



Subject: **English**

SS Peter & Paul Curriculum Drivers

Cultural Heritage

Authors and books have been carefully selected, to reflect the multi-cultural community of SS Peter & Paul. From its early inception as a market town to the modern-day sprawling metropolitan that it has become, migration has played a significant role in shaping the city we affectionately call Brum, as well as Britain as a whole.

The SS Peter & Paul community reflects the diverse multi-cultural make-up of Birmingham, with many families tracing their cultural heritage to Ireland, the Caribbean, Poland and Eastern Europe and parts of Africa, amongst other places.

Our English curriculum celebrates multiculturalism via the texts selected for study and through investing in new reading material we have tried to ensure that the characters and themes that the children meet reflect both themselves and others.

Aspirations

We aim for all of our children to read with fluency and comprehension. We promote 'keep up' not 'catch up' and recognise that to learn to read means that we can read to learn. We aspire for all our children to learn to read regardless of academic ability.

Our chosen study texts also aim to introduce our children to 'aspirational people/themes' and to inspire our children to believe that they can achieve anything if they work hard. Learning to read is the key that unlocks education and achievement.

Faith

As a Catholic school which is unashamedly proud of its Christian faith, all work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship. Through reading the Word of God our knowledge and understanding blossoms. We encourage our children to actively participate in reading aloud both in prayer services and during acts of collective worship and this develops a confidence in our children to stand proudly and proclaim the word.

Intent Statement

Reading Intent

We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them. Our reading curriculum strives to develop a lifelong love of reading and we aim to equip our children with the vocabulary that they need to effectively express themselves. The curriculum is taught through a synthetic phonics approach and this is embedded across all reading opportunities both at home and at school. Our children are exposed to many forms of reading such as shared and guided reading, reading across the curriculum, independent reading, home reading and hearing quality texts read aloud daily. This exposure is needed to develop fluent, enthusiastic and critical readers. The link between reading for pleasure and the enjoyment of reading develops from reading regularly and we endeavour to not only hear the children in school but to motivate them to read at home too. We understand the significance of parents and carers and we support them to develop a home-school partnership which enables parents to fully engage confidently in reading with their child.

Reading and Phonics Implementation

When our children start in the Foundation Stage, all children are taught phonics using the Read Write Inc. programme. Children receive daily phonic sessions in Key Stage One and when ready, they read books matched to their phonic ability. This allows the children to apply their phonic knowledge of segmenting and blending building towards fluency as they re-read text suitable for their stage of development.

Once children have completed the phonics scheme, children will be moved onto books looking now to develop and improve their reading comprehension. Books are banded by colour and the children will read in class and then take home a book from the corresponding coloured book band home. Children will work through the colours according to their ability and at their own learning pace.

In addition to their colour banded book, children also take home a library book of choice each week. This is to promote a love of reading and encourage children to read books for in the class library and may sit outside of their reading stage. We encourage families to share these books together with children and support where necessary.

Children in Year 3, 4, 5 and 6 take part in regular guided reading sessions in which they will be taught reading skills and given the opportunity to practice these. Children will read regularly with an adult in school either independently or as part of a group and will be exposed to questions based on VIPERS.

- **Vocabulary**- discuss words and phrases.
- **Inference** - inferring character's thoughts, feelings and motives and finding evidence in the text of this.
- **Predict** - what might happen from details stated and implied.
- **Explain** - Identify or explain how information or narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
- **Retrieve** - get information from the text.
- **Summarise or sequence** - the main ideas from more than one paragraph.

Above all else, we want our children to enjoy reading and have the confidence to read independently, exploring a range of genres and authors. Across the curriculum, teachers carefully choose high quality texts linked to their topics, interests and to include a range of diversity.

A curriculum underpinned by rich vocabulary

Erdington is a proud working class community. However, the community, and therefore our pupils, face a number of challenges. When measured against the Index of Multiple Deprivation (IMD), Erdington is in the top 10% most deprived areas nationally. Data published by Birmingham City Council shows the average life expectancy of all persons living in Erdington is 5 years lower than those living one train station away in Chester Road, and 7 years lower than those living in Four Oaks.

High levels of deprivation bring a plethora of problems with it, including a poverty of language. Research tells us that early vocabulary and concept development are especially critical for children from low and moderate income homes, with vocabulary at age 5 a strong predictor of the qualifications achieved at school leaving age and beyond. In groups of socially disadvantaged children, poor readers at ten are four times less likely to be entered for GCSEs than good readers. Research suggests that children from disadvantaged households hear 30 million fewer words than their more affluent peers by the age of four.

Early speech, language and communication deficits are powerful forces in holding children back, affecting their achievement and wellbeing into adulthood. This is why we place a high emphasis on the discrete teaching of subject-specific vocabulary, with language mapped out and planned across the curriculum. Teachers know in advance of each lesson which words they must teach and define as well as expand the children's vocabulary by reading a whole class text.

High Quality Vocabulary

We know from research that the size of a child's vocabulary is the best predictor of success on future tests but more than this, we want children to develop a love of the English language both written and spoken. As well as explicitly teaching contextual vocabulary, across subjects we also expand our pupils' vocabulary range by reading a whole-class texts. This ensures, where possible, that topics are given a context as well as providing pupils with examples of key vocabulary being used in practice.

Reading	
Reception	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none">• Develop phonological awareness so they can: spot and suggest rhymes; count or clap syllables in words; recognise words with the same initial sound• Read individual letters by saying the sounds for them• Blend sounds into words so they can read short words made up of letter-sound correspondences• Read some letter groups that each represent one sound and say the sound for them• Say a sound for each letter of the alphabet and at least 10 digraphs• Read words consistent with their phonic knowledge by sound blending• Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words <p>Word - Common Exception Words</p> <ul style="list-style-type: none">• Read a few common exception words matched to the RWI phonics programme• Read some common irregular words <p>Word - Fluency</p> <ul style="list-style-type: none">• Understand the five key concepts about print: 1. Print has meaning, 2. Name parts of a book, 3. Print can have different purposes, 4. Page sequencing, 5. We read text from left to right and from top to bottom• Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment• Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words

Comprehension - Understanding and correcting inaccuracies

- Enjoy listening to longer stories and remember much of what happens
- Understand 'why' questions
- Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions
- Listen to and talk about stories to build familiarity and understanding
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Comprehension - Comparing, Contrasting and Commenting

- Compare and contrast characters from stories including figures from the past
- Retell the story once they have developed a deep familiarity with the text; some exact repetition and some in their own words
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction rhymes and poems
- Anticipate key events in stories

Comprehension - Words in context and Authorial choice

- Use a wider range of vocabulary
- Engage in extended conversations about stories, learning new vocabulary
- Learn new vocabulary
- Use new vocabulary throughout the day
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Comprehension - Inference and Prediction

- Understand 'why' questions
- Anticipate key events in stories

Text - Poetry and Performance

- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Take part in simple pretend play using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc...
- Remember and sing entire songs
- Sing the melodic shape (moving melody such as up or down and down and up) of familiar songs
- Create their own songs or improvise a song around one they know
- Engage in story times
- Learn rhymes poems and songs
- Sing in a group or on their own increasingly matching the pitch and following the melody
- Develop story lines in their pretend play
- Make use of props and materials when role playing characters in narratives and stories
- Invent, adapt and recount narratives and stories with their peers and their teacher
- Perform songs, rhymes, poems and stories with others and try to move in time to music

Text - Non-fiction

- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

<p>Year 1</p>	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • To blend sounds in unfamiliar words using the GPCs they have been taught • To respond speedily giving the correct sound to graphemes for all of the 40+ phonemes • To read words containing taught GPCs • To read words containing -s, -es, -ing, -ed and –est endings • To read words with contractions, e.g. I’m, I’ll and we’ll <p>Word - Common Exception Words</p> <ul style="list-style-type: none"> • To read Y1 common exception words, noting unusual correspondences between spelling and sound where these occur in words <p>Word - Fluency</p> <ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words • To re-read texts to build up fluency and confidence in word reading <p>Comprehension - Understanding and correcting inaccuracies</p> <ul style="list-style-type: none"> • To check that a text makes sense to them as they read and to self-correct <p>Comprehension - Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • To link what they have read or had read to them to their own experiences • To retell familiar stories in increasing detail • To join in with discussions about a text, taking turns and listening to what others say • To discuss the significance of titles and events <p>Comprehension - Words in context and Authorial choice</p> <ul style="list-style-type: none"> • To discuss word meaning and link new meanings to those already known <p>Comprehension - Inference and Prediction</p> <ul style="list-style-type: none"> • To begin to make simple inferences • To predict what might happen on the basis of what has been read so far <p>Text - Poetry and Performance</p> <ul style="list-style-type: none"> • To recite simple poems by heart <p>Text - Non-fiction</p>
<p>Year 2</p>	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • To accurately read most words or two or more syllables • To read most words containing common suffixes <p>Word - Common Exception Words</p> <ul style="list-style-type: none"> • To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound where these occur in the word <p>Word - Fluency</p> <ul style="list-style-type: none"> • To read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • To re-read these books to build up fluency and confidence in word reading • To read words accurately and fluently without overt sounding and blending <p>Comprehension - Understanding and correcting inaccuracies</p> <ul style="list-style-type: none"> • To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher

	<ul style="list-style-type: none"> • To check that the text makes sense to them as they read and to correct inaccurate reading <p>Comprehension - Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and can read for themselves explaining understanding and expressing their views • To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales • To discuss the sequence of events in books and how items of information are related • To recognise simple recurring literary language in stories and poetry • To ask and answer questions about a text • To make links between text they are reading and other texts they have read in dependently <p>Comprehension - Words in context and Authorial choice</p> <ul style="list-style-type: none"> • To discuss and clarify the meanings of words linking new meanings to known vocabulary • To discuss their favourite words and phrases <p>Comprehension - Inference and Prediction</p> <ul style="list-style-type: none"> • To make inferences on the basis of what is being said and done • To predict what might happen on the basis of what has been read so far in a text <p>Text - Poetry and Performance</p> <ul style="list-style-type: none"> • To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear <p>Text - Non-fiction</p> <ul style="list-style-type: none"> • To recognise that non-fiction books are often structured in different ways
<p>Year 3</p>	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately • To apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud • To apply their growing knowledge of root words and suffixes/word endings including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian to begin to read aloud <p>Word - Common Exception Words</p> <ul style="list-style-type: none"> • To begin to read Y3/Y4 exception words <p>Word - Fluency</p> <ul style="list-style-type: none"> • By KS2, comprehension skills take precedence over word reading and fluency. Any focus on word reading should support the development of vocabulary <p>Comprehension - Understanding and correcting inaccuracies</p> <p>Comprehension - Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • To use appropriate terminology when discussing texts (Plot, Character, Setting) <p>Comprehension - Words in context and Authorial choice</p> <ul style="list-style-type: none"> • To check that the text makes sense, discussing their understanding and explaining the meaning of words in context • To discuss the authors choice of words and phrases for effect <p>Comprehension - Inference and Prediction</p> <ul style="list-style-type: none"> • To ask and answer questions appropriately including some simple inference questions based on characters’ feelings, thoughts and motives • To justify predictions using evidence from the text <p>Text - Poetry and Performance</p> <ul style="list-style-type: none"> • To prepare and perform poems and play scripts that show awareness of the audience when reading aloud • To begin to use appropriate intonation and volume when reading aloud <p>Text - Non-fiction</p> <ul style="list-style-type: none"> • To retrieve and record information from non-fiction texts

<p>Year 4</p>	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode unfamiliar words with increasing speed and skill • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently <p>Word - Common Exception Words</p> <ul style="list-style-type: none"> • To read all Y3/Y4 common exception words, discussing the unusual correspondences between spelling and sound where these occur in the word <p>Word - Fluency</p> <ul style="list-style-type: none"> • By KS2, comprehension skills take precedence over word reading and fluency. Any focus on word reading should support the development of vocabulary <p>Comprehension - Understanding and correcting inaccuracies</p> <ul style="list-style-type: none"> • <p>Comprehension - Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers • To read for a range of purposes • To identify themes and conventions in a wide range of books • To refer to authorial style, overall themes (e.g. triumph good over evil) and features (e.g. greeting in letters, first person in a diary) • To identify how language, structure and presentation contribute to the meaning • To identify main ideas drawn from more than one paragraph and summarise these <p>Comprehension - Words in context and Authorial choice</p> <ul style="list-style-type: none"> • Discuss vocabulary used to capture the readers' interest and imagination <p>Comprehension - Inference and Prediction</p> <ul style="list-style-type: none"> • To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text • To justify predictions from details stated and implied <p>Text - Poetry and Performance</p> <ul style="list-style-type: none"> • To recognise and discuss some different forms of poetry (e.g. free verse or narrative) • To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume & action) to show awareness of audience when reading aloud <p>Text - Non-fiction</p> <ul style="list-style-type: none"> • To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information • To use dictionaries to check the meaning of words that they have read
<p>Year 5</p>	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • To apply their knowledge of root words, prefixes and suffixes/word endings including -sion, -tion, -cial, tial, -ant/ance/ancy, -ent/ence/ency, -able/ably and -ible/ibly to read aloud fluently <p>Word - Common Exception Words</p> <ul style="list-style-type: none"> • To read most Y5/Y6 common exception words, discussing the unusual correspondences between spelling and sound where these occur in the word <p>Word - Fluency</p> <ul style="list-style-type: none"> • By KS2, comprehension skills take precedence over word reading and fluency. Any focus on word reading should support the development of vocabulary <p>Comprehension - Understanding and correcting inaccuracies</p> <ul style="list-style-type: none"> • <p>Comprehension - Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • To read a wide range of genres, identifying characteristics of text types and differences between text types • To participate in discussions about books that are read to them and they can read for themselves, building on their own or others ideas, challenging views courteously • To identify main ideas drawn from more than one paragraph and summarise these

	<ul style="list-style-type: none"> • To recommend texts to peers based on personal choice <p>Comprehension - Words in context and Authorial choice</p> <ul style="list-style-type: none"> • To discuss vocabulary used by the author to create effect including figurative language • To evaluate the use of authors’ language and explain how it has created an impact on the reader <p>Comprehension - Inference and Prediction</p> <ul style="list-style-type: none"> • To draw inferences from characters’ feelings thoughts and motives • To make predictions based on details stated and implied, justifying them in detail with evidence from the text <p>Text - Poetry and Performance</p> <ul style="list-style-type: none"> • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action <p>Text - Non-fiction</p> <ul style="list-style-type: none"> • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts
Year 6	<p>Word - Phonics and Decoding</p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/6 exception words, prefixes, suffixes/word endings and decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <p>Word - Common Exception Words</p> <ul style="list-style-type: none"> • To read all Y5/Y6 common exception words, discussing the unusual correspondences between spelling and sound where these occur in the word <p>Word - Fluency</p> <ul style="list-style-type: none"> • By KS2, comprehension skills take precedence over word reading and fluency. Any focus on word reading should support the development of vocabulary <p>Comprehension - Understanding and correcting inaccuracies</p> <ul style="list-style-type: none"> • <p>Comprehension - Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> • To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • To recognise more complex themes in what they read (such as loss or heroism) • To explain and discuss their understanding of what they have read including formal presentations and debates maintaining a focus on the topic, using notes if necessary • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions • To draw out key information and summarise the main ideas in a text • To distinguish independently between statements of fact and opinion providing reasoned justifications for their views • To compare characters, settings and themes within a text and across more than one text <p>Comprehension - Words in context and Authorial choice</p> <ul style="list-style-type: none"> • To analyse and evaluate the use of language including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect <p>Comprehension - Inference and Prediction</p> <ul style="list-style-type: none"> • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) • To discuss how characters change and develop through texts by drawing inferences based on indirect clues <p>Text - Poetry and Performance</p> <ul style="list-style-type: none"> • To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect <p>Text - Non-fiction</p> <ul style="list-style-type: none"> • To retrieve, record and present information from non-fiction texts • To use non-fiction materials for purposeful information retrieval (in history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or a theatre programme or review)

Writing Intent

During English lessons, the children are introduced to a range of genres encompassing fiction, non-fiction and poetry texts. Our writing stimuli have been carefully selected for each year group to promote an engagement in learning and a love of reading. Using these books, children at SS Peter & Paul embark on a 'writing journey', in fact becoming authors themselves. We will teach children the skills of re-reading and editing their work, making independent choices on the most appropriate vocabulary and grammar to enhance effects and clarify meaning. Children will be given opportunities to plan, edit and improve their work in response to teacher, peer or self-assessment. Pupils will focus on developing effective transcription and composition skills and be able to write clearly and coherently for a range of purposes. They will develop and apply an increasingly wide knowledge of vocabulary, grammar and spelling and we intend for our pupils to leave school being able to use fluent, legible handwriting.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Writing Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience/reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers document the learning journey through identifying features of a genre, paying particular attention to the necessary grammar, punctuation and vocabulary that the children will need to include to produce a good piece of writing. Through shared writing, children will be exposed to good examples and modelling. Children will then be given the opportunity to plan their writing, self, peer or teacher assessment and final draft. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres and across the curriculum.

Spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'red words', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Reception - Autumn 1						
Text and Writing Opportunities						
Entry - Name writing in book	'The Colour Monster Goes to School'. Baseline - My Independent Writing	'Elmer'. I can talk about my favourite part. (Drawing and writing)	'Giraffes Can't Dance'. I can engage in extended conversations about stories, learning new vocabulary. (Drawing and writing)	'Handa's Surprise'. I can learn new vocabulary. I hear and say initial sounds.	'Handa's Surprise'. I can talk about my favourite part. (Drawing and writing)	'The Smartest Giant in Town'. To write a caption. Listen carefully to rhymes and songs, paying attention to how they sound.
Reception - Autumn 2						
Text and Writing Opportunities						
'Bonfire Night safety'. I can use my sounds to make a poster. Autumn Walk Writing. Using my senses. I can write a caption.	'The Train Ride'. I can write a simple sentence. I can see...	'The Naughty Bus'. My favourite part- using and applying sounds. Word/sentence writing.	'Oi! Get off my train!'. Imagine - where would you like to go on the train? Using sounds to write small words.	'Stick Man'. I can talk about my favourite part. I can hear, say and write initial sounds.	'Jolly Christmas Postman'. I can write a letter. I can write a list.	'The Nativity'. (RE writing)
Reception - Spring 1						
Text and Writing Opportunities						
'The Nativity'. (RE writing)	'Little Penguin' (Rising Stars book). I can write a simple caption/sentence.	'Chinese New Year'. My favourite part - I can write a simple caption/sentence.	'The Emperors Egg - Penguin facts'. I can write a fact. Write a caption. I wonder what's inside the egg...	'The Lion Inside' (Rising Stars book). I can describe a character.	'The Tiger Who Came to Tea'. Writing an invitation. To write a speech bubble.	Non-fiction 'Habitats'. Using sounds to write simple sentences.
Reception - Spring 2						
Text and Writing Opportunities						
'Come Outside!'. Weather/Seasons I can write a weather fact file. (Use sounds to describe the weather)	'Oliver's vegetables'. I can label fruit/veg. World Book Day - writing about favourite book characters.	'Jack and the Beanstalk'. Using sounds to write about a familiar story. I can order a story.	'Jasper's beanstalk'. I can write a sentence. 'The Tiny Seed'. I can label a plant.	'One plastic bag'. I can create a poster. 'Window'. What can you see? I can write a simple sentence.	Non-fiction 'Mini-beasts'. Learning facts about mini-beasts. Using sounds to write captions/sentences. 'Bean diary'.	
Reception - Summer 1						
Text and Writing Opportunities						
'What the ladybird heard'. Wanted posters. Speech bubbles.	'Superworm'. I can use a describing word (adjectives).	'The snail and the whale'. Letter writing (thanking the snail).	'The Very Hungry Caterpillar'. I can sequence a story (beginning, middle, end).	'Mad about mini-beasts'. (Poetry) I can write simple sentences.		
Reception - Summer 2						
Text and Writing Opportunities						
'Lighthouse Keeper's lunch'. Instructions for making a sandwich.	'The Tiddler'. I can identify settings. I can write simple independent sentences.	'Sharing a shell'. I can identify characters. (Rhyming words)	Non-fiction 'Under the sea'. I can write a fact about a sea creature.	'Seaside Poetry'. I can write a simple poem.	Non-fiction 'Postcards'. I can write a postcard.	'What the ladybird heard at the seaside'. (Linked with the maths) I can label a map.

Year 1 - Autumn 1			
Text	Duration	Extended Writing	Curriculum Links
'Zog' by Julia Donaldson	X 3 weeks	To orally compose sentences To write simple captions To write simple describing sentences independently	Starting school/new beginnings – transition.
Non-Fiction 'Nocturnal Animals'	X 2 weeks	To create a fact-file. To demarcate sentences- full stops and capital letters	Seasons - Autumn Science Wonderful World Creation RE
'Owl Babies' by Martin Waddell	X 2 weeks	To write descriptive sentences using expanded noun phrases- character description	Seasons - Autumn Science Wonderful World Creation RE
Poetry 'Autumn is here'	X 1 Poetry	To write a new version of a poem (grp work-mixed ability)	Seasons - Autumn Science Wonderful World Creation RE
Year 1 - Autumn 2			
Text	Duration	Extended Writing	Curriculum Links
Stories with a familiar setting	X 3 weeks	Re-tell – sequencing of story Character description - expanded noun phrases	Imaginary world-music
Fiction 'The Jolly Christmas Postman' by Janet & Allan Ahlberg	X 2 weeks	Write a letter to Santa Focus on features/layout	Walk to postbox in local area – Geography
Shape Poetry	X 2 weeks	To write a shape poem - adjectives swirling, whirling snowflakes	Seasons – Science
Year 1 - Spring 1			
Text	Duration	Extended Writing	Curriculum Links
'Rosa Parks' by Lisbeth Kaiser Non-Fiction Cultural Diversity	X 3 weeks	Diary writing Explanation of events in Rosa's life Inform about a person's life and achievements	Inspirational people - History Florence Nightingale Mary Seacole, Edith Cavell and Ada Lovelace
'The Queen's Hat' by Steve Antony	X 2 weeks	Informative writing produce a leaflet exploring the sights of London.	Inspirational people – History
Year 1 - Spring 2			
Text	Duration	Extended Writing	Curriculum Links
'Manfred the Baddie' by John Fardell	X 3 weeks	Instructional Writing Persuasive writing	Making and following instructions - D.T Coding – ICT. Materials – Science
'My name is not refugee' by Kate Milner	X 2 weeks	Non-Chronological Report To write an empathetic account about how it feels to be a refugee	
Year 1 - Summer 1			
Text	Duration	Extended Writing	Curriculum Links
'Oi Frog!' by Kes Gray	X 2 weeks	Write a formal letter complaining about what they have to sit on.	Animals including humans – science (revisit)
Non-Fiction Books- Lifecycle of a frog	X 2 weeks	Non-Chronological report about frogs	
Question and answer poetry e.g. Can I have a new hat? No, they are for cats. Can I have new socks? No they are just for a fox.	X 2 weeks	Encourage children to find rhyming words. Can I have a new shirt? No it is covered in dirt.	

Year 1 - Summer 2			
Text	Duration	Extended Writing	Curriculum Links
'Coming to England' by Floella Benjamin	X 3 weeks	To write a diary entry from the point of view of Floella Benjamin Non-chronological report about Trinidad	Geography – wonderful weather
'Wild Summer, Life in the Heat' by Sean Taylor	X 2 weeks	Persuasion - Why should we all look after God's World? (climate change and impacts) To write an explanation of the signs of Summer To write sentences to Entertain - Adventure. Where would you go if you found a pot of bubbles? What would you see, hear and experience?	Seasons (summer) – science
Literacy Shed – 'Bubbles' (Story of a little girl who finds Magic Bubbles on the beach)	X 1 week		Animated Stories – ICT

Year 2 - Autumn 1			
Text - Adventure Story	Duration	Extended Writing	Curriculum Links
'The way home for wolf' by Rachel Bright	X 6 weeks	Alternative ending Character description Setting description	
Year 2 - Autumn 2			
Text Non-fiction Informative	Duration	Extended Writing	Curriculum Links
'The ways of the wolf' by Smriti Prasad-Halls	X3 weeks	Non-chronological report about the lives of wolves	Science links
Poetry 'Christmas Day Traditions'	X2 week	To write a poem using rhyming couplets	RE- Christmas
'Letter to Santa'	X1 week	To write an informal letter	
Year 2 - Spring 1			
Text - Historical Fiction	Duration	Extended Writing	Curriculum Links
'The Baker's Boy and the Great Fire of London' by Tom and Tony Bradman	X2 weeks	Diary extract from the point of view of the baker's son.	History
The Great Fire of London https://www.literacyshed.com/puddinglane.html	X2 weeks	Chronological report- events of the fire.	
Performance poetry https://www.twinkl.co.uk/resource/performance-poetry-powerpoint-t-l-9792	X2 weeks	Explore performance poetry. Perform a poem based on The Great Fire of London	

Year 2 - Spring 2			
Text - Polish Myth/Legend	Duration	Extended Writing	Curriculum Links
'The Wawel Dragon' by Justyna Majewska	X3 weeks	Alternative ending Job description for a brave knight to tackle the dragon.	Poland-Geography
'There is no Dragon in this story' by Lou Carter	X3 weeks	Use 'roll on the wall' technique. Give children outline of a dragon. On the outside-how do the villagers see the dragon? On the inside what is he really like? Children write description using this technique. Children to write own version of the story using different fairy tale stories e.g. What if the dragon appears in The 3 little goats gruff? What could be broken? How could the dragon help? Include dialogue	
Year 2 - Summer 1			
Text - Non-fiction (historical)	Duration	Extended Writing	Curriculum Links
'The story of Ruby Bridges' by Robert Coles	X 2 weeks	To write a biography about the life of Ruby. To write a formal letter to parents of all pupils explaining why Ruby should be able to attend school. Explain how isolated Ruby must have felt.	History
Aspirational - resilience 'Izzy Gozmo' by Pip Jones	X 2 weeks	Character description of Izzy Explanation writing for a new invention (children can work in grp to come up with invention nut then write own explanation)	Aspirational- links to RE
'Rosie Revere Engineer' by Andrea Beaty	X 2 week	Newspaper report about Rosie and her wonderful inventions Write a letter to Rosie or Izzy explaining what an inspiration they are.	Aspirational – RSHE We can be anything we want to be if we put our minds to it.
Year 2 - Summer 2			
Text	Duration	Extended Writing	Curriculum Links
'Amazing Grace' by Mary Hoffman	X 3 weeks	To write a diary entry from Grace's perspective How did she feel when she was constantly told that she couldn't do it? To write a playscript for a scene from Peter Pan. To write the story from Grace's point of view.	RSHE
'Peter Pan' by J. M. Barrie	X 3 weeks	Setting description of Neverland To write a letter from Captain Cook to Peter Pan telling him to surrender Write the story of Peter Pan from the viewpoint of Tinkerbell and her jealousy of Wendy.	Geography - London

Year 3 - Autumn 1			
Text	Duration	Extended Writing	Curriculum Links
'The Iron Man' by Ted Hughes	X 6 weeks	Diary entry Internal Monologue Instructions Character description Setting Description	Forces and Magnets Science History
Year 3 - Autumn 2			
Text	Duration	Extended Writing	Curriculum Links
'The Coming of the Iron Man' Poem by Brenda Williams	X 4 weeks	Newspaper report Free Poetry- based on the Iron Man character	Science
Poetry - 'The Thought Fox' by Ted Hughes 'The Pike' by Ted Hughes	X 2 weeks	Poetry	
Numerous sources- Ted Hughes and his life.	X 1 week	To write a biography about Ted Hughes and his life	
Year 3 - Spring 1			
Text	Duration	Extended Writing	Curriculum Links
'Mary Poppins' by P. L. Travers	X 7 weeks	Diary Entry Non-Chronological report (Job description) Persuasive Letter Shape Poetry	Science
Year 3 - Spring 2			
Text	Duration	Extended Writing	Curriculum Links
'Granny Ting Ting' by Patrice Lawrence	X 6 weeks	Persuasive writing-holiday brochure Informal Letter Non Chronological report- animals who are native to Trinidad.	Science Geography
Year 3 - Summer 1			
Text	Duration	Extended Writing	Curriculum Links
'Zoo' by Anthony Browne	X 6 weeks	Balanced argument-for and against zoos. Formal letter of complaint Extended narrative-based on the orang-utan's dreams of a life of freedom.	Animals including humans RE- Noah's Ark Geography
Year 3 Summer 2			
Text	Duration	Extended Writing	Curriculum Links
'The Aboninables' by Eva Ibbotson	X 6 weeks	Newspaper report-from the day Agatha disappears. Plan and write a new chapter- What will happen to Lucy? Where will she end up? What will Agatha and the family do when she wakes up? Are they in danger? Character description of a Yeti.	

Year 4 - Autumn 1			
Text	Duration	Extended Writing	Curriculum Links
'The Chronicles of Narnia – The Lion, the Witch and the Wardrobe' by C.S. Lewis	X 6 weeks	Setting description Diary Entry Alternative Ending	
Year 4 - Autumn 2			
Text	Duration	Extended Writing	Curriculum Links
'Beowulf' by Michael Morpurgo	X 6 weeks	Newspaper report Character description Kenning Poetry	Vikings-History Geography- Eastern Europe
Year 4 - Spring 1			
Text	Duration	Extended Writing	Curriculum Links
'The Day I was erased' by Lisa Thompson	X 6 weeks	Report in the style of an interview Informal letter To write a missing chapter in the style of the author	RSHE links Art- Andy Warhol
Year 4 - Spring 2			
Text	Duration	Extended Writing	Curriculum Links
'The Firework Makers Daughter' by Philip Pullman	X 6 weeks	Alternative openings to the story Setting description of Fire-Fiend's Grotto To write the backstory of a character.	Science-electricity and light
Year 4 - Summer 1			
Text	Duration	Extended Writing	Curriculum Links
'Malala – My Story of Standing up for Girls' Rights' by Malala Yousafzai	X 6 weeks	Newspaper report Persuasion/Debate- Should girls be educated? Biography- focussing on life after her traumatic experience and her positive impact now.	History/Geography Birmingham RSHE-political
Year 4 Summer 2			
Text	Duration	Extended Writing	Curriculum Links
'How to train your Dragon' by Cressida Cowell	X 6 weeks	Fact file about dragons Formal persuasive letter First person narrative from Hiccup's point of view	Vikings

Year 5 - Autumn 1			
Text	Duration	Extended Writing	Curriculum Links
'Macbeth' by William Shakespeare	X 4 weeks	Playscript Setting Description	History- Tudors
Poetry 'Macbeth Witches'	X 3 weeks	Poetry writing based on famous Macbeth Witches To write a sonnet	

Year 5 - Autumn 2			
Text	Duration	Extended Writing	Curriculum Links
'The Boy at the Back of the Class' by Onjali Q. Raúf	X 6 weeks	Diary Extract Formal letter to M.P Newspaper Report	R.E- links to refugees and their predicament
Year 5 - Spring 1			
Text	Duration	Extended Writing	Curriculum Links
'Journey to Jo'burg' by Beverley Naido	X 6 weeks	Narrative Balanced Argument- Was Nelson Mandela a freedom fighter or terrorist? Discuss. Freedom Poetry	Caribbean – Geography links
Year 5 - Spring 2			
Text	Duration	Extended Writing	Curriculum Links
'Alex Rider Stormbreaker' by Anthony Horowitz	X 6 weeks	Building tension- opens Instructions Write a new adventure for the spy	Science-forces
Year 5 - Summer 1			
Text	Duration	Extended Writing	Curriculum Links
'Butterfly Summer' by Anne-Marie Conway	X 6 weeks	Diary Entry Elegy poetry Next chapter in the style of the author	Science- Living Things and their habitats
Year 5 Summer 2			
Text	Duration	Extended Writing	Cross Curricular Links
'The Wolves of Willoughby Chase' by Joan Aiken	X 6 weeks	Setting description Character description Live television Interview	

Year 6 - Autumn 1			
Text	Duration	Extended Writing	Curriculum Links
'Wonder' by R.J. Palacio	X 6 weeks	Balanced argument. Diary Entry. Non-Chronological report. Email. Biography.	Aspirational/RE We are all unique and equal in the eyes of God. British Values
Year 6 - Autumn 2			
Text	Duration	Extended Writing	Curriculum Links
'Holes' by Louis Sachar	X 6 weeks	Newspaper report. Informal letter. Diary entry.	Link to racial equality

Year 6 - Spring 1			
Text	Duration	Extended Writing	Curriculum Links
'The Giant's Necklace' by Michael Morpurgo	X 4 weeks	Setting description. Formal balanced argument. Alternative ending. Police report. Non-Chronological report to guide the reader.	
Year 6 - Spring 2			
Text	Duration	Extended Writing	Curriculum Links
'The War Poems' by Wilfred Owen	X 2 weeks	Poems written in the style of Wilfred Owen.	Video clips: https://www.youtube.com/watch?v=g0V1yRrjMmM https://www.youtube.com/watch?v=vH3-Gt7mgyM
'Skellig' by David Arnold	X 4 weeks	Internal monologue-explore Skellig's feelings. Argument for and against home school vs state education. Personal narrative.	World War One Workshop: https://www.planmyschooltrip.co.uk/880/World-War-1.php
Year 6 - Summer 1			
Text	Duration	Extended Writing	Curriculum Links
'The Boy in the Striped Pyjamas' by John Boyne	X 6 weeks	Character profile-amuse the reader. Dialogue/narrative conversation from a traumatic viewpoint. Diary. Informal letter. Play script.	
Year 6 - Summer 2			
Text	Duration	Extended Writing	Curriculum Links
'The Lost Magician' by Piers Torday	X 6 weeks	Advice sheet for a refugee/evacuee. Persuasive text to persuade others to read. Predict the ending–write a new chapter in the style of the author Write a story from the point of view of Nicholas Crowne's paying homage to their favourite book like Torday.	World War 2 History

Writing Impact

What will this look like?

By the time children leave our school they will:

- Make good progress from their KS1 results
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes