear		
	Reading vocabulary: audience and purpose Reading focus: Recognise key vocabulary and language features from different genres and apply to writing.	Reading vocabulary: Audience and purpose Reading focus: Capture and apply new vocab in writing	Reading retrieval: Find it questions Reading focus: Answer find it questions in a non-fiction text.	Reading text structure: Audience and purpose Reading focus: Read for a range of purposes	Reading text structure: Audience and purpose Reading focus: Begin to read for a range of purposes	Reading compare and contrast: Making links Reading focus: Link reading to personal experiences	Reading vocabulary: Identify vocabulary Reading focus: Identify figurative language devices	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of list poems	Reading structure: Quatrain AABB poem Reading focus: Begin to recognise the features of a quatrain poem	
Spring 1 Crash, Bang, Wallop	Dog Man	Bumble and Snug and the Angry Pirates	Nursery Rhyme Comics	Building instructions	Building instructions	Building instructions	Hurricane hits England – Grace Nicholls	Splish, Splash, Splosh – James Carter	Splish, Splash, Splosh – James Carter	
	Writing to entertain: Imaginative writing Writing focus: Plan and write own comic	Writing to entertain: Imaginative writing Writing focus: Plan and write own simple comic	Writing to entertain: Imaginative writing Writing focus: Sequence a nursery rhyme comic. Draw a picture to complete the comic strip.	Writing to explain: Explanation Writing focus: Write to explain how something works or why something occurs	Writing to instruct: Building instructions Writing focus: Write own simple building instructions	Writing to instruct: Building instructions Writing focus: Sequence building instructions		Writing to entertain: Repetitive poems Writing focus: Create a repetitive poem	Writing to entertain: Imaginative writing Writing focus: Plan and write own comic	
	Reading structure: Range of texts Reading focus: Read fiction texts that are structured in different ways Begin to explain why the author has chosen to present the text in a particular way	Reading structure: Range of texts Reading focus: Begin to read fiction texts that are structured in different ways:	Reading structure: Range of texts Reading focus: Explore fiction texts that are structured in different ways	Reading structure: Use and function of structural organisers. Reading focus: Explain why an author has chosen to structure the text in a particular was or use a particular structural organiser.	Reading retrieval: Asking find it questions Reading focus: Ask relevant questions about what has been read	Reading compare and contrast: Making links Reading focus: Link reading to personal experiences	Reading structure: Features of different text types Reading focus: Discuss why the author may have started ij third person and switched to first person. Reading vocabulary: Purpose Reading focus: Analyse the language used and why the author has chosen to use it.		Reading structure: Range of texts Reading focus: Read fiction texts that are structured in different ways Begin to explain why the author has chosen to present the text in a particular way	
Spring 2 Evolution	Future Friend – David Badiel	I Used to be a Fish – Tom Sullivan	Dinosaurs Don’t Draw - Elli Woolard	Charles Darwin – little guides to great lives	Charles Darwin – little people big dreams	How Does an Egg Hatch?	I Wandered Lonely as a Cloud	Life Doesn’t Frighten Me at all	Dinosaur Rap – John Foster	
	Writing to persuade: Advertisement Writing focus: Create an advert for to find a future friend	Writing to entertain: imaginative writing Writing focus: Create a story board for the journey of fish to human	Writing to entertain: Imaginative writing Writing focus: Create something new from a simple object e.g. a stick into a sword	Writing to recount: Magazine article Writing focus: Write a magazine article about Charles Darwin	Writing to recount: biography Writing focus: Write a short extract for a biography on Charles Darwin	Writing to report: Information leaflet Writing focus: Create an information leaflet about how an egg hatches.	Writing to entertain: Lyric poem Writing focus: Write own lyric poem	Writing to entertain: Rhyming poems Writing focus: Create a simple rhyming poem		

		Reading retrieval: drama/role play Reading focus: Explore characters' actions, feelings and motives through role play. Create improvisations in the role.	Reading retrieval: Summarising Reading focus: Explain and discuss the key information	Reading retrieval: Recasting Reading focus: Draw pictures of characters/settings in the story and label.	Reading structure: features of different text type Reading focus: Identify the features of a magazine article	Reading structure: features of different text type Reading focus: begin to identify the features of a biography	Reading retrieval: Answering Find it questions Reading focus: Begin to ask relevant questions about a non-fiction text	Reading structure: Features of different text type Reading focus: Recognise and describe the typical features of a lyric poem		Reading Performing and reviewing: Presenting performing Reading focus: Perform a poem showing some understanding of audience through volume, action and intonation.
Summer 1 My Changing World	City of Rust by Gemma Fowler	The Journey Home by Frann Preston-Gannon	Mia Makes a Meadow by Rachel Lawston and Beatriz Castro	Children Who Changed the World	Eco Warriors by Campbell Books	Eco Warriors by Campbell Books	The sssnake Hotel – Brian Moses	The Land of the Flibbertigibbets – John Foster	Ten Dancing Dinosaurs – John Foster	
	Writing to entertain: Imaginative writing Writing focus: Write and plan a short mystery story	Writing to discuss: Discussion Writing focus: Writing about how we can help to save the planet	Writing to instruct: how to Writing focus: Create a simple how to look after your garden guide	Writing to persuade: Speech Writing focus: Create a speech about something they are passionate about	Writing to report: Magazine article Writing focus: Create a magazine article about someone from the book	Writing to report: Fact file Writing focus: Create a fact file about someone from the book		Writing to entertain: nonsense poem Writing focus: create own nonsense poem with support		
	Reading inference: Identifying evidence Reading focus: Infer characters' feelings thoughts and motives from their actions at different points in the story	Reading structure: Purpose Reading focus: Read for a range of purposes e.g. research	Reading structure: Purpose Reading focus: Begin to read for a range of purposes e.g. research	Reading reviewing and performing: Presenting performing Reading focus: Prepare a speech to present showing understanding through intonation, volume and tone so that it is clear to the audience.			Reading Performing and reviewing: Discussing and debating Reading focus: Identify and discuss the purpose of a text and the intended impact on the reader Provide reasoned justification for their views	Reading structure: Features of different text type Reading focus: Recognise the typical features of a nonsense poem	Reading Performing and reviewing: Presenting performing Reading focus: Perform a poem in a small group showing some understanding of audience through volume, action and intonation.	
Summer 2 Poles Apart	The Boy in the Striped Pyjamas	The Mystery of the Straight Ice-cream	Lost and Found – Oliver Jeffers	Heroes – David Long	Alastair Humphreys' Great Adventurers	Dinosaurs – original explorers twinkl	The Pied Piper by Robert Browning	What is Pink? – Christina Rossetti	In the Dark Dark Wood – Ruth Ware	
	Writing to explain: Explanation Writing focus: Write an explanation piece related to the book	Writing to entertain: Imaginative writing Writing focus: Plan and write a short mystery story	Writing to entertain: Imaginative writing Writing focus: Create an annotated drawing/diagram in their own preferred way to represent the story line	Writing to recount: Personal story Writing focus: Write a personal statement	Writing to recount: Formal letter Writing focus: Write a letter to their favourite adventurer	Writing to report: Non-fiction page Writing focus: Create a non-fiction page on favourite dinosaur	Writing to entertain: Narrative poetry Writing focus: Create own narrative poetry	Writing to entertain: Question and answer poems Writing focus: Create and question and answer poem with support	Writing to entertain: Repetitive text Writing focus: Create a repetitive poem with support	
	Reading Vocabulary: impact Reading focus: Explain how words and phrases create a particular mood, feeling or attitude.		Reading inference: identifying evidence Reading focus: Begin to make inferences of characters based on their actions	Reading structure: feature if different text types Reading focus: Recognise and identify the features of a personal statement	Reading structure: Features of different text types Reading focus: Read a range of non-fiction that are set out differently. Begin to think about why the author set it out in this way.	Reading performing and reviewing: Reviewing Reading focus: Write simple review of the text	Reading vocabulary: Impact Reading focus: Discuss how authors use figurative language and the impact this has.	Reading vocabulary: Impact Reading focus: Discuss words and phrases that capture the readers interest		

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Cycle 10	Entry Level	<p>Topic Title: Growing Up</p> <p><u>Understanding a non-fiction text</u></p> <p><u>Informative writing</u></p> <p>Reading:</p> <p>Newspaper/magazine articles Letters information/advice booklets Persuasive texts (e.g. advertisements, charity appeals) reviews</p> <p>Writing:</p> <p>A letter An advertisement A personal statement A speech An information leaflet An article An opinion piece A review</p>	<p>Topic Title: In My Element</p> <p><u>Understanding a literary text</u></p> <p><u>Imaginative writing</u></p> <p>Reading:</p> <p>Novels Short stories/narratives descriptive texts autobiography</p> <p>Writing:</p> <p>A short story/narrative The opening of a story Introducing a character A descriptive piece.</p>	<p>Topic Title: My Community</p> <p><u>Understanding a non-fiction text</u></p> <p><u>Informative writing</u></p> <p>Reading:</p> <p>Newspaper/magazine articles Letters information/advice booklets Persuasive texts (e.g. advertisements, charity appeals) reviews</p> <p>Writing:</p> <p>A letter An advertisement A personal statement A speech An information leaflet An article An opinion piece A review</p>	<p>Topic Title: Green Fingers</p> <p><u>Understanding a literary text</u></p> <p><u>Discussion or role play</u></p> <p>Reading:</p> <p>Novels Short stories/narratives descriptive texts autobiography</p>	<p>Topic Title: Staying Safe</p> <p><u>Understanding a non-fiction text</u></p> <p><u>Informative writing</u></p> <p>Reading:</p> <p>Newspaper/magazine articles Letters information/advice booklets Persuasive texts (e.g. advertisements, charity appeals) reviews</p> <p>Writing:</p> <p>A letter An advertisement A personal statement A speech An information leaflet An article An opinion piece</p>	<p>Topic Title: Switching On</p> <p><u>Understanding a literary text</u></p> <p><u>Imaginative writing</u></p> <p>Reading:</p> <p>Novels Short stories/narratives descriptive texts autobiography</p> <p>Writing:</p> <p>A short story/narrative The opening of a story Introducing a character A descriptive piece.</p>
	GCSE Language	<p>Post 1914 Prose / Drama - Anita and Me</p> <p>Approaching Unseen 20th century fiction and non-fiction texts.</p> <p>Study a themed collection of unseen texts – combination of non-fiction and fiction linked to the text.</p> <p>Creative writing using text as stimulus Writing for different purposes (non-fiction writing element of Exam 1) based on the text.</p> <p>Component 01 Section B: Writing for audience, impact and purpose</p> <p>AO3 / Question 4 skills:</p> <ul style="list-style-type: none"> • Explore connections across texts • Compare audience, purpose, form and broad contexts across a range of texts • Compare how writers convey ideas and perspectives • Structure comparative writing <p>AO4 / Question 4 skills:</p> <ul style="list-style-type: none"> • Evaluate ideas, attitudes and points of view in a text • Justify evaluations with close and integrated evidence from a text • Respond to a given statement, considering a variety of viewpoints • Evaluate the usefulness, effectiveness and impact of a text <p>AO5 / AO6 Writing skills:</p> <ul style="list-style-type: none"> • Identifying purpose, form and audience from a given task • Adapt techniques and language for persuasive purpose; use rhetorical devices effectively • Produce original articles and speeches with a persuasive purpose • Understand creative forms and viewpoint 		<p>Exploring unseen texts and poetry</p> <p>Approaching Unseen Texts</p> <p>Study themed collection of unseen texts – combination of non-fiction and fiction, poetry Writing to compare.</p> <p>Component 01/02 Section A: Reading information and ideas / meaning and effects</p> <p>AO1 / Question 1 skills:</p> <ul style="list-style-type: none"> • Information retrieval • Inference and deduction • Select appropriate quotations • Explain key ideas and information <p>AO1 / Question 2 (Component 01) skills:</p> <ul style="list-style-type: none"> • Summarise single texts • Summarise and synthesise multiple texts • Summarise similarities and differences between texts • Understand conceptual ideas <p>AO2 / Question 2 (Component 02) and Question 3 skills:</p> <ul style="list-style-type: none"> • Comment on writers’ choices of language and structure • Learn subject specific terminology for exploring choices of language and structure • Analyse texts in detail at word, phrase and sentence level <p>AO5 / AO6 Writing skills:</p> <ul style="list-style-type: none"> • Understand creative forms and viewpoint • Organise and structure writing to create deliberate effects; focus on building tension and developing character • Adapt tone, style, register and vocabulary to fit characterisation and emotion 		<p>Romeo and Juliet</p> <p>Use text as stimulus for creative writing – focus on character, setting, themes Spoken Language; performing in role (this could lead in to creative writing assessment)</p> <p>Study non-fiction texts linked to themes and issues in the text.</p>	

		<ul style="list-style-type: none"> Organise and structure writing to create deliberate effects; focus on building tension and developing character 	<p>Use poetry as stimulus for creative writing. Study non-fiction linked texts linked to themes and issues raised in the poetry, for example, Conflict – study of non-fiction texts about modern conflict Writing to compare.</p>				
	GCSE Literature	<p>Post 1914 Prose / Drama</p> <p>Introduction to studying a modern novel:</p> <ul style="list-style-type: none"> Respond to conventions of narrative and characterisation; explore deeper implications of narrative voice in the novel <p>Introduce context:</p> <ul style="list-style-type: none"> Social/cultural; common situations and experiences Reflect critically on these experiences in the novel <p>Develop critical reading and personal response to the novel:</p> <ul style="list-style-type: none"> Pay particular attention to the details of the text: very heavy word/sentence-level focus by looking at key moments over the novel <p>Develop prose comparison skills:</p> <ul style="list-style-type: none"> Understand how to structure a part a) response (comparison of novel extract with unseen prose extract) 	<p>Poetry</p> <p>Introduction to poetry at GCSE:</p> <ul style="list-style-type: none"> How to read and annotate a poem Making useful annotations Approaching an unseen poem and developing a personal response <p>Introduction to conflict:</p> <ul style="list-style-type: none"> Explore and interpret a key theme <p>Study of individual poems:</p> <ul style="list-style-type: none"> Develop personal responses and critical reading skills Explain and analysis how language, structure and form create effects <p>Use relevant subject terminology</p> <p>Continuation of study of individual poems:</p> <ul style="list-style-type: none"> Develop personal responses and critical reading skills Explain and analysis how language, structure and form create effects Use relevant subject terminology <p>Comparing poems:</p> <ul style="list-style-type: none"> Develop comparative understanding of texts Engage with thematic links between texts Compare ways in which writers explore and present themes Learn how to structure a comparison essay and develop writing skills 	<p>Romeo and Juliet</p> <p>Introduction to the play/plot and concepts of tragedy:</p> <ul style="list-style-type: none"> Understand themes, ideas, issues, plot development Pay closer attention to the structure of the play by understanding typical structure of a tragedy <p>Working through the play:</p> <ul style="list-style-type: none"> Reflect critically on key scenes and characters/relationship Analyse how Shakespeare uses language, structure and form by focussing on key soliloquies Learn/revise relevant subject terminology specific to studying Shakespearean text Evaluate a variety of different valid responses to a text by exploring different film versions or productions Use relevant contexts to inform reading and personal response Structuring a written response to an extract from the play <p>Continue working through the play:</p> <ul style="list-style-type: none"> Continue to develop key skills as above Extending written responses to texts Structuring a written response to the discursive question; developing a critical style in a personal response to whole text/task 			
Cycle 11	Entry Level	<p>Topic Title: Health and Wellbeing</p> <p><u>Understanding a non-fiction text</u></p> <p><u>Informative writing</u></p> <p>Reading:</p> <p>Newspaper/magazine articles Letters information/advice booklets Persuasive texts (e.g. advertisements, charity appeals) reviews</p> <p>Writing:</p> <p>A letter An advertisement A personal statement A speech An information leaflet An article An opinion piece A review</p>	<p>Topic Title: Looking after Me</p> <p><u>Understanding a literary text</u></p> <p><u>Imaginative writing</u></p> <p>Reading:</p> <p>Novels Short stories/narratives descriptive texts autobiography</p> <p>Writing:</p> <p>A short story/narrative The opening of a story Introducing a character A descriptive piece.</p>	<p>Topic Title: Dressing to Impress</p> <p><u>Understanding a non-fiction text</u></p> <p><u>Informative writing</u></p> <p>Reading:</p> <p>Newspaper/magazine articles Letters information/advice booklets Persuasive texts (e.g. advertisements, charity appeals) reviews</p> <p>Writing:</p> <p>A letter An advertisement A personal statement A speech An information leaflet An article An opinion piece A review</p>	<p>Topic Title: Families</p> <p><u>Understanding a literary text</u></p> <p><u>Discussion or role play</u></p> <p>Reading:</p> <p>Novels Short stories/narratives descriptive texts autobiography</p>	<p>Topic Title: Out and About</p> <p><u>Understanding a non-fiction text</u></p> <p><u>Informative writing</u></p> <p>Reading:</p> <p>Newspaper/magazine articles Letters information/advice booklets Persuasive texts (e.g. advertisements, charity appeals) reviews</p> <p>Writing:</p> <p>A letter An advertisement A personal statement A speech An information leaflet An article An opinion piece</p>	<p>Topic Title: Moving On</p> <p><u>Understanding a literary text</u></p> <p><u>Imaginative writing</u></p> <p>Reading:</p> <p>Novels Short stories/narratives descriptive texts autobiography</p> <p>Writing:</p> <p>A short story/narrative The opening of a story Introducing a character A descriptive piece.</p>
	GCSE Language	<p>19th Century Prose – A Christmas Carol</p> <p>Reading/Writing skills using the 19th century text as a stimulus</p>		<p>Spoken Language Exam Preparation</p> <p>Spoken Language preparation:</p>			

Reading Nineteenth Century texts, including non-fiction: evaluating ideas, themes and viewpoints; making connections between texts

Study non-fiction texts linked to themes and issues in the text.

Revision of reading skills (focus on 20th and 21st century prose):

- Inference and interpret
- Explore writers' creation of narrative, character and dialogue
- Analyse writers' descriptions
- Evaluate themes and ideas
- Analyse writers' use of figurative language

- Select relevant information and ideas appropriate for audience and purpose
- Plan chosen topic effectively, including structure and organisation of talk
- Express a range of ideas effectively using Standard English

AO5 / AO6 writing skills

- Adapt form for purpose and effect
- Control tone, style and register for audience

GCSE Literature

19th Century Prose - A Christmas Carol

Work through the novel, with a close focus on key moments. Through study of key moments, students will engage with key assessment strands below.

Develop critical reading skills with exploration of genre:

- Bildungsroman
- Gothic novel
- Romance

Respond to setting and atmosphere:

- Evaluate significance of settings in relation to characters
- Analyse words, sentences and techniques used to convey setting

Develop personal responses to ideas, themes, characters and relationships.

Evaluate the significance of context, discovering contexts through study of each moment

Consolidation of the novel through tracking of:

- Themes
- Relationships
- Settings
- Language patterns
- Symbolism

Revision of extract-based and discursive essay responses

Poetry

Focus on poetry cluster and skills to compare studied and unseen poems.