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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | Meaning to marks to CVC to simple sentencesFiction: •topic related sentences linking to a familiar story Non fiction:•captions, labels •simple facts•poetry:•rhyming CVC words | Meaning to marks to CVC to simple sentencesFiction: •topic related sentences linking to a familiar story Non fiction:•captions, labels •simple facts•poetry:•rhyming CVC words | Meaning to marks to CVC to simple sentencesFiction:•traditional tales Non fiction:•role play: menus, prescriptions, invitations, notes •listsPoetry:•rhyming CVC words•Julia Donaldson focus | Meaning to marks to CVC to simple sentencesFiction:•traditional tales Non fiction:•role play: menus, prescriptions, invitations, notes •lists•recountsPoetry:•rhyming CVC words | Meaning to marks to CVC to simple sentencesFiction: •fantasy sentence, e.g. If I had a flying carpet, I would go …• simple storiesNon Fiction:•letters in meaningful context, shared writing Poetry•changing words to alternative endings•poems from around the world | Meaning to marks to CVC to simple sentencesFiction: •fantasy sentence, e.g. If I had a flying carpet, I would go …• simple storiesNon Fiction:•letters in meaningful context, shared writing Poetry•changing words to alternative endings•poems from around the world |
| Year 1 | Fiction- stories with familiar settingsStories with predictable phrasing and repeating patterns | Film study - The Girl with the Yellow Bag. settingdescriptionshort narrativeLabels, lists and signsPoems -rhyming couplets | Traditional talesLetters and description  | InstructionsSuper Hero Comic StripPoems about the senses -vocabulary building | Fantasy storiesInformation texts  | Take one poet -poetry appreciation Film study - Owl Babies. narrative |
| Year 2 | Traditional tales, fables with morals Information texts | Letters and postcardsInstructions Take one poet -poetry appreciation  | FictionRecounts - first person | Information writingFilm study  | Stories by the same authorReport – assemble information | Film study Poems |
| Year 3 | Narrative -Stories from other cultures | Poems from around the world | Recount- DiariesFilm Study-The Littlest Shoemaker(Persuasive adverts) | Performance PoetryInformation- Non chronological reportsBook Study-The Miraculous Journey of Edward Tulane (narrative/letter writing) | Recounts-Newspaper reports film unit (Spy Fox)Instructions and explanationPersuasion-Film unitFor the Birds | Film study- The Black Hat (Narrative,character description, figurative language)Book study-The Iron Man-Ted Hughes(Description, action sequences, diary, instructions) |
| Year 4 | FablesInstructions and explanation | BiographyPoetry -syllabic formFilm study | Myths and legendsRecounts  | Performance Poetry Persuasive writing | Stories with Humour Chronological ReportsList Poems and Kennings | Stories from other CulturesFilm StudyOdes and Insults Poems |
| Year 5 | Classic FictionRecountsFilm Study  | Instruction and ExplanationTravel WritingClassic poetry | Faraway Fiction Argument and Debate | Reports and Journalistic writingPoetic Style | AutobiographyNon Chronological ReportsPlays | TV JournalismLetters and Correspondence |
| Year 6 | Significant Author study (Philip Pullman)Recounts -write in role | Historical Fiction (WW1)Instruction and ExplanationChoral and Performance Poetry  | Flashbacks Film narrative (Francis) Narrative Poetry | Reports and Information Discussion and persuasion  | Revision unitsNon Chronological Reports | Film Study (Titanium) Poet study -Emily DickinsonorClassic Fiction (link to end of year show) |

**Guided reading – in addition to regular individual reading (three times weekly, more often according to need) in Key Stage 1 and lower key stage 2,** all pupils in Key Stage 1 and 2 take part in weekly guided reading session where they use a range of activities to develop their reading comprehension skills. Children all have the opportunity to change their reading books daily in school, in addition to a weekly library session where they may also borrow books to take home. We use the Vipers approach to ensure all key skills are covered.



**Grammar and spelling**– all pupils in Key Stage 1 and 2 study the expectations of the grammar and spelling curriculum both within English lessons and in a discrete weekly 20 minute lesson.

**Handwriting** – is practised daily with a discrete weekly lesson of 20 minutes. We use a cursive handwriting style from Foundation Stage to year 6. Children first learn to form letters starting on the line and ending with a flick, when they are ready they learn to join.

Have scanned example can’t attach???