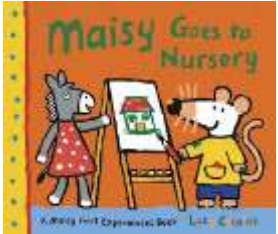
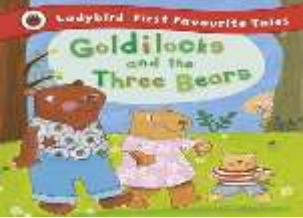
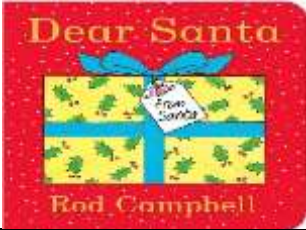
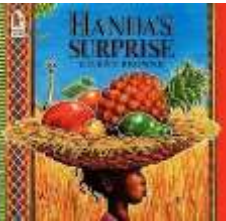
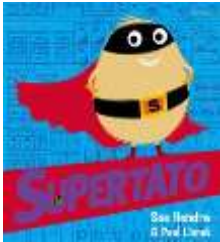
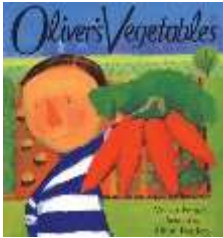


English Curriculum Overview

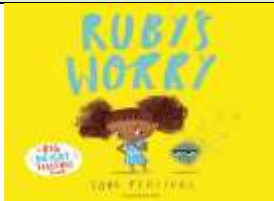
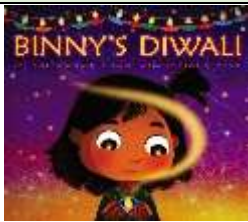
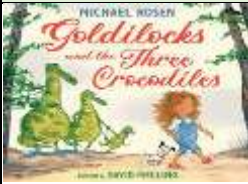
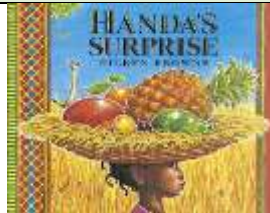
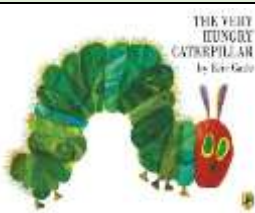
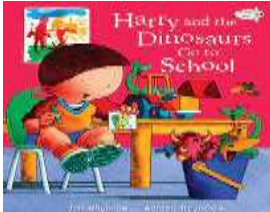
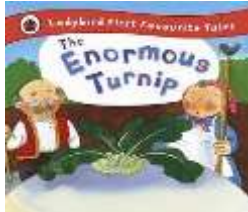
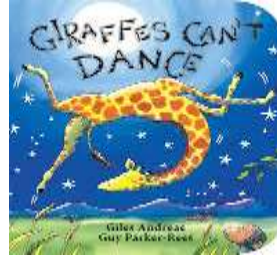
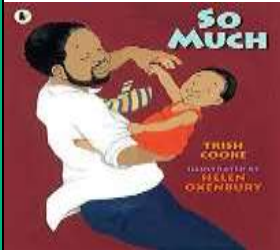
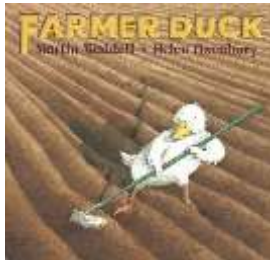
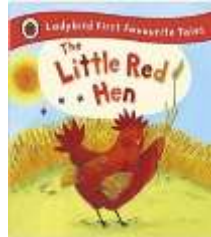
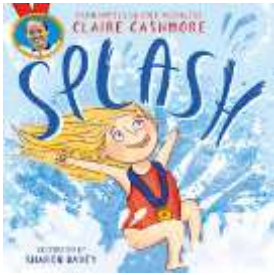


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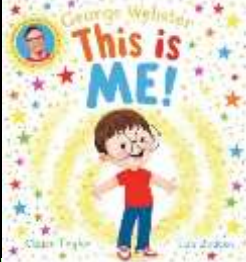
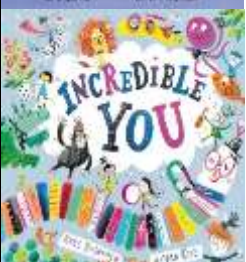
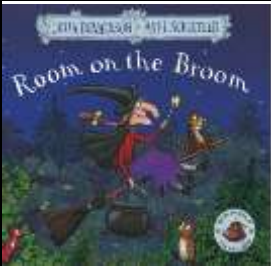
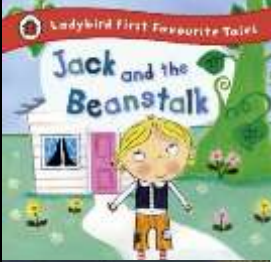
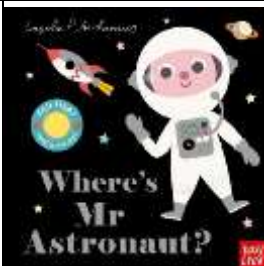
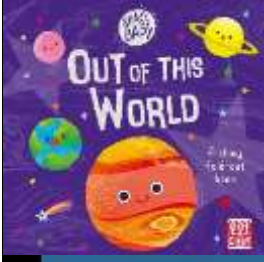
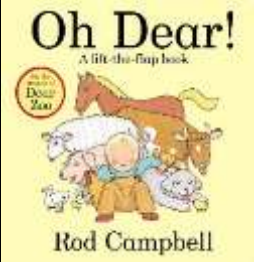
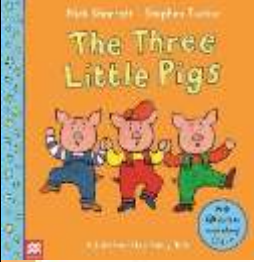
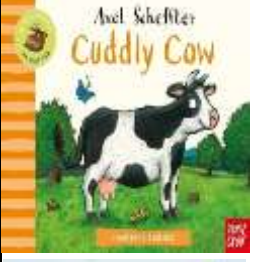
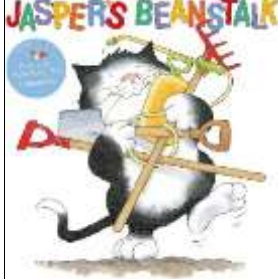
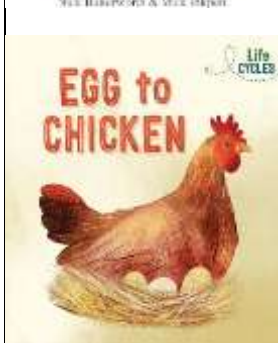


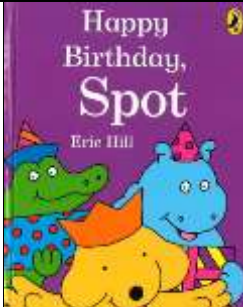
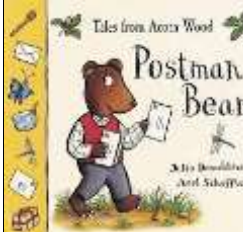
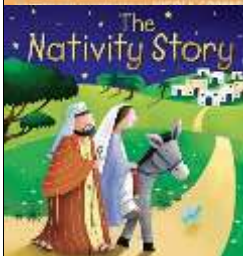
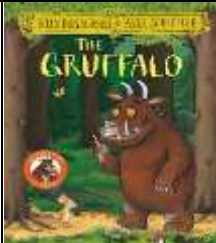
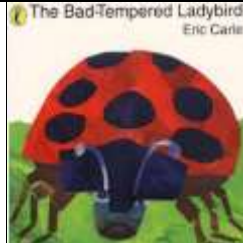
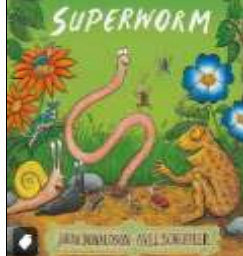
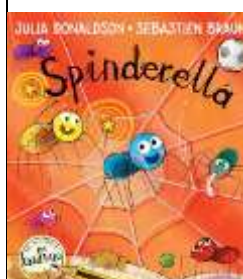
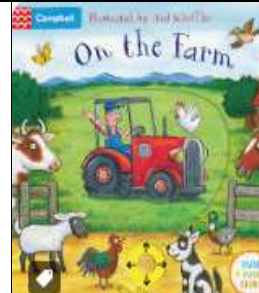
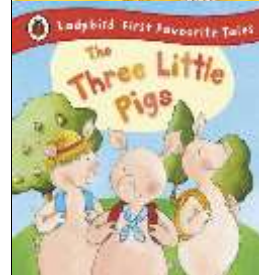
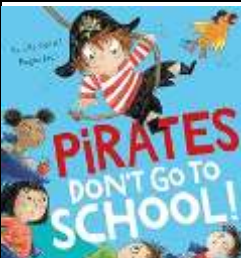
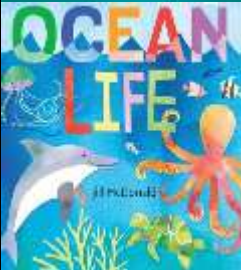
Nursery	Autumn 1 All about me	Autumn 2 Celebrations	Spring 1 Where do you live?	Spring 2 Food and fun	Summer 1 In the garden	Summer 2 Sun, sand and sea
Communication and Language/Literacy Texts	Maisy Goes to Nursery by Lucy Cousins -To inform.  From Head to Toe by Eric Carle-To inform. 	Diwali-Twinkle Twinkle Little Star To inform  Goldilocks and the Three Bears (Traditional Tales) To inform.  Postman Bear by Julia Donaldson To inform.  Dear Santa by Rod Campbell To inform (mark making a letter to Santa) 	The Three Little Pigs by Nicola Baxter (Traditional Tale) To inform  (Labels and lists)  We are going on a Bear hunt by Michael Rosen To entertain (narrative)  Jack and the Beanstalk (Traditional Tale) To inform (Labels and lists)	Handa's Surprise by Eileen Brown To inform (list)   Supertato by Sue Hendra  Oliver's vegetables - by Vivian French (To inform -list)	The Hungry caterpillar by Eric Carle To inform – (labelling)   Superworm by Julia Donaldson To inform – (labelling)  The Little Red Hen by Ronne Randall (Traditional Tale) To entertain (narrative)	Hooray for fish by Lucy Cousins To entertain (Narrative)   Tip Tap Went the Crab by Tim Hopgood To inform (lists)  The Fish Who Could Wish by John Bush To inform (lists)
Protected Characteristics	Age, Race, Disability	Religion, Age, Gender roles	Disability, Age, Gender roles	Disability, Race, Gender roles	Age, Gender roles, Race	Disability, Race, Gender roles
Non-fiction	First Encyclopaedia of the human body To inform (Following instructions)	A year full of celebrations and festivals To inform (Following instructions)	Infant School Atlas Space To inform (Labels)	Where food comes from To inform (Captions)	Garden Projects To inform and express (Captions)	Our World To inform/express (Non-chronological report)
Poems	Focus poem: This is me Say a poem (Ruth Miskin) To entertain (rhyming words)	Focus poem: Fireworks Say a poem (Ruth Miskin) To entertain (Rhyming words)	Say a poem (Ruth Miskin) To entertain (Rhyming words)	Say a poem (Ruth Miskin) To entertain (Rhyming words)	Say a poem (Ruth Miskin) To entertain (Rhyming words)	Say a poem (Ruth Miskin) To entertain (Rhyming words)

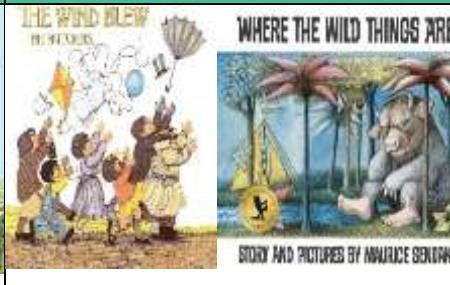
Nursery Rhymes	*This is the way we wash our hands *Head, shoulders, knees and toes *Miss Polly Had a Dolly *Old McDonalds Had a Farm *Humpty Dumpty	*Twinkle Twinkle **This is the way we wash our hands *Head, shoulders, knees and toes *Miss Polly Had a Dolly *Old McDonalds Had a Farm *Humpty Dumpty *Incy Wincy	*1,2,3,4,5 once I caught a fish alive *Five currant buns *If you're happy and you know it *Baa baa black sheep	*Rain Rain go away * Five little speckled frogs *One two buckle my shoe * Old McDonald had a farm *I am a little teapot	*Pat a cake *Miss Polly had a dolly *Jack and Jill *Five little monkeys *Three little kittens *Are you sleeping, brother John?	*Row Row Row your boat *Little bo beep *It's raining it's pouring *Hokey cokey
Author of the half term	Lucy Cousins 	Julia Donaldson 	David McKee 	Jill Murphy 	Eric Carle 	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language /Literacy Texts	Family You and me!	Resilience Celebrations	Displacement Fantastic Journeys	Courage Amazing Animals	Nature Growth and change	Nature Under the Sea
	Mark-making labelling	Labelling	Sentences	Sentences	Outcomes	Outcomes
	 Ruby's Worries by Tom Percival To inform	 Binny's Diwali by Thrity Umrigar To inform and express (Label)	 Goldilocks and the Three Crocodiles by Michael Rosen To entertain (captions)	 Handa's Surprise by Eileen Brown To inform and express (Instructional writing)	 The Hungry caterpillar by Eric Carle To entertain - retell the story (sequence focus)	 The tale of the toothbrush by Daniel Rieley To inform (information poster)
	 Harry and the Dinosaurs Go to School by Ian Whybrow To inform (labels)	 The Enormous Turnip by Irene Yates To entertain (instructions)	 Whatever next by Jill Murphy To entertain (instructions)	 Giraffes Can't Dance by Giles Andreae To inform and express	 A Seed in Need by Sam Godwin To inform (Instructional writing)	 What the Ladybird heard at the seaside by Julia Donaldson To retell a story/ to entertain (focus on describing characters/adjectives)
	 So Much by Trish Cooke To inform (labels)	 Stickman by Julia Donaldson To influence (Persuasive writing - Letter to Santa)	 The Way Back Home by Oliver Jeffers To entertain (captions)	 Farmer duck by Martin Waddell To inform (Instructional writing)	 The Little Red Hen by Ronne Randall To entertain (recount)	 Splash by Claire Cashmore To inform (information)
	 The Gingerbread man by Alan MacDonald To inform and express (lists)	 The Nativity Story Sarah Bayne to inform				
Black History- Benjamin Zephaniah (Who's Who)						
Protected characteristics:	Age, Disability, Race	Religion, Race, Disability	Age, Race, Gender	Race, Gender,	Age, Race, Gender	Disability, Age
Poems	Say a poem (Ruth Miskin) To entertain (rhyming words)	Say a poem (Ruth Miskin) To entertain (rhyming words)	Say a poem (Ruth Miskin) To entertain (rhyming words)	Say a poem (Ruth Miskin) To entertain (rhyming words)	Say a poem (Ruth Miskin) To entertain (rhyming words)	Say a poem (Ruth Miskin) To entertain (rhyming words)
Non-fiction	Non-fiction: Very Important Dinosaurs To inform and express (non-chronological report)	Non-fiction: A year full of celebrations and festivals To inform and express (instructions)	Non-fiction: Moon Landing / Space/ 8 Little Planets To inform and express (Labels)	Non-fiction: Fist big book of animals To inform and express (Captions)	Non-fiction: Garden Projects To inform and express (Non-chronological report)	Non-fiction: Our World To inform and express (Non-chronological report)

Author of the half term	Ian Whybrow		Julia Donaldson		Jill Murphy		Martin Waddell		Benjamin Zephaniah		Michael Rosen	
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Early Years HUB	Autumn 1 About Ourselves	Autumn 2 All things Magical	Spring 1 Space	Spring 2 On the Farm	Summer 1 Growth and Change	Summer 2 Under the Sea
Purpose	1. To entertain 2. To inform 3. To express	1. To entertain 2. To inform 3. To express	1. To entertain 2. To inform 3. To perform	1. To entertain 2. To inform 3. To perform	1. To entertain 2. To inform 3. To express	1. To entertain 2. To inform 3. To express
Communication And Language	Narrative: to retell a known story. To start to engage/share attention in simple stories and sounds. To write/copy/trace/match words/sentences about a fictional event. To identify initial sounds. To say what I will write using symbols/visual aids. To begin to sequence a story through pictures/symbols. To answer questions on who? What/Where? Using colourful semantics.			Non-Fiction/Poetry To retell facts. To label using symbols or visual aids. To recall facts from texts. To listen/respond/take part in songs. To follow and understand instructions.		
Literacy						
Reading	 Week 1: Looking Good by Ailie Busby  Week 2: This is me by George Webster  Week 3: Harry and the Dinosaurs go to School  Week 4: Incredible You by Rhys Brissenden  Week 5 and 6 Marry Seacole (Black History Month)	 Week 1: Room on the Broom by Julia Donaldson  Week 2: Where's Mr Pirate?  Week 3: Peekaboo Colours  Week 4: Jack and the Beanstalk  Week: 5 and 6 - Celebrations (Christmas)	 Week 1: Where's My Astronaut?  Week 2: Whatever Next by Jill Murphy  Week 3: Zoom to the Moon  Week 4: Out of This World  Week 5 and 6 - Celebrations (Easter)	 Week 1: Who's on the Farm by Julia Donaldson  Week 2: Oh Dear Rod Campbell  Week 3: Three Little Pigs  Week 4: Cuddly Cow by Axel Scheffler  Week: 5 and 6 – Celebrations (Easter)	 Week 1: The very Hungry Caterpillar  Week 2: The Little Red Hen  Week 3: Teeny Weeny Tadpole  Week 4: Jaspers Beanstalk  Week: 5 and 6 - Lifecycle of a Hen	 Week 1: Seaside by Anne Kathrin Behl  Week 2: Who's at the Seaside? By Julia Donaldson  Week 3: Rainbow Fish  Week 4: Sharing a Shell by Julia Donaldson  Week: 5 and 6 Sea Animals

HUB	Autumn 1 All about ourselves		Autumn 2 Festivals and celebrations		Spring 1 Growing and Bravery!		Spring 2 Minibeasts		Summer 1 On the Farm		Summer 2 Summer adventure!	
Purpose	1. To entertain 2. To inform		1. To entertain 2. To inform		1. To entertain 2. To inform		1. To entertain 2. To inform		1. To entertain 2. To inform		1. To entertain 2. To inform	
	Narrative To retell events in a known story. To start to engage/share attention in simple stories and sounds. To write/copy/trace/match words/sentences about a fictional event. To say what I will write. To sequence a story through pictures. To construct simple sentences (CS) To answer questions on who? what/where?				Non-Fiction To label. To use phonetic knowledge to write words. To recall facts from texts. To listen/respond/take part in songs.				Poetry: To begin to understand rhyming words. To learn/remember words. To speak/sing with expression. To learn perform actions to words/songs			
Communication and Language/Literacy Texts	 Week: 1 and 2 - Fiction What I like about me By Allia Zobel Nola  Week: 3 and 4 – Fiction Harry and the Dinosaurs by Ian Whybrow  Week 5 and 6 - Fiction The Feelings Book by Todd Parr  Week 7 - Non-Non-Fiction (BHM) Roas Parks by Lisbeth Kaiser	 Week: 1 and 2 - Fiction Happy Birthday Spot. By Eric Hill  Week: 3 and 4 – Fiction Postman bear by J.Donaldson  Week 5 - Fiction The Quiet Little Firework by Nicola Coppac  Week 6 - Non-Fiction The Nativity Story by Juliet David	 Week: 1 and 2 - Fiction The Gruffalo. By Julia Donaldson  Week 3 and 4 Fiction We are going on a Bear hunt by Michael Rosen	 Week: 1 and 2 - Fiction The Bad Tempered Ladybird by Eric Carle  Week: 3 and 4 - Fiction Superworm by Julia Donaldson  Week 5 - Fiction Spinderella by Julia Donaldson  Week: 6 - Non-fiction Going On A Bug Hunt by Sydney Kendell	 Week: 1 and 2 – Fiction On The Farm by Axel Scheffler  Week: 3 and 4 - Fiction The three little pigs by Nicola Baxter	 Week: 1 and 2 Fiction Pirates Don't Go To School. By Alan MacDonald  Week: 3 and 4 - Fiction I See Summer By Charles Ghigna  Week 5 - Fiction Clean Up! by Nathn Bryan  Week 6 - Non-Fiction Ocean Life by Jill McDonald						
Poetry/ Songs	Week 8 – Poetry/songs - Head Shoulders Knees and Toes - Hocy Pocy		Week 8 - Christmas songs : - Jingle Bells - Rudolph the Red Nose Reindeer - We Wish You a Merry Christmas		Week 8 – Poetry/songs - Zoom to the Moon - We all go Travelling By - Magic Train Ride (Barefoot Songs)		Week 8 – Poetry/songs - Old McDonald Had a Farm - 5 Little Ducks. - Baa Baa Black Sheep				Week 8 – Poetry/songs - Once I Caught A Fish Alive - 5 Little Speckled Frogs - Hole In the Bottom the Sea.	
Author of the half term:	Giles Andreae 	Julia Donaldson 	Jill Murphy 	Anna McQuinn 	Eric Carle 	Jill McDonald 						

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
English												
	Owl Babies by Martin Waddell and One Day on our Blue Planet by Ella Bailey. 1. To express (fiction) Writing in role – Orally compose and write simple sentences in role. 2. To inform (non-fiction) Information text – Orally compose and write simple factual sentences about an animal.		Once Upon a Fairy Tale by Natalie and Lauren O’Hara and Goodbye Winter, Hello Spring by Kenard Pak 1. To express (fiction) Personal sentences about the seasons- why they like it E.g. I love winter, it is cold, the trees are bare, it is hot and sunny. 2. To entertain (fiction) Narrative – sequence of simple sentences to retell a story. Choosing different options throughout the story.		The Great Explorer by Chris Judge and Lost and found by Oliver Jeffers 1. To entertain (fiction) Narrative – (Island expedition) –write a sequence of simple sentences to retell main events in a narrative. – get on the boat and get to the island, go home – a simple narrative arc- main events a to b to a story. 2. To inform (non-fiction) Information text – Sequence of simple factual sentences to teach other children about famous explorers.		A Walk in London by Salvatore Rubbino and Little Red by Beth Woollvin 1. To express (fiction) Narrative (alternative ending) – sequence of simple sentences to change the ending of a story. 2. To inform (non-fiction) Information guide – writing a sequence of simple factual sentences about London Landmarks.		The Bear and The Piano by David Lichfield and Mr Gumpy’s Motor Car by John Burningham 1. To express (fiction). Dairy entry. Writing in role - a sequence of sentences in role. Focus on tenses. 2. To inform (non-fiction) Explanation text – Sequence of factual sentences about transport.		The Wind Blew by Pat Hutchins and Where the Wild Things Are by Maurice Sendak 1. To inform(non-fiction) Information text – Write a sequence of factual sentences sequences of sentences about how the weather has an impact on our lives. 2. To entertain (fiction) Narrative – Sequences of sentences to retell a known story. Encourage them to sequence the narrative- the focus is on sentence structure and cohesion.	
Foundational Skills	- Orally compose a sentence before writing it. (Composition) - Write a sentence which can be read by themselves or others. - Write a simple sentence in a meaningful context. - Write recognisable letters, which are mostly correctly formed. (Handwriting)											
Curriculum Writing links	Science 	Where do animals live and what do they eat?	Science 	What is your favourite season?	History 	Who were the greatest explorers and what did they do?	Geography 	What makes the UK unique?	History 	How has transport changed?	Geography 	How does the weather impact on people’s lives around the world?
Themes	Family		Resilience		Displacement		Courage		Friendship / Family		Wilfulness	
Protected Characteristics	Age, Race		Race, Age		Disability, Race		Gender, Age		Age, Disability		Gender, Age	
Experience Writing	Recount				Ward End Library				Diary entry			
Poetry Response	Doug Macleod: Thank You Dad for Everything				Michael Rosen: A Great Big Cuddle Poems for the Very Young; A Spider Bought a Bicycle; Mustard, Custard, Grumble Belly and Gravy				Families: In Bed with Cuddly Creatures by Wes Magee; Baby in a Highchair by Jack Prelutsky; Squeezes by Brian Patten			

Year 1

Writing Key Performance Indicators

Autumn

- Articulate thoughts and ideas in sentences.
- Write short sentences with words and known sound-letter correspondences using a capital letter and full stop.
- Leave spaces between words and understand that the purpose of leaving a space between words and punctuation is to keep the words in place and aid understanding.
- Form lower-case and capital letters correctly.
- Hold a pencil correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

Spring

- Understand how words combine to make sentences. Identify verbs and nouns in sentences.
- Write simple sentences.
- Understand that a sentence contains a verb.
- Punctuate sentences using a capital letter and full stop.
- Use a capital letter for the names of people and the personal pronoun I.
- Form all letters correctly.

Summer

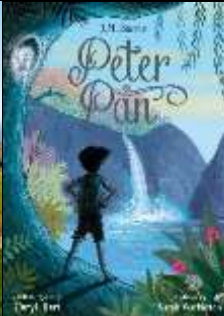
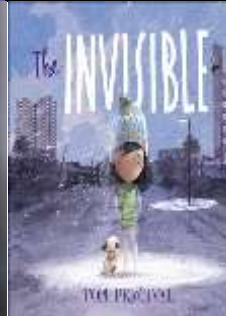
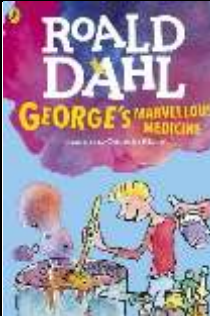
- Understand how words combine to make sentences.
- Identify verbs and nouns in sentences.
- Write simple sentences.
- Understand that a sentence contains a verb.
- Punctuate sentences using a capital letter and full stop.
- Use a capital letter for the names of people and the personal pronoun I.
- Form all letters correctly.

Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading	Book study – Beegu by Alexis Deacon and other picture books		Book study – The Nothing to See Here Hotel by Steven Lenton		Book study - The Owl Who Was Afraid of the Dark by Jill Tomlinson		Book study – A Bear Called Paddington by Michael Bond		Book study - Poems about the Seaside chosen by Brian Moses		Book study - Matilda by Roald Dahl	
Writing												
	No Dinner by Jessica Souhami and One Day on our Blue Planet...In the Savannah by Ella Bailey 1. To entertain (fiction) Writing in role – Narrative- retell a known story. Encourage them to sequence the narrative- the focus is on sentence structure and cohesion. 2. To inform (non-fiction) Information text – Write a sequence of factual sentences sequences of sentences about two Big Cats who live in the Savannah.		Little Red Reading Hood by Lucy Rowland and The Bakers Boy and the Great Fire of London by Tom Bradman 1. To entertain (fiction) Narrative - (retell a story) – Orally and compose Retell Little Red Reading Hood with your own ending. Build stamina by writing sequences of sentences. 2. To express (non-fiction) Retelling of a real event (Diary Entry) – recount of a real event from the perspective of someone who witnessed the Great Fire of London.		Stardust by Jeanne Willis and Lila and the Secret of Rain by David Conway and Jude Daly 1. To express (fiction) Diary entry– fictional writing in role Write a dairy entry about all the different feelings that Mabel feels. 2. To inform (non-fiction) Letter - Writing in role – Write a persuasive letter from Lila to the Sun telling it to stop shining and to start the rain – writing sequences of sentences in role (first person)		Bloom: Hope in a Scary World by Anne Booth Leaf by Sandra Dieckmann 1. To entertain (fiction) Narrative (3 rd) – from when he gathers the leaves the crows are watching focus on the birds. Build stamina by writing a sequence of sentences to tell a story. Focus on problems and resolutions. 2. To inform (non-fiction) Instructions to guide – Write step-by-step instructions on how to grow a healthy plant,		Instructions by Neil Gaiman and Clean Up! by Nathan Bryon and Dapo Adeola 1. To entertain (fiction) Narrative (3 rd person) – imagination story portal story - Build stamina by writing a sequence of sentences to tell a story. Focus on problems and resolutions. 2. To inform (non-fiction) Information text - Create a guide to beaches in the UK. Focus on lead sentences and chunking information together.		The Day the Crayons Quit by Oliver Jeffers and Look What I Found at the Seaside by Moira Butterfield 1. To express (fiction) Letter– Write an apology letter to a crayon for overusing and disrespecting 2. To influence (non-fiction) Narrative - Write a creative narrative about travelling back to Victorian times and comparing the beaches to modern day Britain. 3. To express – Poem (non-fiction) - Write a poem about the seaside.	
Foundational Skills	- Orally compose a sentence before writing it. (Composition) - Children can sequence simple sentences. - Children can use suitable sentence structures. - Write recognisable letters, which are mostly correctly formed, introduce joins. (Handwriting)											
Curriculum Writing	Science 	Are all mammals the same?	History 	Did the Great Fire make London a better place?	Geography 	How does Nairobi compare with where I live?	Science 	Instructions on how to grow a healthy plant	Geography 	Which seaside areas do people visit today and why?	History 	Would you prefer going on a seaside holiday in the Victorian era or today?
Themes	Displacement		Dreams, Courage		Dreams, Courage,		Courage		Displacement		Nature	
Protected Characteristics	Age, Race, Gender		Gender, Age		Race, Age		Age, Race, Disability		Race, Gender		Age, Disability, Race	
Experience Writing	Diary entry - Ward End Library Recount - London Parliament Trip				Letter - Gudwara				Recount - Beach Trip			
Poetry	James Carter: I'm a Little Alien; Zim Zam Zoom Zappy Poems to Read Out Loud- See Twisted Fairy-tale Poems				Kathy Henderson: The Dragon with a Big Nose				Hilda Offen: Boom! Rosemary Wells: Your Birthday Cake			

Year 2

Writing Key Performance Indicators

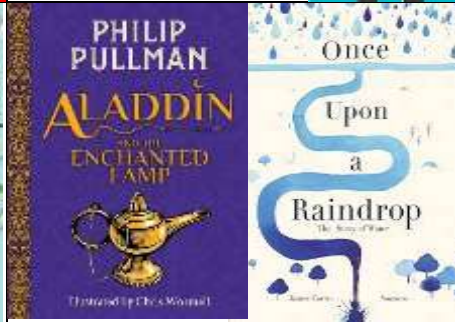
Autumn	Spring	Summer
• Form all letters correctly. • Leave spaces between words and understand that the purpose of leaving a space between words and punctuation is to keep the words in place and aid understanding. • Identify verbs and nouns in sentences. Understand that a sentence contains a verb. • Reread sentences and ensure no words are missing. • Punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Understand the word conjunction and that the word and (a conjunction) can be used to connect sentences together. • Join clauses using and to make compound sentences. • Address gaps in spelling (Appendix 1). • Spell Year 1 common exception words. • Spell plural nouns (-s and -es). • Spell words with -ed, -ing endings.	• Form all letters correctly. • Use full stops, capital letters, exclamation marks, question marks to demarcate sentences (statements and commands) and questions. • Use a capital letter for proper nouns. • Use conjunctions to form compound sentences (co-ordinating conjunctions, e.g., and, but, so, or). • Begin to use conjunctions to form complex sentences (subordinating conjunctions, e.g., because, if, when). • Use the verb to be accurately across pieces of writing. • Use present and past tense correctly across a piece of writing. • Use commas to separate items in a list.	• Form all letters correctly. • Use full stops, capital letters, exclamation marks, question marks to demarcate sentences (statements and commands) and questions. • Use a capital letter for proper nouns. • Use conjunctions to form compound sentences (co-ordinating conjunctions, e.g. and, but, so, or). • Begin to use conjunctions to form complex sentences (subordinating conjunctions, e.g. because, if, when). • Use the verb to be accurately across pieces of writing. • Use present and past tense correctly across a piece of writing. • Use commas to separate items in a list.

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading	Grimwood by Nadia Shireen 		Alien Jam Factory by Chrissie Sains 		The Worst Witch by Jill Murphy 		Cloud Busting by Malorie Blackman 		The Lost Happy Endings by Carol Anne Duffy 		The Iron Man by Ted Hughes 	
Writing	 		 		 		 		 		 	
	The Wolves in the Walls by Neil Gaiman and Skara Brae by Dawn Finch To entertain (fiction) Narrative- Writing in role. Recount the main events in the story. What she saw? What she heard? How did she feel? To express– Diary entry - write a diary entry from the perspective of a wolf in the wall. To persuade/inform (non-fiction) Information text - Write a holiday brochure about Skara Brae persuading people to visit.		Peter Pan by J.M Barrie and Carly Hart and The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer To entertain (fiction) Narrative –Write a short text to introduce a character e.g. 3rd Write a character description about Captain Hook or Tinkerbell. To inform (non-fiction) Narrative –Write sentences about how rocks were formed and other insects and information about the Earth e.g. lava mumbling.		The Barnabas Project by the Fan Brothers and Wisp a Story of Hope by Zana Fraillion To express (fiction) Letter– Write a letter Barnabus to the shop keepers to convince them to treat the ‘failed projects’ just like the -perfect toys. To entertain (fiction) Narrative –Write a narrative which includes story elements and simple dialogue to show characters’ emotions, thoughts and interactions. To inform (non-fiction) Information text Sequence simple sentences to show how Birmingham has changed through time.		The Invisible by Tom Percival and Climate Action by Georgina Stevens To express (fiction) Diary entry – A day in Isabel’s life. Write a diary entry from Isabel’s point of view when she begins to feel invisible. To inform (non-fiction) Write an information text about how the climate is affecting the Alps. Explain that Glaciers in the Alps are shrinking rapidly due to rising temperatures.		The Lost Happy Endings by Carol Ann Duffy and The Big Book of Blooms by Yuval Zommer To entertain (fiction) Narrative 3rd person – structure – take a traditional tale and write our version of a traditional tale –mimic elements of her writing- rich language To inform (non-fiction) Instructional writing Write an instruction guide on how to grow a plant that can survive anywhere.		Flood by Alvaro F Villa and George’s Marvellous Medicine by Roald Dahl To entertain (fiction) To inform - write a chronological retelling of events from a characters point of view. Chunking information into paragraphs. Adding description and conjunctions To persuade/influence (non-fiction) To persuade/influence- Dangers of living on a flood plain. Children to use paragraphs around a theme.	
Secure Foundational Skills	- Orally compose a sentence before writing it. (Composition) - Children can sequence sentences (cohesion) - Children can use accurate punctuation of sentences. - Write recognisable letters, which are mostly correctly formed, introduce joins. (Handwriting)											
Themes	Friendship, bravery		Diversity		Resilience		Friendship		Bravery		Displacement	
Protected characteristics	Age, Race		Disability, Age		Religion, Disability, Race		Religion, Age, Race, Disability		Age, Gender, Race		Race, Disability, Age	
Curriculum Writing	 History	How do we know so much about the Stone Age?	 Science	How are rocks formed?	 History	What was Birmingham like in the past?	 Geography	What should tourists know about the Alps?	 Science	how do plants adapt to different environments?	 Geography	What impact do rivers have on people’s lives?
Experience Writing	Diary entry- Ward End Library				Letter - Synagogue				Diary entry - Botanical Gardens Recount - Canon Hil Park			
Poetry Response	Grace Nichols: Give Yourself a Hug				Brian Patten: Thawing Frozen Frogs; Gargling with Jelly; Juggling with Gerbils				Paul Cookson: The Very Best of Paul Cookson			

Year 3

Writing Key Performance Indicators

Autumn	Spring	Summer
• Form all letters correctly, including consistent letter heights. • Identify verbs and nouns in sentences. • Understand that a clause/ sentence contains a verb. • Use tenses consistently in a sequence of sentences. • Understand and recognise regular and irregular verbs in sentences. • Join clauses/single clause sentences using other conjunctions to make compound/ complex sentences, e.g. but, so/ because, when. • Choose to use a full stop or a conjunction to help structure writing and aid the reader. • Recognise and understand questions and the use of question marks. • Recognise and understand the use of exclamation marks. • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use commas in a list and apostrophes for contraction and possession (singular). • Address gaps in spelling (Appendix 1). • Spell phonically regular words accurately. • Spell common exception words (Years 1 and 2). • Spell regular verbs with inflected endings, - ing and - ed.	• Form all letters correctly, including consistent letter heights. • Compose compound and complex sentences, choosing conjunctions to join clauses. • Understand how conjunctions change the meaning of a sentence. • Select suitable verbs for meaning. • Use a and an correctly before a noun. • Develop awareness of irregular verbs and how they inflect in standard English. • Use features of standard English: correct verb forms instead of local spoken forms. • Use inverted commas to punctuate direct speech. • Use paragraphs as a way to group related material. • Within paragraphs, there is a lead sentence and other sentences add detail and elaborate on this sentence.	• Form all letters correctly, including consistent letter heights. • Compose compound and complex sentences, choosing conjunctions to join clauses. • Understand how conjunctions change the meaning of a sentence. • Select suitable verbs for meaning. • Use a and an correctly before a noun. • Develop awareness of irregular verbs and how they inflect in standard English. • Use features of standard English: correct verb forms instead of local spoken forms. • Use inverted commas to punctuate direct speech. • Use paragraphs as a way to group related material. • Within paragraphs, there is a lead sentence and other sentences add detail and elaborate on this sentence.

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading	The Wild Robot by Peter Brown		Varjak Paw by SF Said.		Llama Out Loud by Anabelle Sami		The Boy at the Back of the Class by Onjali Q. Raúf		Nightjar by Kaiya Balen		The Miraculous Journey of Edward Tulane by Kate Dicamillo	
Writing												
	A Bad God’s Guide to Being Good by Louie Stowell and Gut Garden: by Kate Brosnan 1. To express (fiction) Diary entry – writing in role retelling event from Loki’s view after being banished to Midgard. 2. To entertain (fiction) Narrative - write a short story inspired by the B3212 Hairy Hands myth. 3. To inform (non-fiction) Information text - information text that focuses on foods beneficial for dental health and proper digestion.		Stories of Peace and Kindness by Elizabeth Laird and Escape from Pompeii by Christiana Balit 1. To entertain (fiction) Narrative (3rd person) write a narrative inspired by one of the stories in the collection. 2. To persuade (non-fiction) Short persuasive advert to sell the Addams Family mansion or a dilapidated house. 3. To express (non-fiction) Diary entry - Write a diary entry on the day of the eruption. First-person voice, past tense, feelings, historical detail.		The Lost Thing by Shaun Tan and One World by Nicola Davis 1. To entertain (fiction) Narrative - Include story elements in role using paragraphs. GDS- write from a different perspective. 2. To inform (non-fiction) Writing to understand audience and paragraphs. Write a non-chronological explanation text about habitats.		Once Upon a Raindrop by James Carter and Aladdin and the Enchanted Lamp by Philip Pullman. 1. To entertain (fiction)- Narrative . Traditional tale about the Cave of Wonders. Include story elements in role using paragraphs. GDS- write from a different perspective. 2. To inform (non-fiction) - Write a guided tour of where in the world children have access to clean water. Explore how the water cycle works and how clean water reaches us.		The Nowhere Emporium by Ross Mackenzie and Lubna and Pebble by Wendy Meddour 1. To entertain (fiction) Narrative Write about a mysterious shop suddenly appearing sparking curiosity and fear and discovering a magical, unsettling world. 2. To express (fiction) Letter – Write a letter from Lubna to the boy all about taking care of the pebble and her journey as a migrant.		Visible sounds by and Leo and the Gorgon’s Curse by Joe Todd Stanton 1. To entertain (fiction) Narrative –Write a story inspired by the class text ‘Gorgon’s Curse’ integrating speech and description. 1. To express (non-fiction) Poem – Visible sounds descriptive poem about how someone feel – vibrations	
Secure Foundational Skills	- Orally compose a sentence before writing it. (Composition) - Children can sequence sentences around a theme (cohesion) - Children can use accurate punctuation of sentences. - Write recognisable letters, which are mostly correctly formed, introduce joins. (Handwriting)											
Themes	Friendship		Displacement		Resilience		Family		Courage/ Displacement		Displacement/family	
Protected Characteristics	Age, Disability, Religion		Religion, Religion, Disability		Disability, Age, Race		Religion, Race, Age		Race, Age, Religion		Disability, Age, Race	
Curriculum Writing	Science 	How can we make informed food choices to support our overall well-being?"	History 	What happened when the Romans came to Britain?	Geography 	The Earth’s biomes are fragile environments.” Do you agree with this statement?	Science 	How does the water cycle and the journey of raindrops contribute to the Earth's water supply?	Geography 	All migrants are forced to leave their home” To what extent do you agree?	History 	How did the Anglo Saxons and Scots change life in Britain?
Experience Writing	Diary entry – Ward End Library				Recount - Greek workshop				Letter - Clent Hills and Diary entry - Mosque visit			
Poetry Response	John Foster: Four O’clock Friday				A F Harrold: The Book of Not Entirely Useful Advice; Things You Find in a Poet’s Beard				James Carter and Brian Moses: Spooky Poems			

Year 4

Writing Key Performance Indicators

Autumn

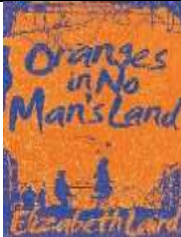
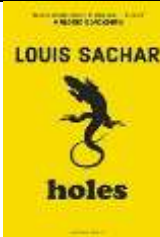
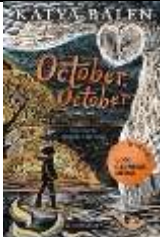
- Form all letters correctly, including consistent letter heights.
- Identify verbs and nouns in sentences.
- Understand that a clause/ sentence contains a verb.
- Use the verb to be accurately across writing.
- Use auxiliary verbs to help tense formation (to be, to do, to have).
- Use tense consistently.
- Use 'a' and 'an' accurately before a noun.
- Use determiners appropriately to add definition to nouns, e.g. the, these, those, some, those, this, that, any, his, her, our, your, etc.
- Use conjunctions to form compound sentences (co-ordinating conjunctions: and, but, so, or).
- Use conjunctions to form complex sentences (subordinating conjunctions: because, if, that, when).
- Use full stops, capital letters, exclamation marks, question marks to demarcate sentences (statements and commands) and questions.
- Use commas in a list and apostrophes for contractions and possession (singular).
- Use speech marks to demarcate direct speech.
- Use paragraphs as a way to group related material.
- Address gaps in spelling (Appendix 1).
- Accurately spell irregular verbs.

Spring

- Form all letters correctly, including consistent letter heights
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use commas to separate the subordinate and main clause when sentences open with a subordinate clause.
- Use standard English forms for verb inflections instead of local spoken forms.
- Choose and use more precise verbs, including when writing speech
- Use inverted commas and other punctuation to indicate direct speech, including the correct use of commas
- Use apostrophes to mark plural progression
- Chose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Organise paragraphs around a theme.
- Connect paragraphs and demonstrate simple links.

Summer

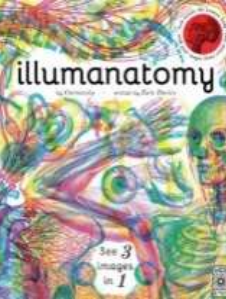
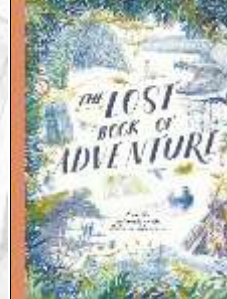
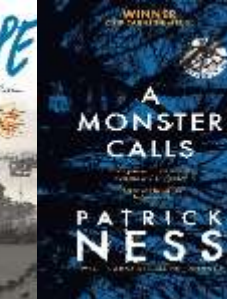
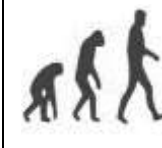
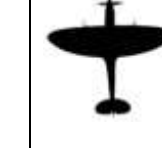
- Form all letters correctly, including consistent letter heights.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use commas to separate the subordinate and main clause when sentences open with a subordinate clause.
- Use standard English forms for verb inflections instead of local spoken forms.
- Choose and use more precise verbs, including when writing speech.
- Use inverted commas and other punctuation to indicate direct speech, including the correct use of commas.
- Use apostrophes to mark plural progression. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Organise paragraphs around a theme. Connect paragraphs and demonstrate simple links.

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading	Rumaysa: A Fairy Tale – by Radiya Hafiza 		A Kind of Spark by Elle McNicoll 		Oranges in No Man's Land by Elizabeth Laird 		Holes by Loius Schar 		The Little Match Girl Strikes Back by Emma Carroll 		October October by Katia Bayeln 	
Writing												
	The Watertower by Gary Crew and Arthur and the Golden Rope by Joe Todd Stanton To entertain (fiction) Narrative water tower (3rd person)– Retell plot, story elements, direct speech – short dialogue between two characters and create suspense and tension. To inform (non-fiction) Information text – Shed light on the reasons behind the Viking attack on the monastery of Lindisfarne, a pivotal event marking the beginning of the Viking Age. allow for a more formal tone focusing on paragraphs and cohesion.		Curiosity by Markus Motum and Countdown 2979 Days to the Moon by Suzanne Slade. To entertain (fiction) Narrative (3rd person) – Use Integrated dialogue –Write a short narrative about exploring discovering life on another planet. Include – speech, tension, descriptive language. To persuade (non-fiction) persuasive Leaflet– Inspire and encourage individuals to join NASA, the renowned space agency that pushes the boundaries of human knowledge and exploration. Allow for more formal tone.		Seven Ghosts – by Chris Priestley and Secrets of a Sun King by Emma Carroll To entertain (fiction) Narrative - Write a short thought-provoking ghost story to grip your reader. To entertain (fiction) Narrative. Write a suspenseful story about a character who must deliver a cursed item back to an ancient tomb before sunset. Description, building tension, time pressure. To express (non-fiction) Diary entry – take an event and write in two different perspectives e.g., Aisha or Latif – register and more formal tone.		Hansel and Gretel by Neil Gaiman and Everest by Alexandra Stewart and Joe Todd-Stanton. To entertain (fiction) Narrative – Write a dark twisted version of Hansel and Gretel inspired by Neil Gaiman's dark, dystopian version. Short conversation between two characters. To persuade (non-fiction) One-sided argument -- Should Mount Everest Be Closed to Tourists? Explore environmental impact and write a one-sided argument allowing for a more formal tone.		Run Wild by Gill Lewis and Women Who Led the Way by Mick Manning and Brita Granstorm To entertain (fiction) Narrative – write in role from different viewpoints. E.g., Write as the wolf. To inform (non-fiction) Information text (Fearless pioneers) – write about a female scientist that has made a discovery. Recognise their valuable contributions and inspire us pursue their passions		King of the Sky by Nicola Davies and Suffragettes the Battle for Equality by David Roberts To express (fiction) Diary Entry – First Day in a New Place Write a diary entry from the boy's perspective on his first day in the Welsh town. Explore emotions: loneliness, confusion, senses. To persuade (non-fiction) Write a persuasive letter to a world leader or speech for a school assembly arguing for or against globalisation. To inform (non-fiction) Balanced argument– Explore the effectiveness of the suffragette movement in its fight for women's right to vote allowing for a more formal tone.	
Themes	Traditional		Courage and resilience		Displacement		Friendship		Courage		Family	
Protected Characteristics	Religion, Race, Age, Disability		Disability, Race, Age, Gender		Religion, Race, Gender, Age		Age, Race, Disability, Gender		Gender, Race, Age, Religion		Age, Gender, Race, Disability	
Curriculum Writing	History 	How did the Vikings change Britain? (The Lindisfarne attack)	Science 	Why should you join NASA?	History 	How much did the Ancient Egyptians achieve?	Geography 	Why do volcanic eruptions and earthquakes occur?	Science 	What impact have female scientists had on the world?	Geography 	Globalisation has made the world a better place.” To what extent do you agree?
Experience Writing	Recount - Planetarium				Diary Entry- Egyptian Workshop				Letter - Black Country Museum			
Poetry Response	Roger McGough: Poetry Pie; All the Best -The Selected Poems of Roger McGough				Brian Moses: Lost Magic, The Very Best of Brian Moses				Rachel Rooney: A Kid in Our Class; The Language of Cat; My Life as a Goldfish			

Year 5

Writing Key Performance Indicators

Autumn	Spring	Summer
• Used joined handwriting. • Understand the grammatical components of a sentence. • Choose suitable verbs for meaning within sentences. • Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use suitable conjunctions (to aid meaning). • Punctuate all sentences accurately: use full stops, capital letters, exclamation marks and question marks. • Use commas to separate the subordinate and main clause when sentences open with a subordinate clause. • Use the verb to be accurately across pieces of writing. • Accurate use of auxiliary verbs to help tense formation (to be, to do, to have). • Write sentences in standard English. • Use determiners appropriately. • Use pronouns appropriately within and across sentences. • Organise writing into paragraphs around a theme. • Use inverted commas (speech marks) and other punctuation to indicate direct speech, including correct use of commas. • Use apostrophes for possession (singular and plural). • Address gaps in spelling (Appendix 1). • Ensure accurate spelling of words that are misspelt, but the child has been taught the spelling rule for. • Correctly spell words on the Y3/4 list.	• Use well-chosen conjunctions to aid meaning within sentences. • Use commas to clarify meaning or avoid ambiguity (to separate clauses in multiclaue sentences – compound and complex). • Use and control different sentence types in writing (simple, compound and complex). • Use inverted commas (speech marks) and other punctuation to indicate direct speech, including correct use of commas. • Use paragraphs to organise ideas in writing. • Use devices within a paragraph to build cohesion. • Link ideas across paragraphs, e.g., using adverbials of time, number, tense choices. • Use consistent and correct use of tense throughout a piece of writing.	• Use well-chosen conjunctions to aid meaning within sentences. • Use commas to clarify meaning or avoid ambiguity (to separate clauses in multiclaue sentences – compound and complex). • Use and control different sentence types in writing (simple, compound and complex). • Use inverted commas (speech marks) and other punctuation to indicate direct speech, including correct use of commas. • Use paragraphs to organise ideas in writing. • Use devices within a paragraph to build cohesion. • Link ideas across paragraphs, e.g. using adverbials of time, number, tense choices. Use consistent and correct use of tense throughout a piece of writing.

Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading	The Graveyard Book by Neil Gaiman		The Last Bear by Hannah Gold		The Final Year by Matt Goodfellow and Joe Todd Stanton		When the Sky Falls by Phil Earle		The Boy in the Tower by Polly Ho-Yen		Wonder by R.J. Palacio	
Writing	 		 		 		 		 		 	
	Illumanatomy by Kate Davies & Carnovsky and The Graveyard Book by Neil Gaiman		Metamorphosis by Franz Kafka and The Origin of the species by Charles Darwin		The Lost Book of Adventure – by Teddy Keen and Thornhill by Pam Smy		Infinite Hope by Ashley Bryan and A Monster Calls by Patrick Ness and The Zoo by Anthony Brown		Grimms' Fairy Tales, Retold by Elli Woollard and Varmints by Helen Ward		The Climate Book by Greta Thunberg and Early Islamic Civilisation by Claudia Martin	
	1. To inform (non-fiction) Information/influence text – Donate Blood, Save Lives and understand the power of different blood groups. Explore how donating saves lives. How does the circulatory system work? What happens when we experience blood loss? Allowing for a more formal tone. 2. To entertain (fiction) (2) Narrative (3rd person) – Create a mysterious character, inspired by the class text, focusing on atmosphere. Use suspense, tension and show not tell.		1. To entertain (fiction) Narrative (3rd person) Pupils to innovate Kafka’s Metamorphosis – Writing in role. To write in the style of an author (inspired by class text) to retell events. Include internal monologue and dialogue between characters. Include dialogue, humour and puns. 2. To influence (fiction) write a persuasive leaflet to persuade young explorer to unlock the Wonders of islands such as the Galapagos Islands: Tracing Darwin’s Epic Voyage that Led to the Discovery of the Theory of Evolution.		1. To inform/guide (non-fiction) Information text to guide - Discover the incredible world of wilderness. A guide/explanation on how to survive in the wild using sustainable natural resources. Explore the practical skills and knowledge needed. Focus on formality and control. 2. To entertain (fiction) Narrative (1st person) – Write a story inspired by Thornhill. Children to write a complete story focusing on integrating speech and description. Allow for a more complex structure/style.		1. To express (fiction) Write in role (diary entry) Write a heartfelt diary entry, offering an intimate glimpse into the experiences of a black soldier navigating the challenges of wartime discrimination. 2. To entertain (non- fiction) Narrative (1st person) Create a mysterious and foreboding atmosphere. Describe the emergence of a powerful and fearsome beast from the shadows. Allow for a more complex structure/style. 3. To entertain (non- fiction) Narrative (1st person) Write the internal thoughts of a gorilla or other animal in the zoo as they observe human behaviour. Use humour and puns.		1. To entertain (fiction) Narrative (1st person) Write in role from a different viewpoint of the gorilla. Internal monologue 2. To inform and influence (non-fiction) Write a letter of complain about pollution caused by industrialisation. Highlight the urgency of fighting for the future of our world. Emphasise the need to live sustainably and protect the environment. Allow for a more formal tone		1. To express (non-fiction) Speech (competition) – A compelling speech, following the themes of equality, uniqueness, inspiration, and significant experiences. Offer pupils choice of topic linked to a protected characteristic 2. To inform (non-fiction) Information text – Create a time traveller’s guide to ‘The Round City of Heaven’. Immerse your reader in the beauty of Baghdad and the wonders of the famous House of Wisdom. Draw comparisons with the dark ages and how Baghdad was now advanced.	
Themes	Family and friendship, courage		Displacement		Relisience		Friendship, family,		Natural world		Family / resilience	
Protected characteristics	Age, Gender, Race		Age, Race, Religion, Disability		Age, Gender, Disability		Race, Age, Religion		Disability, Age, Race		Disability, Religion, Age	
Curriculum Writing	Science 	How important are different blood groups?	Science 	How did Darwin discover the theory of evolution?	Geography 	To what extent is our use of natural resources sustainable?	History 	What were the causes and the consequences of World War Two?	Geography 	Humans are not capable of living sustainably.” To what extent do you agree?	History 	How did life in the Golden Age of Baghdad compare to life in the Dark Age of Anglo Saxon England?
Experience Writing	Letter- Maya Workshop				Diary entry - Forest School				Recount - End of Year Trip Letter - Ward End Library			
Poetry Response	Carol Ann Duffy: The Hat; The Oldest Girl in the World				Joseph Coelho: Overheard in a Tower Block; Werewolf Club Rules				Kate Wakeling: Moon Juice			

Year 6

Writing Key Performance Indicators

Autumn 1

- Use fluent, joined handwriting.
- Understand the grammatical components of a sentence and use simple, compound and complex sentences in writing.
- Use well-chosen conjunctions to aid meaning within sentences.
- Choose suitable verbs for meaning within sentences.
- Punctuate all sentences accurately.
- Use commas to separate clauses in multiclaue sentences, compound or complex.
- Use standard English forms accurately.
- Use auxiliary verbs accurately to help tense formation (to be, to do, to have).
- Use pronouns appropriately within and across sentences.
- Organise writing into paragraphs.
- Link ideas across paragraphs.
- Use inverted commas (speech marks) and other punctuation to indicate direct speech, including correct use of commas.
- Accurately use apostrophes for possession (singular and plural).
- Address gaps in spelling (Appendix 1).

Spring 1

- Use a semi-colon to mark the boundary between independent clauses in sentences.
- Use dashes to mark the boundary between independent clauses in sentences.
- Integrate dialogue and description to convey characters and advance the action in narrative.
- Use hyphens to avoid ambiguity in words.
- Use passive tense to affect the presentation of information in a sentence.
- Choose to use perfect verb form in writing where appropriate.
- Use a range of devices to build cohesion, e.g., conjunctions, adverbials of time and place, pronouns,

Summer 1

- Use commas to clarify meaning and avoid ambiguity including to separate clauses in multiclaue sentences.
- Use brackets, dashes and commas to indicate parenthesis.
- Understand that relative clauses are subordinate clauses and use them beginning with who, which, where, when, whose, that or with an implied relative pronoun.
- Use a semi-colon to mark the boundary between independent clauses in sentences.
- Use dashes to mark the boundary between independent clauses in sentences.
- Integrate dialogue and description to convey characters and advance the action in narrative.
- Use hyphens to avoid ambiguity in words.
- Use passive tense to affect the presentation of information in a sentence.
- Choose to use perfect verb form in writing where appropriate.
- Use a range of devices to build cohesion, e.g. conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs.