

**Possible Texts:**

Funnybones  
Titch  
Only One You!  
Elmer  
Giraffes Can't Dance  
Monkey Puzzle  
This is our House  
Pumpkin Soup

Talk Story:

**Communication & Language**  
**Welcome to U.K. and Austria**

Settling in activities Making friends Children talking about experiences that are familiar to them  
What are your passions / goals / dreams?  
This is me!  
Rhyming and alliteration Familiar Print  
Sharing facts about me!  
Mood Monsters Shared stories All about me!  
Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

**Literacy**

**Comprehension Skills:** Joining in with rhymes and showing an interest in stories with repeated refrains.  
Environment print. Having a favourite story/rhyme.  
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  
Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.  
Engage in extended conversations about stories, learning new vocabulary.

**Word Reading (Phonics):**

**Phonic Sounds: Phase 2 Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier  
Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge

**Writing:**

Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.  
Use initial sounds to label characters / images.  
Silly soup. Names Labels.  
Captions Lists Diagrams Messages – Create a Message centre (home corner)  
Take full length pictures of the children. Give each child their own photo.  
Can they use their knowledge of sounds to label different parts of their body?  
Place a jar in the classroom along with strips of paper. If the

**Possible Texts:**

The Gingerbread Man  
Jack and the Beanstalk  
Three Little Pigs  
Goldilocks and the Three Bears  
Little Red Hen  
Chicken Licken  
The Three Billy Goat Gruff  
The Enormous Turnip

Talk Story:  
Gingerbread Man

**Communication & Language**

**Tell me a Story** Retelling stories Story language Word hunts Listening and responding to stories Listening and responding to stories  
Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.  
Use new vocabulary through the day.  
Choose books that will develop their vocabulary

**Literacy**

**Comprehension Skills:** Retell stories related to events through acting/role play.  
Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.  
Non-Fiction Focus Retelling of stories.  
Sequence story – use vocabulary of beginning, middle and end.  
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books

**Word Reading (Phonics):**

**Phonic Sounds: Phase 2 Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  
Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

**Writing:**

Name writing, labelling using initial sounds, story scribing.  
Retelling stories in writing area, instructions for porridge.  
Help children identify the sound that is tricky to spell.  
Sequence stories using story maps and actions.  
Write a wanted poster for the Gingerbread Man.  
Letter to the Old lady – saying thank-you, the Gingerbread man tasted very yummy!  
Write own short story about pulling up a

**Possible Texts:**

How to Spot a Bird

Talk Story:

**Communication & Language**

**Tell me why** Settling in activities Using language well Ask's how and why questions...  
Discovering Passions Retell a story with story language  
Story invention – talk it!  
Ask questions to find out more and to check they understand what has been said to them.  
Describe events in some detail.  
Listen to and talk about stories to build familiarity and understanding.  
Learn rhymes, poems and songs.

**Literacy**

**Comprehension Skills:** Making up stories with themselves as the main character.  
Encourage children to record stories through picture drawing/mark making for LAs.  
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Phonics scheme. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read

**Word Reading (Phonics):**

**Phonic Sounds: Phase 3 Reading:** Rhyming strings, identifying characters and settings.  
Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.  
Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

**Writing:**

Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  
Guided writing based around developing short sentences in a meaningful context. Create a story board.  
Create a class book all about people who help us. The children choose which profession to write about. At the end of the day, the teacher or another child can read out a page from the class book.  
Thank you cards Ness the Nurse – Rhyming

**Possible Texts:**

That's not my car  
Room on the Broom  
The Bus is for Us  
Duck in a Truck  
Mr. Gumpy's Outing  
The Train Ride  
I went Walking  
We are going on a Bear Hunt

Talk Story:

**Communication & Language**

**Talk it through** Describe events in detail – time connectives Discovering Passions  
Understand how to listen carefully and why listening is important.  
Use picture cue cards to talk about an object: "What colour is it?  
Where would you find it?  
Sustained focus when listening to a story

**Literacy**

**Comprehension Skills:** Information leaflets about transport/journeys  
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Journey timelines Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
They develop their own narratives and explanations by connecting ideas or events

**Word Reading (Phonics):**

**Phonic Sounds: Phase 3 Reading:** Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  
Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.  
Children should not be required to use other strategies to work out words.

**Writing:**

Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.  
Character descriptions. Use a toy racing car to practise blending. Write a word onto a whiteboard and move the toy car slowly along the word as you say each phoneme.  
Then, move the car more quickly along the word to practise blending.  
Write graphemes onto toy cars. Use chalk to write the same sounds onto the base of a large

**Possible Texts:**

The Very Hungry Caterpillar  
Tiny Seed  
What the Ladybird Heard  
Argh Spider  
Jaspers Beanstalk  
Superworm  
The Very Greedy Bee

Talk Story:

**Communication & Language**

**What happened?** Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives

**Literacy**

**Comprehension Skills:** Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.  
Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters

**Word Reading (Phonics):**

**Phonic Sounds: Phase 3/4 Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  
Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

**Writing:**

Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters

**Possible Texts:**

Rainbow Fish  
Shark in the Park  
The Snail and the Whale  
Starry-eyed Stan  
Commotion in the Ocean

Talk Story:

**Communication & Language**

**Time to share** Show and tell  
Weekend news  
Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

**Literacy**

**Comprehension Skills:** Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  
Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  
Sort books into categories.

**Word Reading (Phonics):**


**Phonic Sounds: Phase 4 Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

End of term assessments Transition work with Year1 staff

**Writing:**

Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.  
Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions.  
Cut out triangles (roofs for beach huts) and write graphemes onto colourful lolly sticks. Challenge the

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| children have something important to share about themselves, they can write it on the paper and add it to the jar. | vegetable or other such food. Make into a class book. | words. Find the rhyming pair. Continue the rhyming string and write simple rhyming sentences. | activity tray. Children can read the sounds as they park the cars.<br>Write some tricky words onto pebbles and hide them in a tray of soil.<br>Provide small world diggers for children to use to uncover the pebbles and read the words. | correctly. Rhyming words. Support children with tricky words by writing tricky words on green paper (as grass). Provide small world snails and silver paint. Can the children trace over the tricky words using the snails to leave snail trail words? Children can build word worms using the resources provided. Add sound buttons to support children further. | children to build a word using the lolly stick graphemes and create a beach hut under the roof. Children can then wear sunglasses and sun hats as they write a simple sentence, such as 'I can see the sea.' They could write on paper cut into seaside-themed shapes, which can be added to a classroom display. Can the children write a postcard to tell a family member what they did? |
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| <p><b>The Reading Framework - Teaching the Foundations of Literacy (June 2021)</b></p> <ul style="list-style-type: none"> <li>Thinking out loud, modelling new language for children</li> <li><b>P</b>aying close attention to what the children say</li> <li>Rephrasing and extending what the children say</li> <li>Validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary</li> <li>Asking closed and open questions</li> <li>Answering the children's questions</li> <li>Explaining why things happen</li> <li>Deliberately connecting current and past events ('Do you remember when...?')</li> <li>Providing models of accurate grammar</li> <li>Extending children's vocabulary and explaining new words</li> <li>Helping children to articulate ideas in well-formed sentences.</li> </ul> <p>Connecting one idea or action to another</p> |  |  |  |  |  | <p><b>Language Comprehension</b></p>  |  |  |  |  |  |
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| <p><b>Year 1</b></p> | <p><b>Cycle A:</b><br/><b>Key Texts:</b><br/>Class read: Roald Dahl. Y1 - Fantastic Mr Fox (AR level: 4.5). Y1/2 - The Twits (AR level: 4.4). Y2 - Matilda (AR level: 5). Handa's Surprise by Eileen Brown (AR level: 2.4). The Secret Sky Garden by Linda Sarah (AR Level: 3.4). Tom and the Island of Dinosaurs by Ian Beck.</p> <p><b>Writing:</b><br/>Narrative descriptions - The Secret Sky Garden - writing to entertain - 3 weeks. Letters - Tom and the Island of the Dinosaurs- writing to inform - 2 weeks. Recount of Senses Day - writing to inform - 1 week. Instructions- how to make dips and dippers - writing to inform - 1 week</p> | <p><b>Key texts:</b><br/>Topsy and Tim Visit London – Jean and Gareth Adamson. Dick Whittington - Russell Punter. The Town Mouse and the Country Mouse – Susanna Davidson. Paddington at the Palace - Michael Bond. Katie in London - James Mayhew. We completely must Go to London (Charlie and Lola) – Lauren Child. A Walk in London - Salvatore Rubbin. This is London - Miroslav Sasek. Underneath the Underground - Anthea and Wendy Turner</p> <p><b>Writing:</b><br/>Narrative - lost in London - writing to entertain.</p> | <p><b>Key Text :</b><br/>Jack and the Beanstalk by Vera Southgate. Jack and the Baked Beanstalk by Colin Stimpson. Jim and the Beanstalk by Raymond Briggs. Lost in the Toy Museum by David Lucas.</p> <p><b>Writing:</b><br/>Memories inspired by what's in their box (super starter) – writing to inform – Week 1 Diaries from the perspective of the character of Jack from the story of 'Jack and the Beanstalk', 'Jack and the Baked Beanstalk' and 'Jim and the Beanstalk' – writing to inform – Week 2 &amp; 3 Descriptions of artefacts from the past (e.g. toys) – writing to entertain – Start of Week 4 Story writing about a toy that came to life based on the book 'Lost at the Toy Museum' - Writing to entertain - Week 4 &amp; 5 Rhymes and Mnemonics to help us remember important information – writing to inform – Week 6 &amp; 7 HOT TASK - Diaries of recent memories e.g. Birthday, Christmas - Writing to inform - End of Week 7</p> | <p><b>Key Text:</b><br/>Narrative: The Rainbow Bear by Michael Morpurgo The Penguin who wanted to Find Out by Jill Tomlinson (Guided Reading) Optional - Lost and Found by Oliver Jeffers Non-Fiction: The Emperors Egg by Martin Jenkins The Coldest Tundra a Baby Professor publication</p> <p><b>Writing:</b><br/>Non-Fiction - 2 weeks (Write a fact file about an animal that lives in Antarctica) Narrative - 2 weeks (writing informed through various drama conventions and Talk 4 Writing to create own version of the story) Strands: Responsibility to our planet Poetry- 2 weeks (re-create own verses inspired by The Rainbow Bear)</p> | <p><b>Key Text:</b><br/>Where the Wild Things Are by Maurice Sendak Non Chronological Text TBC Dinosaur Poop</p> <p><b>Writing:</b><br/>2 week Narrative (Talk for Writing)- Where the Wild Things Are by Maurice Sendak<br/>2 Week Non Chronological Report (Individual Fact File to create whole class Dinosaur Information text suitable for EYFS)- Text TBC</p> |  |
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| <p><b>Year 2</b></p> | <p><b>Cycle A:</b><br/><b>Key Texts:</b><br/>Class read: Roald Dahl. Y1 - Fantastic Mr Fox (AR level: 4.5). Y1/2 - The Twits (AR level: 4.4). Y2 - Matilda (AR level: 5). Handa's Surprise by Eileen Brown (AR level: 2.4). The Secret Sky Garden by Linda Sarah (AR Level: 3.4). Tom and the Island of Dinosaurs by Ian Beck.</p> <p><b>Writing:</b><br/>Narrative descriptions - The Secret Sky Garden - writing to entertain - 3 weeks. Letters - Tom and the Island of the Dinosaurs- writing to inform - 2 weeks. Recount of Senses Day - writing to inform - 1 week. Instructions- how to make dips and dippers - writing to inform - 1 week</p> | <p><b>Key texts:</b><br/>Topsy and Tim Visit London – Jean and Gareth Adamson. Dick Whittington - Russell Punter. The Town Mouse and the Country Mouse – Susanna Davidson. Paddington at the Palace - Michael Bond. Katie in London - James Mayhew. We completely must Go to London (Charlie and Lola) – Lauren Child. A Walk in London - Salvatore Rubbin. This is London - Miroslav Sasek. Underneath the Underground - Anthea and Wendy Turner</p> <p><b>Writing:</b><br/>Narrative - lost in London - writing to entertain.</p> | <p><b>Key Text :</b><br/>Jack and the Beanstalk by Vera Southgate. Jack and the Baked Beanstalk by Colin Stimpson. Jim and the Beanstalk by Raymond Briggs. Lost in the Toy Museum by David Lucas.</p> <p><b>Writing:</b><br/>Memories inspired by what's in their box (super starter) – writing to inform – Week 1 Diaries from the perspective of the character of Jack from the story of 'Jack and the Beanstalk', 'Jack and the Baked Beanstalk' and 'Jim and the Beanstalk' – writing to inform – Week 2 &amp; 3 Descriptions of artefacts from the past (e.g. toys) – writing to entertain – Start of Week 4 Story writing about a toy that came to life based on the book 'Lost at the Toy Museum' - Writing to entertain - Week 4 &amp; 5 Rhymes and Mnemonics to help us remember important information – writing to inform – Week 6 &amp; 7 HOT TASK - Diaries of recent memories e.g. Birthday, Christmas - Writing to inform - End of Week 7</p> | <p><b>Key Text:</b><br/>Narrative: The Rainbow Bear by Michael Morpurgo The Penguin who wanted to Find Out by Jill Tomlinson (Guided Reading) Optional - Lost and Found by Oliver Jeffers Non-Fiction: The Emperors Egg by Martin Jenkins The Coldest Tundra a Baby Professor publication</p> <p><b>Writing:</b><br/>Non-Fiction - 2 weeks (Write a fact file about an animal that lives in Antarctica) Narrative - 2 weeks (writing informed through various drama conventions and Talk 4 Writing to create own version of the story) Strands: Responsibility to our planet Poetry- 2 weeks (re-create own verses inspired by The Rainbow Bear)</p> | <p><b>Key Text:</b><br/>Where the Wild Things Are by Maurice Sendak Non Chronological Text TBC<br/>Dinosaur Poop</p> <p><b>Writing:</b><br/>2 week Narrative (Talk for Writing)- Where the Wild Things Are by Maurice Sendak<br/>2 Week Non Chronological Report (Individual Fact File to create whole class Dinosaur Information text suitable for EYFS)- Text TBC</p>   |  |
| <p><b>Year 3</b></p> | <p><b>Key Texts:</b><br/>Class read: Stig of the Dump by Clive King (AR level: 5.5). Stone Age Boy by Satoshi Kitamura (AR level 3.5). Articles on Skara Brae. Pebble in my pocket by Meredith Hooper</p> <p><b>Writing:</b><br/>Persuasive advert for a stone age home - Skara Brae - writing to inform (3 weeks). Fiction stories with familiar settings - Stone Age Boy - writing to entertain (4 weeks).</p>   | <p><b>Key Text:</b><br/>Class read: Stig of the Dump by Clive James (AR level: 5.5). Stick Man by Julia Donaldson. Selection of non-fiction texts on rivers. Poem: The River by Valerie Plume Poem: Chocolate Cake, Michael Rosen</p> <p><b>Writing:</b><br/>Play script adapting Stick Man - writing to entertain - 4 weeks. Poetry describing the movement of a river - writing to entertain - 2 weeks. Christmas shapes poems and calligrams - writing to entertain - 1 week.</p>  | <p><b>Key Text:</b><br/>Class read: The Akimbo Adventures by Alexander McAll Smith When the Mountains Roared, Jess Butterworth The Enormous Crocodile, Roald Dahl Range of non-fiction texts used, e.g. 100 facts, Big Cats</p> <p><b>Writing:</b><br/>Formal letter writing - 2 weeks - Thank you letters to Kevin from Hawking About. The Enormous Crocodile - Stories with familiar settings - 3 weeks - Rewrite ending of story Information texts - Creating our own predators - 2 weeks - Create informative fact file about a real predator, and then create a fact file about an imaginary predator created by chn.</p>   | <p><b>Key Text:</b><br/>Emil and the Detectives by Erich Kästner. The Family from One End Street by Eve Garnett. The London Mystery by Siobhan Dowd (AR 4.1 Red)</p> <p><b>Writing:</b><br/>Information Leaflets – write to inform - attract younger visitors to a city or town centre. Autobiographies - write to inform – perspective of an elderly person who has lived in their city or town for their whole lives. Urban poetry- write to entertain - inspired by 'Last Night, I Saw the City Breathing' by Andrew Fusek Peters. Signs and slogans</p>  | <p><b>Key Texts:</b><br/>The Firework-Maker's Daughter by Philip Pullman Escape From Pompeii by Christina Balit The Pebble in my Pocket by Meredith Hooper</p> <p>Journey to the Centre of the Earth by Sarah Courtauld</p> <p><b>Writing:</b><br/>Volcanic poetry - write to entertain - children to decide on their own form from a range of familiar options. The tragedy of Pompeii narrative - write to entertain - inspired by Pliny the Younger's account of eruption. Pompeii newspaper report - write to inform - incl. roving reporters at the scene of the disaster (speech &amp; language).</p> |  |

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| <b>Year 4</b> | <p><b>Key Text:</b><br/>Class read: The Firework maker's Daughter by Phillip Pullman (AR level: 5.3).<br/>The Great Kapok Tree by Lynne Cherry.<br/>Rainforests in 30 Seconds by Jen Green and Stephanie Murphy.<br/>Film stimulus: Ride of Passage.</p> <p><b>Writing:</b><br/>Mon/Tues: non- chronological report -writing to inform - 4 weeks.<br/>Mon/Tues: narrative - descriptive settings and writing a short story - 3 weeks.<br/>Wed/Thurs/Fri: letter to the President of Brazil - writing to inform - 4 weeks.<br/>Wed/Thurs/Fri: deforestation inspired persuasive writing - writing to persuade - 3 weeks.</p> | <p><b>Key Text:</b><br/>The Indian in the Cupboard - Lynne Reid Banks (AR level: 4.7).<br/>Native American Tales and Legends - Allan A Macfarlan.<br/>The Enchanted Moccasins and Other Native American Legends - Henry Rowe Schoolcraft.<br/>Hiawatha and the Peacemaker - Robbie Robertson.<br/>Favourite North American Indian Legends - Philip Smith.</p> <p><b>Writing:</b><br/>Mon/Tues: narrative - Indian in the Cupboard - writing to entertain.<br/>Wed/Thurs/Fri: persuasive leaflet - visit a US state - writing to persuade.</p> | <p><b>Key Text:</b><br/>Egyptian Cinderella by Shirley Climo<br/>Secrets of a Sun King by Emma Carroll (AR Level 5)</p> <p><b>Writing:</b><br/>Explanation Text - How to build a pyramid<br/>Newspaper - Howard Carter's discovery of Tutankamun's tomb<br/>Diary - A day in the life of Howard Carter</p> | <p><b>Key Text:</b><br/>Misty Mountain Sierra: The Mountain - poem by Emily Dickinson<br/>Misty Mountain, Winding River: King of the Cloud Forests – Michael Morpurgo. (AR 6.0)</p> <p><b>Writing:</b><br/>Misty Mountain, Winding River<br/>Diary - writing to entertain - boat trip down a river.<br/>Informative leaflet - write to inform - hill walking.</p> <p>Misty Mountain Sierra<br/>Poems: calligrams - writing to entertain - inspired by The Mountain by Emily Dickinson.<br/>Narrative poetry - writing to entertain - mountain expeditions.</p> | <p><b>Key Text:</b><br/>Kidnap in the Caribbean by Lauren St John<br/>The Secrets of Vesuvius by Caroline Lawrence<br/>Ratty's Big Adventure by Lara Hawthorne</p> <p><b>Writing:</b><br/>Non-chronological report on Earth's crust - write to inform.<br/>Diary - writing to entertain - boat trip down a river.<br/>Shape poetry on volcanoes - write to entertain.<br/>Newspaper report on earthquakes - write to inform.<br/>Diary entry about a natural disaster – write to inform.</p> |  |
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| Year 5 | <p><b>Key Text:</b><br/>Cosmic by Frank Cottrell-Boyce (AR level: 5.8).<br/>Hidden Figures by Margot Lee Shetterly and Winifred Conkling (AR level: 5.8).<br/>Selection of space poetry.</p> <p><b>Writing:</b><br/>Biography – writing to inform - linked to Black History Month through Hidden Figures and women in Space - 2 weeks<br/>Non- Chronological Report - Designing and describing their own planet.<br/>Poetry - writing to entertain - inspired by Cosmic Disco.</p> | <p><b>Key Text:</b><br/>Beowulf by Michael Morpurgo (AR level: 7).<br/>Selection of diary entries inspired by 15th century England.</p> <p><b>Writing:</b><br/>Narrative inspired by Beowulf - writing to entertain - 3 weeks .<br/>Diary Entry as a Peasant/Knight - writing to inform - 3 weeks.</p>  | <p><b>Key Text:</b><br/>Class Read: Who let the Gods Out (AR Level: 5.8)<br/>Aesop's Fables by Michael Morpurgo<br/>Variety of Greek Myths - The Orchard Book of Greek Myths? Better than those found online.</p> <p><b>Writing:</b><br/>Narrative - Greek Myths - 3 weeks<br/>Persuasive Campaign incl. advertisement and final speech- Athens vs Sparta or Greek God election - 4 weeks<br/>Narrative Poetry - Fables - 2 weeks</p>  | <p><b>Key Text:</b><br/>Treason – Berlie Doherty.</p> <p><b>Writing:</b><br/>Biographies – write to inform – life of Henry VIII, Anne Boleyn or Thomas Cromwell<br/>Newspaper report - write to inform - Henry VIII decision to break with the church in Rome and marry Anne Boleyn.<br/>Dialogue - write to entertain - write a conversation between Queen Elizabeth I and Mary Queen of Scots.</p> | <p><b>Key Text:</b><br/>Treasure Island by Robert Louis Stevenson<br/>Floodland – by Marcus Sedgwick<br/>Journey to the River Sea by Eva Ibbotson</p> <p><b>Writing:</b><br/>Narrative – Dilemma based on Floodland 3 -4 weeks<br/>Guided reading – Treasure Island. 5 weeks<br/>Ballads – Whale sounds – Oracy. 1 -2 weeks</p> |  |
|        | Year 6   | <p><b>Key Text:</b><br/>Class read: Letters from the Lighthouse by Emma Carroll (AR Level: 4.9).<br/>Diary of Hans the Good German.<br/>War Story.<br/>Letters from Evacuees.<br/>Selection of Blitz poems.</p> <p><b>Writing:</b><br/>Letters from the Lighthouse - reading focus and text exploration - 1 week.<br/>Diary entries from a soldier's perspective - writing to inform - 3 weeks.<br/>Letters from Evacuees - writing to inform - 1 week.<br/>Narratives including Blitz descriptions - writing to entertain - 2 weeks.</p> | <p><b>Key Text:</b><br/>Wolf Wilder by Katherine Rundell (AR level: 4.5)<br/>Range of non-fiction texts about Arctic animals.<br/>Discussion text: Should chocolate be allowed for breakfast?</p> <p><b>Writing:</b><br/>Non Chronological Reports about Arctic Wolves (or an Arctic animal of children's choice) - writing to inform - 2 weeks.<br/>Poetry: Haiku's inspired by the Northern Lights - writing to entertain - 1 week.<br/>Discussion about a topic of children's choice (example text: should chocolate be allowed for breakfast?) - 3 weeks inc. oral presentation.</p> | <p><b>Key Text:</b><br/>Class read: Wolf Wilder - Katherine Rundell<br/>The Land of Neverbelieve - Norman Messenger<br/>Shackleton's Journey - William Grill<br/>The Lost Book of Adventure</p> <p><b>Writing:</b><br/>Biography - inform<br/>Narrative/suspense adventure story. Focus: setting description - based on a biome</p>  | <p><b>Key Text:</b><br/>Class read: Journey to Jo'burg - Beverley Naidoo<br/>Freedom - Catherine Johnson</p> <p><b>Writing:</b><br/>African Folk Tales<br/>Description of Johannesburg<br/>Letter - write to persuade - abolition of slavery.</p>   | <p><b>Key Text:</b><br/>Class read: Wonder - R. J. Palacio<br/>'A Shakespeare Story' – Romeo and Juliet, Macbeth – Andrew Matthews and Tony Ross<br/>Friend or Foe – Michael Morpurgo<br/>Goodnight Mr Tom – Michelle Magorian</p> <p><b>Writing:</b><br/>Newspaper Reports and Blogs – Romeo and Juliet<br/>Balanced Argument - Macbeth</p> |