

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Penguins (Rec/Y1)	<b>Please see Early Years and Foundation Stage curriculum with particular reference to Communication and Language and ; Literacy areas of learning and development <u>here</u></b>					
Starfish (Y1/Y2)	<p><b>Phonics</b> See Extend Letters and Sounds Programme Progression</p> <p><b>Reading</b> Stories, non-fiction, rhymes and poems are selected for reading to pupils which broaden and deepen their vocabulary and which have sufficient aesthetic form to encourage broader and deeper interpretations that demand greater imaginative effort.</p> <p>The aim is that all pupils listen to and have opportunity to talk about five stories, non-fiction, rhymes or poems daily in small groups or as a whole class</p> <p>Adults model reading focusing on:</p> <ul style="list-style-type: none"> <li>fluency and prosody</li> <li>high quality conversation about books</li> </ul> <p>Pupils are taught the skills and attributes required to be an independent reader resulting in all pupils sustaining 20 minutes of focused interaction with a book on a daily basis. These interactions may include:</p> <ul style="list-style-type: none"> <li>telling the story of the pictures of an unfamiliar picture book</li> <li>retelling the story of a familiar picture book</li> <li>reading a reading scheme book that is carefully matched to the pupil's phonic attainment</li> </ul>		<p><b>Phonics</b> See Extend Letters and Sounds Programme Progression</p> <p><b>Reading</b> Curriculum provision continues as for term 2</p> <p><b>Writing</b> Curriculum provision continues as for term 2.</p>		<p><b>Phonics</b> See Extend Letters and Sounds Programme Progression</p> <p><b>Reading</b> Curriculum provision continues as for term 4.</p> <p>In addition, the teacher teaches the pupils the following comprehension strategies: sequencing; book talk; portrait galleries; character ladders; summarising</p> <p><b>Writing</b> Curriculum provision continues as for term 4.</p> <p>In addition, the teacher models writer-talk and boxing-up to the pupils.</p>	

<ul style="list-style-type: none"><li>• rereading a reading scheme book that is carefully matched to the pupil's phonics attainment</li></ul> <p>In small group sessions, pupils are taught to independently decode reading scheme books closely matched to their phonic attainment (instructional level). Children are encouraged to reread these books to parents and as a teacher directed task.</p> <p>Pupils read simple captions and sentences that are closely matched to their phonics attainment to support their learning and play.</p> <p><b>Writing</b></p> <p>Teacher models writing for real purposes and writing sentences that are carefully matched to pupils' phonics attainment</p> <p>Pupils take part in communal re-tellings of traditional tales, simple recounts, instructions or non-chronological reports and, collectively or by themselves, orally innovate to create new versions. These communal re-tellings are supported with story-maps which are increasingly co-created with the children.</p> <p>Pupils tell their own stories which are scribed by an adult and they act them out. Increasingly, they are encouraged to write the stories they tell for themselves.</p> <p>In small group sessions, children are taught to independently encode sentences that are closely matched to their phonics attainment. In addition, children are encouraged to encode such sentences as part</p>		
--	--	--

	of their play and, increasingly, as a teacher directed task					
	<b>Text:</b> ‘Glass Sandal, Golden Slipper’ Paul Fleischmann, illustrated by Julie Paschkis <b>Genre:</b> traditional tale <b>Written Outcome:</b> narrative (rags to riches) <b>Additional Writing Opportunities:</b> diary	<b>Text:</b> ‘Rosie Revere, Engineer’ Andrea Beaty, illustrated by David Roberts <b>Genre:</b> narrative picture book <b>Written Outcome:</b> instructions <b>Additional Writing Opportunities:</b> diary (recount)	<b>Text:</b> ‘Hummingbird’ by Nicola Davies, illustrated by Jane Ray <b>Genre:</b> narrative non-fiction <b>Written Outcome:</b> non-chronological report <b>Additional Writing Opportunities:</b> diary, letter, collaborative non-chronological report on hummingbirds	<b>Text:</b> ‘One World’ Michael Foreman ‘Clean Up’ Nathan Byron, illustrated by Dapo Adeola <b>Genre:</b> picture books (environmental theme) <b>Written Outcome:</b> narrative <b>Additional Writing Opportunities:</b> : letter writing poetry diary	<b>Text:</b> ‘How Māui Fished Up the North Island: Tales of Aotearoa’; Donovan Bixley ‘How Māui Slowed the Sun: Tales of Aotearoa’ Donovan Bixley <b>Genre:</b> myths <b>Written Outcome:</b> narrative (quest) <b>Additional Writing Opportunities:</b> letter writing, description of setting	<b>Text:</b> ‘Taking Flight’ by Adam Hanchen ‘The Story of Flight’ by Jakob Whitfield <b>Genre:</b> narrative biography/ non-fiction <b>Written Outcome:</b> recount <b>Additional Writing Opportunities:</b> personal recount, collaborative recount (biography)
	<b>Poetry Plus:</b> Dear Ugly Sisters- Laura Mucha Chips- Stanley Cook (LEARN)					
Dolphins (Y3/Y4)	<b>Text:</b> The dolphin who wants to be a mermaid and The Catch A Lot <b>Genre:</b> Poetry, Narrative <b>Written Outcome:</b> Narrative – adventure story <b>Additional Writing Opportunities:</b> none	<b>Text:</b> David Attenborough  <b>Genre:</b> Biography Instructions <b>Written Outcome:</b> Biography Instructions playground <b>Additional Writing Opportunities:</b> none	<b>Text:</b> Hindu traditional tale  <b>Genre:</b> Narrative overcoming the monster Traditional tale <b>Written Outcome:</b> Retelling of the story <b>Additional Writing Opportunities:</b> diary entry	<b>Text:</b> ‘A River’ Marc Martin; ‘The Rhythm of the Rain’ Grahame Baker-Smith <b>Genre:</b> picture books (narrative/ explanation) <b>Written Outcome:</b> explanation of water cycle/ journey of a river <b>Additional Writing Opportunities:</b> letter writing, diary entry	<b>Text:</b> ‘Give Yourself a Hug (and other poems)’ Grace Nichols <b>Genre:</b> free verse <b>Written Outcome:</b> performance poetry/poetry <b>Additional Writing Opportunities:</b> none	<b>Text:</b> ‘The Barefoot Book of Earth Tales’, Dawn Casey, illustrated by Anne Wilson <b>Genre:</b> traditional tales <b>Written Outcome:</b> instructions; narrative <b>Additional Writing Opportunities:</b> instructions, viewpoints

			<b>Poetry Plus:</b> The Sound Collector- Roger McGough (onomatopoeia) Once Upon a Raindrop- James Carter (NARRATIVE) Various- Edward Lear (LIMERICK) Various- Graham Denton (LIMERICK-LEARN)- Isn't My Name Magical? James Berry TONGUE TWISTERS (LEARN) Cats Sleep Anywhere- Eleanor Farjeon		<b>Poetry Plus:</b> Giant- Jack Ousbey (ACROSTIC) Today in strong colours- Sue Cowling (LEARN) Let's Write a Rap- Tony Mitton (RAP) — A Small Dragon- Brian Patten The Lighthouse Gerald Benson (SHAPE)	

Sealions (Y4/Y5)	<b>Text:</b> 'Armstrong' Torben Kuhlmann <b>Genre:</b> longer narrative picture book <b>Written Outcome:</b> journalistic writing <b>Additional Writing Opportunities:</b> summary; presentation; diary (recount); explanation; letter; oral debate,  Persuasive letter writing	<b>Text:</b> 'Beowulf' Kevin Crossley Holland (retelling) illustrated by Charles Keeping <b>Genre:</b> Legend <b>Written Outcome:</b> narrative (overcoming the monster) <b>Additional Writing Opportunities:</b> Kennings, diary (recount), description	<b>Text:</b> 'Everest' Alexandra Stewart, illustrated by Joe Todd Stanton <b>Genre:</b> non-fiction (biography) <b>Written Outcome:</b> persuasion (have as little impact as possible on the environment) <b>Additional Writing Opportunities:</b> oral presentation, diary (recount)	<b>Text:</b> 'The Lady of Shallot' Alfred, Lord Tennyson, illustrated by Geneviève Côté Arthurian legends <b>Genre:</b> narrative poetry (rebirth) <b>Written Outcome:</b> performance poetry, narrative (alternative outcome) <b>Additional Writing Opportunities:</b> character description, back story, setting description	<b>Text:</b> 'A Child's Introduction to Norse Mythology' Heather Alexander, illustrated by Meredith Hamilton 'Norse Myths: Tales of Odin, Thor and Loki' by Kevin Crossley-Holland, illustrated by Jeffrey Alan Love <b>Genre:</b> myths <b>Written Outcome:</b> narrative (voyage and return) <b>Additional Writing Opportunities:</b> presentation, diary entry (recount),
------------------	--	---	--	--	--

					improved section of narrative, setting description	
	<b>Poetry Plus:</b>  Brother Eagle, Sister Sky The Paint Box- E V Rieu		<b>Poetry Plus:</b>  Various- Steve Turner, June Crebbin, Roger Stevens (KENNINGS)			
Sharks(Y6)	<b>Text:</b> A range of Non-Fiction The Shark Caller James Reeves –The Sea  <b>Genre:</b> Poetry, Narrative non-fiction Non-chronological report  <b>Written Outcome:</b> Poems, Non-chronological report, Descriptive writing  <b>Additional Writing Opportunities:</b> None	<b>Text:</b> Storm Breaker, I am Mala, Talking Turkeys  <b>Genre:</b> Narrative, Non-fiction. Poetry  <b>Written Outcome:</b> Narrative Biography  <b>Additional Writing Opportunities:</b> None	<b>Text:</b> Storm Breaker, The Piano  <b>Genre:</b> Poetry, Fiction  <b>Written Outcome:</b> Balance Argument, Narrative – flashback  <b>Additional Writing Opportunities:</b>	<b>Text:</b> Beowulf, Wolf Brother, Wolves  <b>Genre:</b> Writing in role, Narrative – Quest, Non fiction  <b>Written Outcome:</b> Persuasive letter Quest Narrative, Non Chronological report  <b>Additional Writing Opportunities:</b> None	<b>Text:</b> Holes, Myself by Edgar Guest  <b>Genre:</b> Fiction, Narrative, Journalistic writing  <b>Written Outcome:</b> Newspaper report Narrative - Play script  <b>Additional Writing Opportunities:</b> Poetry - Edgar Guest	<b>Text: Wonder</b>  <b>Genre:</b> Writing in role, fiction  <b>Written Outcome:</b> Diary Entry, Instructions  <b>Additional Writing Opportunities:</b> Poetry