

## English at Exwick Heights Primary School

### Overview

At Exwick Heights Primary, we endeavour to create a love for writing. We want every child to leave Exwick Heights with the skills of an excellent writer who:

- Aspires to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Exwick Heights Primary, children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length.

### Curriculum Principles

**By the end of their primary education, a pupil of Exwick Heights Primary School will:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **By the end of Early Years, pupils will be able to:**

### **Communication and Interaction:**

Maintain attention, concentrates and sits quietly during appropriate English activities; responds to instructions involving a two-part sequence; understands humour (e.g. nonsense rhymes); extends vocabulary, especially by grouping and naming; exploring the meaning and sounds of new words; two-channelled attention, listening for a short span; able to follow a story without pictures and prompts; uses language to imagine and recreate roles and experiences in play situations; listens and responds to ideas expressed by others in conversation or discussion; links statements and sticks to a main theme or intention.

### **Reading:**

Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words; They demonstrate understanding when talking with others about what they have read.

### **Writing:**

Gives meaning to marks they make as they draw, write and paint; Begins to break the flow of speech into words; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together; Links sounds to letters, naming and sounding the letters of the alphabet; Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

## By the end of KS1, pupils can...

### Reading

#### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

#### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

### Writing

#### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

#### Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)<sup>\*</sup>
- use the diagonal and horizontal strokes needed to join some letters.

## By the end of KS2, pupils can...

#### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

#### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

**In order to achieve a true understanding of English, topics are sequenced based on the following rationale:**

- At EHPS, we believe that a quality English curriculum should develop children's love of reading, writing and discussion, underpinning writing across the curriculum.
- Our aim is to inspire an appreciation of our rich and varied literary heritage and promote a habit of reading widely and often.
- Nurturing a culture where children take pride in their writing, we teach pupils to write clearly and accurately and adapt their language and style for a range of contexts.
- We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning.
- Our topics are sequenced to build on prior knowledge and skills and to build on and deepen previous learning.
- Our pupils benefit from a text-rich, intelligently-sequenced collection of planning and resources.
- Our teachers use clear assessment – English and Guided Reading books alongside formative and summative assessment (NFER/Little Wandle) to monitor/assess understanding and progress throughout the year.
- At EHPS, we follow and use Little Wandle Letters and Sounds Revised program of phonics study to underpin the teaching of reading from Nursery through to Year 6. It is a fully comprehensive systematic and synthetic phonics program which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Pupils at all phases are assessed to ensure that phonic knowledge is secure. Keep Up intervention is used for any pupils requiring phonic intervention.
- In practice, students from Nursery to Year 6 are exposed to comprehensively planned, daily English lessons (covering speaking, listening, reading and writing). Teachers ensure full coverage of the NC whilst building on pupils' understanding and skills as they move through the school.

**The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- Students from disadvantaged backgrounds do not always have same level of social/cultural competence, capital and experiences as non-disadvantaged peers. At EHPS we aim to improve the cultural capital of these pupils through: high quality selection of texts which form the basis for writing sequences; daily exposure to high quality texts through reading; ensuring all pupils have access to these texts in and out of school; celebrations such as World Book Day and author visits; aiming for every child to leave EHPS as a fluent and avid reader and writer to enable them to access further education successfully.
- The English curriculum encourages exposure to different cultures and ways of life through a variety of texts in both reading and writing.
- It encourages pupils to express their views through speaking, listening, discussion and eventually, writing.
- Special educational needs/disabilities are given extra support through differentiated resources to scaffold their learning and TA support when needed. E.g. Vocabulary support, pre-teaching, small group work.

- Little Wandle Keep Up program and Little Wandle Rapid Catch Up is utilised to support children requiring phonic intervention.

**We fully believe English can contribute to the personal development of students at Exwick Heights:**

- English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; and it is therefore central to pupil's personal development to learning to speak, read and write fluently and confidently.

**In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.**

**Our Spiral Curriculum**

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in English at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's English journey at Exwick Heights.

## Nursery

		Autumn	Spring	Summer		
Nursery		<b>Communication and language:</b> The aim is to support children's development of C&L and narrative skills – from raising awareness of the individual components of a simple story, to retelling a story and then generating their own ideas for stories.				
		Key texts are chosen from Foundation Stage 'recommended book lists', for children to become familiar with; they link with the Narrative work (see left) and provide the context for learning in <u>Understanding the World</u> and <u>Expressive Arts and Design</u>				
	<b>Key Texts</b>	Owl Babies; Goldilocks and The Three Bears ; So Much; It's My Birthday; The Enormous Turnip; Handa's Surprise; Room on a Broom; 10 in the bed; Farmer Duck; Nursery Rhymes/Each Peach Pear Plum	We're going on a Bear Hunt; Bear under the stairs; Naughty Bus; The Something; Oi Frog; Shark in the Park; Lost and Found; The Gruffalo; Whatever next?; Rosie's Walk	Peace at Last; Bears don't eat egg sandwiches; The Very Hungry Caterpillar	The Red Ripe Strawberry and the Big Hungry Bear; Dear Mother Goose; The Ravenous Beast; Three Little Pigs; On the Way Home Avocado baby; The Elephant and the Bad Baby	Jack and the Beanstalk; The little Red Hen; Harold and the Purple Crayon; Dogs love to draw; This is not my hat; Commotion in the Ocean; Night Pirates Zog
	<b>Black Sheep Narrative</b>	Narrative component: Who?	Narrative Component: Where?	Narrative component: When? Timelines	Narrative component: What happened? What happened Next?	
	<b>Vocabulary</b>	<b>New vocabulary:</b> for each text chosen, a common/basic word is 'grown' to support vocabulary development ( <i>re: know, grow, show</i> ). Children are introduced to synonyms for words they know and they are encouraged to use/show these in their speaking; later in their writing.				
	<b>Handwriting</b>	<b>Literacy</b> Literacy (L) is planned using the Development Matters guidance. It is taught directly each day. Letters and Sounds phase 1 guidance (2007) is used to support development of children's phonological awareness (see Phonics below)				
	<b>Phonics</b>	Settling in/on-entry assessments) Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion	Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds	Aspect 7: Oral blending and segmenting (throughout term) (Consolidation/on- exit assessments)		
	<b>Handwriting</b>	<b>Developing gross motor skills</b> 1 Whole-body responses to the language of movement 2 Large movements with equipment 3 Large movements with malleable materials 4 Body responses to music	<b>Developing fine motor skills</b> 5 Hand and finger play 6 Making and modelling 7 Messy play 8 Links to art 9 Using one-handed tools and equipment 10 Hand responses to music	<b>Developing patterns and basic letter movements</b> 11 Pattern-making 12 Investigating dots 13 Investigating straight lines and crosses 14 Investigating circles 15 Investigating curves, loops and waves 16 Investigating joined straight lines and angled patterns 17 Investigating eights and spirals Write own name using correctly formed letters		

## Reception

		Autumn	Spring	Summer	
<b>Reception</b>		<b>Communication and language:</b> the aim is to support children's development of C&L and narrative skills – from raising awareness of the individual components of a simple story, to retelling a story and then generating their own ideas for stories.			
		Key texts are chosen from Foundation Stage 'recommended book lists', for children to become familiar with; they link with the Narrative work (see left) and provide the context for learning in <u>Understanding the World</u> and <u>Expressive Arts and Design</u>			
	<b>Core Texts</b>	Owl Babies; Goldilocks and The Three Bears ; So Much; It's My Birthday; The Enormous Turnip; Handa's Surprise; Room on a Broom; 10 in the bed; Farmer Duck; Nursery Rhymes/Each Peach Pear Plum	We're going on a Bear Hunt; Bear under the stairs; Naughty Bus; The Something; Oi Frog; Shark in the Park; Lost and Found; The Gruffalo; Whatever next?; Rosie's Walk	Peace at Last; Bears don't eat egg sandwiches; The Very Hungry Caterpillar	The Red Ripe Strawberry and the Big Hungry Bear; Dear Mother Goose; The Ravenous Beast; Three Little Pigs; On the Way Home Avocado baby; The Elephant and the Bad Baby; Jack and the Beanstalk; The little Red Hen; Harold and the Purple Crayon; Dogs love to draw; This is not my hat; Commotion in the Ocean; Night Pirates Zog
	<b>Black Sheep Narrative</b>	Narrative component: Who?	Narrative component: Where?	Narrative component: When? Intro. to timelines	Narrative component: What happened? What happened next?
	<b>Vocabulary</b>	<b>New vocabulary:</b> for each text chosen, a common/basic word is 'grown' to support vocabulary development ( <i>re: know, grow, show</i> ). Children are introduced to synonyms for words they know and they are encouraged to use/show these in their speaking; later in their writing.			
		<b>Literacy (L)</b> is planned using the Development Matters guidance and the Little Wandle programme. It is taught directly each day.			
	<b>Phonics</b>	<b>See Little Wandle Planning</b>			
	<b>Handwriting</b>	Dots, Straight lines and crosses, Circles, Waves, Loops and bridges, Joined straight lines, Angled patterns, Eights, Spirals, Left to right orientation Mix of patterns, Review of patterns	Long-legged giraffe letters: l, l, u, t, j, y, One-armed robot letters: r, b, n, h, m, k, p	Curly caterpillar letters: c, a, d, o, s, g, q, e, f Zig-zag monster letters: z, v, w, x,	
	<b>Spelling</b>	NA			

**Year 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Texts</b>	<p><b><u>Phonics and Word Level Focus</u></b></p> <p><b><u>Letter Formation and Handwriting</u></b></p> <p><b><u>Fiction</u></b> Mixed up Fairytales</p>	<p><b><u>Fiction</u></b> Stuck!</p> <p><b><u>Non-Fiction</u></b> Trip Recount</p>	<p><b><u>Fiction:</u></b> The Woods</p> <p><b><u>Non-Fiction:</u></b> Ancient Egypt</p>	<p><b><u>Poetry:</u></b> Tell me a Dragon by Jackie Morris</p> <p><b><u>Non-fiction:</u></b> Look Inside Space</p>	<p><b><u>Fiction</u></b> No-Bot</p> <p><b><u>Non-Fiction:</u></b> Penguins</p>	<p><b><u>Poetry:</u></b> I love Bugs!</p> <p><b><u>Fiction:</u></b> Daisy Doodles</p>
<b>Links to the Wider Curriculum</b>		Seasonal changes	History – Ancient Egypt	Geography - Exeter	Animals including humans Significant Sports Stars	
<b>Independent Writing outcomes</b>	<p>Full Little Wandle roll out, all writing included in daily phonics sessions.</p> <p><b><u>Mixed up Fairy Tales</u></b> Chn independently write phonetically decodable words and sentences</p>	<p><b><u>Stuck</u></b> Aim: Word and Sentence Level Work</p> <p><b><u>Recount</u></b> Aim: Write a simple recount</p>	<p><b><u>The Woods</u></b> Aim: Simple Narrative</p> <p><b><u>Ancient Egypt</u></b> Aim: Write an information text about Ancient Egypt</p>	<p><b><u>Tell Me a Dragon</u></b> Aim: Write a poem in a similar style</p> <p><b><u>Look Inside Space</u></b> Aim: Write a lift the flap text about Exeter</p>	<p><b><u>No-Bot</u></b> Aim: Write extended piece of fiction</p> <p><b><u>Penguins</u></b> Aim: Write non-fiction text about a significant sports star</p>	<p><b><u>I Love Bugs</u></b> Aim: Write a piece of poetry in a similar style</p> <p><b><u>Daisy Doodles</u></b> Aim: Write a fantasy narrative.</p>
<b>Grammar and Punctuation</b>	<p><b><u>Terminology for Pupils</u></b></p> <p>letter, capital letter, lower case, upper case, word, noun, phrase, sentence, Singular, plural, end of sentence punctuation, full stop, question mark, exclamation mark, finger space. , question, exclamation , adjective, description</p>					
<b>Phonics</b>	Phase 3 and 4 program Chn who have not secured phase 2 in baseline assessment to have whole class teaching and keep up.	Phase 5 program Chn who have not secured Phase 2/3 in Autumn 1 assessment to have phase 2/3 program/keep up	Phase 5 program continued  Phase 5 keep up	Phase 5 program continued  Phase 5 keep up	Phase 5 program continued  PSC	Phase 5 keep up
<b>Handwriting</b>	Form letters in the correct directions, starting and finishing in the right place Regular letter formation practise.					
<b>Spelling</b>	Please refer to the Little Wandle Letters and Sounds Revised program for overview of spelling progression.					



## Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Texts</b>	<p><b>Fiction:</b> Duckie's Rainbow</p> <p><b>Non-Fiction:</b> The Wright Brothers</p>	<p><b>Visual Literacy:</b> Caterpillar Shoes</p> <p><b>Fiction:</b> How to Wash a Woolly Mammoth</p>	<p><b>Fiction:</b> Augustus and his Smile</p> <p><b>Poetry:</b> Rainbows</p>	<p><b>Fiction:</b> A Dog's Day</p> <p><b>Non-fiction:</b> What Do You do with a tail like this?</p>	<p><b>Non-fiction:</b> Trip recount</p> <p><b>SATS</b></p>	<p><b>Fiction:</b> Angela Sprocket's Pockets</p> <p><b>Visual Literacy:</b> Bubbles</p>
<b>Links to the Wider Curriculum</b>	Fly, Fly Away!	Continents of The World	Dinosaur Planet	Stories From Around The World	Land Ahoy! - Explorers	Land Ahoy! - Pirates
<b>Independent Writing outcomes</b>	<p><b>Duckie's Rainbow</b> Aim: Write a simple story</p> <p><b>The Wright Brothers</b> Aim: Write historical, factual writing.</p>	<p><b>Caterpillar Shoes</b> Aim: Write a simple story</p> <p><b>How to wash a Woolly Mammoth</b> Aim: Write a set of instructions.</p>	<p><b>Augustus and his Smile</b> Aim: Write a simple story using expanded noun phrases</p> <p><b>Rainbows</b> Aim: Write and perform poems</p>	<p><b>A Dog's Day</b> Aim: Write a fictional narrative</p> <p><b>What do you do with a tail like this?</b> Aim: Write non-fiction with a focus on subordinate clauses.</p>	<p><b>Recount:</b> Aim: to write a recount of a trip</p> <p><b>SATS</b></p>	<p><b>Angela Sprocket's Pockets</b> Aim: Write a fictional narrative</p> <p><b>Bubbles:</b> Aim: Write descriptively using a film as a stimulus.</p>
<b>Grammar and Punctuation</b>	<p><b>Terminology for Pupils</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>					
<b>Spelling</b>	Please refer to the Little Wandle Spelling Programme for overview of spelling progression Phonics intervention for children who did not pass screening					
<b>Handwriting</b>	Children to follow 8-week handwriting programme from January. See program for full details of progression.					
<b>Phonics</b>	Little Wandle Letters and Sounds Revised Phase 3/4/5 Keep Up program for children who did not pass screening.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Texts</b>	<p><b><u>Fiction:</u></b> Paperbag Prince</p> <p><b><u>Non- Fiction:</u></b> Dr K Fisher</p>	<p><b><u>Fiction:</u></b> Ratpunzel</p> <p><b><u>Poetry:</u></b> Christmas Poetry</p>	<p><b><u>Non-Fiction:</u></b> What is a dragon?</p> <p><b><u>Fiction:</u></b> Paddington</p>	<p><b><u>Non-Fiction:</u></b> Recount</p> <p><b><u>Fiction:</u></b> Quest - Greek Myths and legends</p>	<p><b><u>Fiction:</u></b> Quest - Greek Myths and legends</p> <p><b><u>Non-Fiction:</u></b> The Teacher Pleaser</p>	<p><b><u>Poetry:</u></b> Haikus, Tanka and Kennings</p> <p><b><u>Essay</u></b></p>
<b>Links to the Wider Curriculum</b>		Christmas		Ancient Greece	Ancient Greece	Weather, Water, Climate
<b>Independent Writing outcomes</b>	<p><b><u>Paperbag Prince</u></b> Aim: To describe a setting</p> <p><b><u>Dr K Fisher</u></b> Aim: Write a letter and response</p> <p><b><u>Non- Fiction</u></b> Aim: to recount an experience</p> <p><b><u>Christmas Poetry</u></b> Aim: Write a rhyming poem</p> <p><b><u>Ratpunzel</u></b> Aim: Write own version of a traditional tale.</p>		<p><b><u>Paddington</u></b> Aim: Write a magic story</p> <p><b><u>What is a dragon?</u></b> Aim: Non-chronological report</p>		<p><b><u>Greek Myths and Legends</u></b> Aim: Write related to Theseus and the Minotaur</p> <p><b><u>Poetry</u></b> Aim: Write various poetry about weather</p> <p><b><u>The Teacher Pleaser</u></b> Aim: Write an explanation text about an invention</p>	
<b>Grammar and Punctuation</b>	<p><b><u>Terminology for Pupils</u></b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>					
<b>Spelling</b>	Spelling Shed Programme Phonics intervention for children needing support.					
<b>Handwriting</b>	Children to follow 8-week handwriting programme.					
<b>Phonics</b>	Little Wandle Letters and Sounds Revised Phase 3/4/5 Keep Up program for children needing phonics support.					

**Year 4**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 4</b>	<b>Core Texts</b>	<p><b><u>Sentence Level</u></b> linked to Y4 reading texts</p> <p><b><u>Fiction:</u></b> Stone Age Boy</p>	<p><b><u>Non-fiction:</u></b> Great Women who changed the world biographies</p> <p><b><u>Fiction:</u></b> Book reports</p>	<p><b><u>Sentence Level Recap</u></b></p> <p><b><u>Fiction:</u></b> The Magic Paintbrush</p> <p><b><u>Non Fiction:</u></b> Recount Text</p>	<p><b><u>Non Fiction:</u></b> The Book of Bones</p> <p><b><u>Fiction</u></b> Tear Thief</p>	<p><b><u>Fiction:</u></b> Greek Myths</p> <p><b><u>Poetry:</u></b> River Poetry</p>	<p><b><u>Fiction:</u></b> The Wish Granter – Literacy Shed</p> <p><b><u>Non-Fiction:</u></b> Water, weather, climate</p>	
	<b>Links to the Wider Curriculum</b>	History - Prehistoric Britain		History - The Shang Dynasty		History - Ancient Greece	Geography	
	<b>Independent Writing outcomes</b>	<p><b><u>Sentence Level</u></b> Aim: to revise key skills</p> <p><b><u>Stone Age Boy</u></b> Aim: To write their own adventure stories</p>	<p><b><u>Scrooge</u></b> Aim: to write a recount</p> <p><b><u>Biographies</u></b> Aim: To write a biography about an inspirational person</p>	<p><b><u>The Magic Paintbrush</u></b> Aim: to write a magical story</p> <p><b><u>Recount</u></b> Aim: To write a recount of a school trip</p>	<p><b><u>The Tear Thief</u></b> Aim: to write a character description</p> <p><b><u>The Book of Bones</u></b> Aim: to inform about an animal in an informal tone.</p>	<p><b><u>Greek Myths</u></b> Aim: To write a Greek myth</p> <p><b><u>River Poetry</u></b> Aim: To write a non-chronological report on a made-up animal. Purpose: To inform</p>	<p><b><u>Fiction</u></b> Aim: Range of genres – independent writing.</p> <p><b><u>Non-fiction</u></b> Aim: Essay</p>	
	<b>Grammar and Punctuation</b>	<b><u>Terminology for Pupils (please also refer to year 3 terminology)</u></b> Determiner, pronoun, possessive pronoun, adverbial						
	<b>Spelling</b>	Spelling Shed Programme Phonics intervention for children needing support.						
	<b>Handwriting</b>	Children to follow 8 week handwriting programme. See program for full details of progression.						
	<b>Phonics</b>	Little Wandle Letters and Sounds Revised Phase 3/4/5 Keep Up program for children needing phonics support.						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Texts</b>	<p><u>Sentence Level – skills work</u></p> <p><u>Visual Literacy:</u> Titanium</p>	<p><u>Non-fiction:</u> The Grand Imperial Hotel</p> <p><u>Fiction:</u> 'Kensuke's Kingdom' by Michael Morpurgo</p>	<p><u>Poetry:</u> 'Cloud Busting' by Malorie Blackman</p>	<p><u>Visual Literacy:</u> Alchemist's letter-</p>	<p><u>Non-Fiction:</u> Ripley's Mighty Machines</p>	<p><u>Fiction:</u> 'Little Bad Man' by Hamza Arshad</p>
<b>Links to the Wider Curriculum</b>	N/A	PSHE – global links History- global links	PSHE – Bullying Geog. link biomes	PHSE- morals Science- materials	PHSE- current events	Drama- creating comedy Y6 – links to Industrial Revolution
<b>Independent Writing outcomes</b>	<p><u>Titanium:</u> Aim: create a suspense narrative Tone: negative Audience: Y6 children to visit Y5 Purpose: to entertain</p>	<p><u>The Grand Imperial Hotel:</u> Text: create a travel brochure for a hotel (either fictional or based on real life) Tone: positive Audience: holiday-makers Purpose: to persuade</p> <p><u>Kensuke's Kingdom:</u> Text: create a narrative focused on setting description Tone: negative/positive Audience: Y5 children Purpose: to entertain</p>	<p><u>Cloud Busting:</u> Text: create a narrative poetry anthology using a range of poetic features Tone: positive/negative Audience: Y4 children to visit Y5 classes Purpose: to entertain</p>	<p><u>Alchemist's Letter:</u> Text: create a letter from a child to a parent reflecting on the past Tone: informal Audience: Y5 children Purpose: to entertain/inform</p>	<p><u>Ripley's...:</u> Text: Create a non-chronological report around your own Mighty Machine Tone: informal Audience: Readers interested in unusual vehicles Purpose: to inform</p>	<p><u>Little Badman:</u> Text: create a comedic narrative based in a school, including speech to convey personality Tone: positive, informal Audience: Y5 children Purpose: to entertain</p>
<b>Grammar and Punctuation</b>	<p><b>Terminology for Pupils</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>					
<b>Spelling</b>	Please refer to the Spelling Shed Programme for overview of spelling progression. Phonics intervention for children needing support.					
<b>Handwriting</b>	Children to follow 8 week handwriting programme. See program for full details of progression.					
<b>Phonics</b>	Little Wandle Letters and Sounds Revised Phase 3/4/5 Keep Up program for children needing phonics support.					

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Texts</b>	<p><b><u>Grammar &amp; Sentence Structure:</u></b></p> <p><b><u>Non-Fiction:</u></b> HerStory: 50 women and girls who shook up the world</p>	<p><b><u>Fiction:</u></b> The Arrival</p> <p><b><u>Non-Fiction:</u></b> Letter Collection (Holes)</p>	<p><b><u>Residential</u></b></p> <p><b><u>Poetry:</u></b> I am Cat by Judith Kerr</p> <p><b><u>Fiction:</u></b> Private Peaceful</p>	<p><b><u>Non-Fiction:</u></b> Fantastic Beasts</p> <p><b><u>Fiction:</u></b> Visual Literacy</p>	<p><b><u>Visual Literacy</u></b> Room 101</p> <p><b><u>Fiction:</u></b> Diary</p>	<b><u>Production Program</u></b>
<b>Links to the Wider Curriculum</b>	Science - Living Things Classification		History - 20 <sup>th</sup> Century Conflict	History - Civil Rights		
<b>Independent Writing outcomes</b>	<p><b><u>Grammar and Sentence Structure</u></b></p> <p><b><u>HerStory:</u></b> Aim: To write a biography Tone: formal Audience: Yr6 children Purpose: To inform</p>	<p><b><u>The Arrival</u></b> Aim: To write short narrative with dialogue Tone: formal Audience: Year 6 children Purpose: To entertain</p> <p><b><u>Letter Collection</u></b> Aim: To write a formal letter Tone: positive/negative Audience: Inspirational figure of their choice. Purpose: To persuade</p>	<p><b><u>I am Cat</u></b> Aim: To write a poem Tone: positive/negative Audience: Yr6 children Purpose: To entertain</p> <p><b><u>Private Peaceful</u></b> Aim: To write collection of diary entries Tone: informal Audience: Yr6 children Purpose: To entertain</p>	<p><b><u>Fantastic Beasts</u></b> Aim: To write an information text Tone: formal Audience: Yr6 children Purpose: To inform</p> <p><b><u>Room 101</u></b> Aim: To write a speech Tone: negative Audience: Yr6 children Purpose: To persuade</p>	<p><b><u>Visual Literacy</u></b> Aim: To write description with suspense and atmosphere Tone: negative Audience: Yr6 children Purpose: To entertain</p> <p><b><u>Diary</u></b> Aim: To write a diary extract Tone: positive/negative Audience: Yr6 children Purpose: To entertain</p>	<p><b><u>Production Program</u></b> Aim: To collaboratively write an information text on the Year 6 production Audience: Exwick Heights Primary School and Exwick Heights parents Purpose: To inform</p>
<b>Grammar and Punctuation</b>	<b><u>Terminology for Pupils (please also refer to Year 5 terminology)</u></b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, relative clause, relative pronoun					
<b>Spelling</b>	Children to follow 8 week handwriting programme. See program for full details of progression.					
<b>Handwriting</b>	Little Wandle Letters and Sounds Revised Phase 3/4/5 Keep Up program for children needing phonics support.					