

ENGLISH AT SACRED HEART



Students work in an environment that is tolerant and examine their own behaviour through the connections to book characters. Poetry, songs, and languages from other cultures are examined.

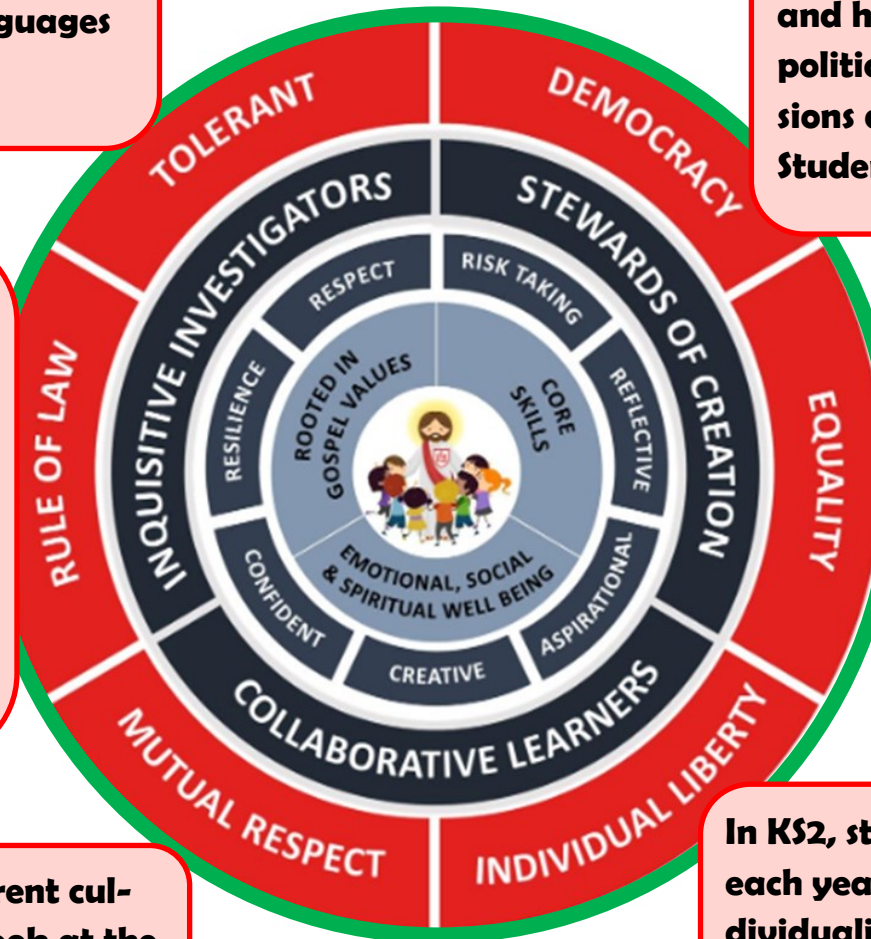
Students examine texts from times of conflict, such as WW1, and debate concepts of law. Students write their own class rules collaboratively and examine expectations. Students are encouraged to judge the reliability of texts and judge when they can be trusted.

Students read texts from different cultures and backgrounds, and look at the key behaviours and beliefs that they can respect in others.

Students take votes on which texts to read and how to approach a task. Students read political information and examine how decisions are made through democratic process. Students debate ideas.

Students read texts which show equal and unequal societies and examine them.

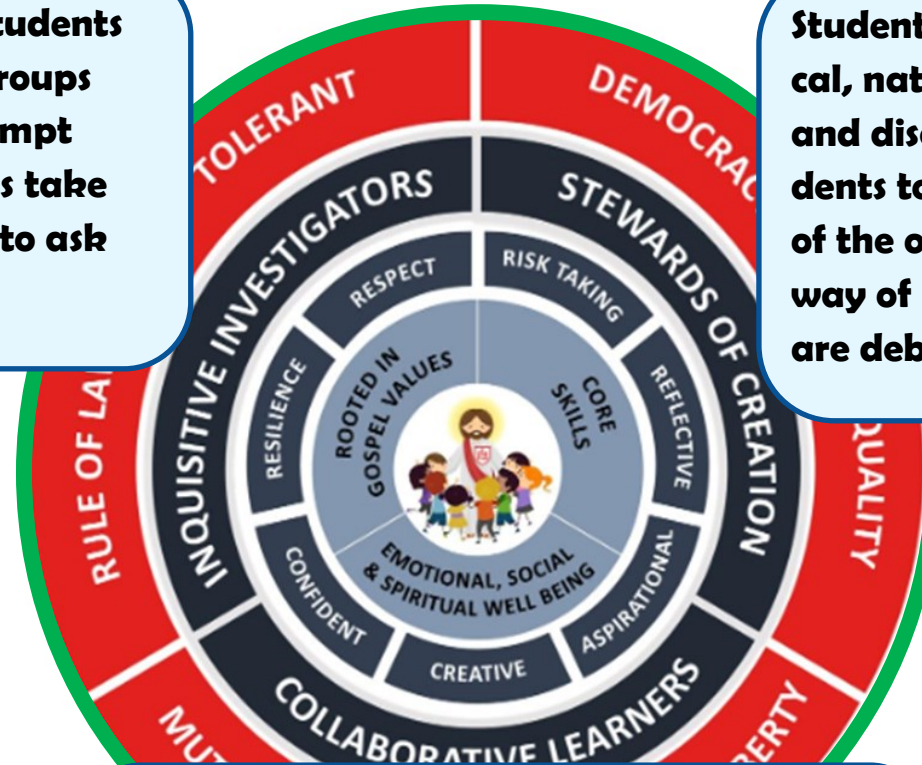
In KS2, students examine a Shakespearean text each year and look at the tensions between individuality and the needs of society. Students write about freedoms they have, and those they would like to have.



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Reciprocal Reading enables students to investigate texts in small groups with their peers. Teachers prompt with questioning, but students take the lead and are encouraged to ask their own questions.



Students read texts that examine the local, national, and global environment and discussions are had to enable students to value the enriching experiences of the outdoor world. The impacts of our way of life on the world that we live in are debated and discussed.

Students are encouraged and required to work with their peers to read (Reciprocal Reading) or to write with others (Shared Writing). The process of working collaboratively is praised and prized by adults.

ENGLISH AT SACRED HEART



Teachers model respect of ideas and ways of working. Students are expected to show respect to others, as well as having respect for themselves and value what they have to offer.

Students are encouraged and supported to share their ideas and to 'have a go', The concept of drafting allows students to feel safe to take risks, as everything is fluid and can be changed as the writing progresses.



Students understand that drafting and editing is a way of improving their work and they are able to take constructive criticism from their peers and adults to enable them to improve.

Time for reflection is embedded in writing lessons, during mini-plenaries, where time is taken to look at the work produced and edit it.



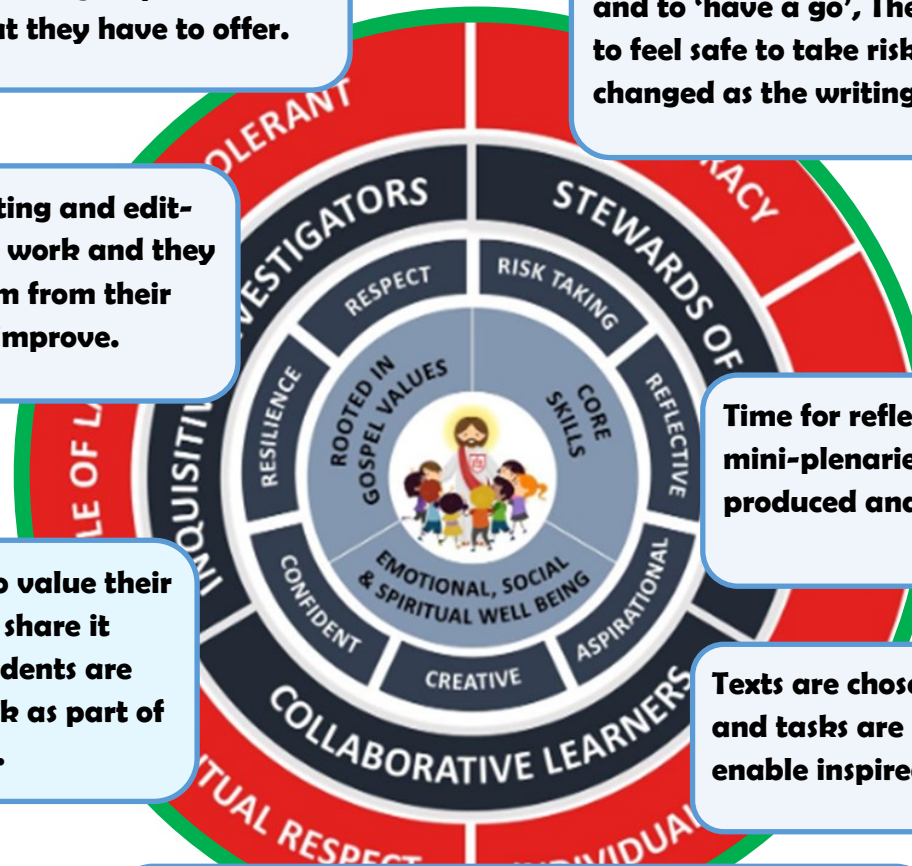
Students are encouraged to value their work and feel confident to share it with learning partners. Students are aided to perform their work as part of 'speaking and listening'.



Texts are chosen that inspire students and tasks are planned by teachers to enable inspired responses.



Teachers prize creativity and give students chances to read and write what they wish to. Creative thought is modelled by adults and sharing of ideas and vocabulary is encouraged.

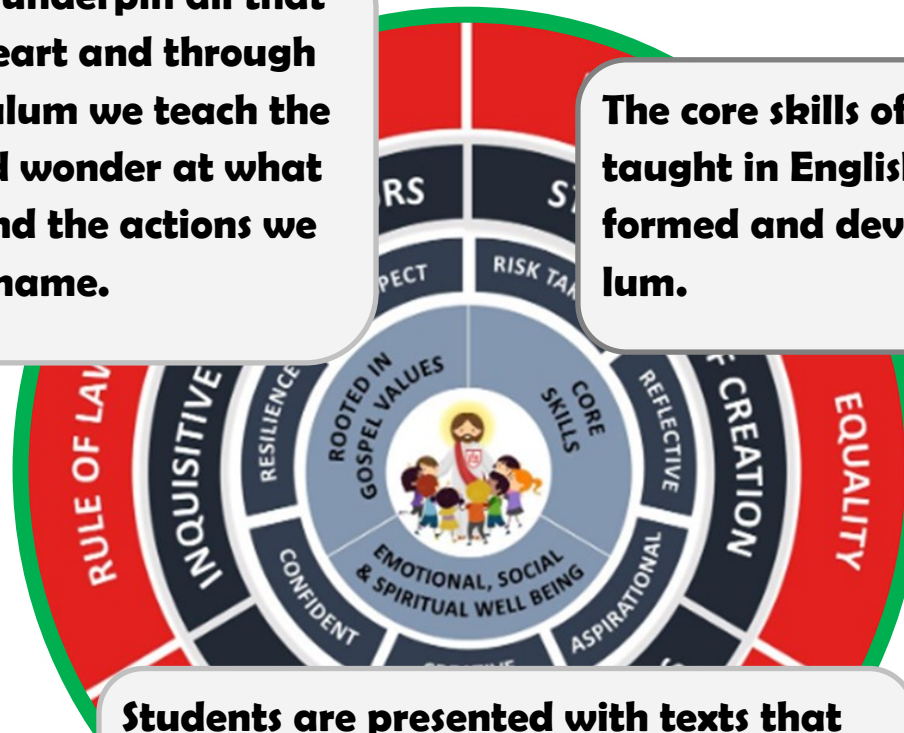


ENGLISH AT SACRED HEART



The Gospel Values underpin all that we do at Sacred Heart and through the English Curriculum we teach the skills to discuss and wonder at what Jesus has told us and the actions we should take in his name.

The core skills of reading and writing are taught in English lessons and then performed and developed across the curriculum.



Students are presented with texts that challenge their understanding of well-being and discussions are held to reconcile different opinions.

SUBJECT INTENT ENGLISH

English is essential to our everyday lives and a necessary foundation for understanding and communicating in the modern world. It has several strands (phonics, reading, writing, spelling) but all are taught interconnected, so that a full picture of the English language is experienced by our pupils.



Intent— We aim to...

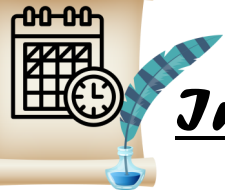
Ensure pupils can read fluently with good understanding.

Help pupils develop the habit of reading widely and often, for both pleasure and acquiring information.

Ensure pupils have a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions needed for reading, writing and spoken language.

Provide pupils with opportunities to appreciate our rich and varied literary heritage.

Provide pupils with the language need to discuss and describe ideas, to question and to explain their own learning.



Implementation — How we will achieve our aims...

Consistency

We support all pupils to learn to read through clear leadership; consistent teaching and learning approaches; regular monitoring and assessment along with a joint commitment between school and home. Reading teachers, with support from the English and Phonics Leads, and Senior Leadership Team, draw upon careful observations and continuous assessment to ensure children are challenged and to identify children who may need additional support. Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics or whole class reading. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, Pupil Premium children and those pupils not reading regularly at home, have additional opportunities to read aloud. We use the HFL Essential Writing scheme, which we are helping to pilot in the year 2023-24, so that the skills and approaches to teaching are echoed across the school.

Strong teaching

All children will have Quality First Teaching. Any children identified as needing support may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and Varied Curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. We understand the importance of teachers as readers. Those professionals who are both readers and teachers, and who examine their own experience of reading are better positioned to develop genuinely reciprocal reading communities. By sharing their own experiences of reading, teachers make a positive impact on children's desire to read and frequency of reading at home and at school.

Vocab and Retrieval

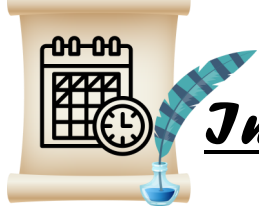
The lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key vocab are built into lessons.

Outside learning

At Sacred Heart we provide a variety of opportunities for English learning inside and outside the classroom.

Quality Texts

All pupils have access to a range of high quality books and other reading texts, throughout their time at Sacred Heart. We have phonics books which are linked to the phonemes/graphemes being taught in EYFS, all the way to high-quality chapter books for KS2. Every year we update our books and keep up with new publications.



Implementation — How we will achieve our aims... *CONTINUED*

Phonics Lessons

EYFS/Year 1

The teaching of phonics begins in the Early Years Foundation Stage. From September 2022, we are implementing 'Smart Kids Letters and Sounds – The Code', which is an accredited systematic, synthetic phonics programme. Using this as a basis, we personalise the approach to ensure it caters to the unique needs of our cohorts and school. Its purpose is to provide a multi-sensory and engaging programme that meets all the expectations of the national curriculum in reading and spelling. Implementing the programme with fidelity, using the newly purchased resources and whole school training will support consistency of approach across the school. It will also ensure that the current rigour and high levels of achievement in terms of phonics teaching and learning is upheld.

Phonics in Reception: In Reception, we provide a systematic, synthetic phonics programme, which ultimately teaches our children how to read and write. Our approach instils an understanding of the main sounds, which then leads to blending sounds into spoken words. This equips children with the skills they require for reading and writing, providing a stable foundation to build upon throughout their school journey. From the second week of teaching in September, during discrete, 20 minute daily lessons, children in reception are exposed to up to 5 new sounds a week, on average, quickly progressing through all necessary sounds to access books. These are then recapped and revisited through games and play in order to consolidate, support and challenge individual children. By the end of Reception, children will have been exposed to all main sounds: the integral building blocks of reading.

Within a Phonics lesson, children are taught:

Grapheme-phoneme (letter-sound) Correspondences

The skill of blending (synthesising) phonemes in order to read words

The skills of segmenting words into their constituent phonemes to spell

That blending and segmenting are reversible processes

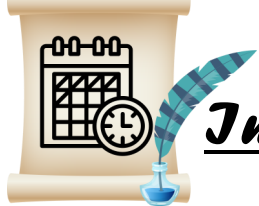
How to articulate phoneme clearly and precisely

Letter formation

Tricky words - these are words which cannot be phonetically decoded and must be learnt by sight.

Phonics in Key Stage 1: In Year 1, phonics is taught twice a day and the key sounds are revised and consolidated in preparation for the Phonics Screening Test in the summer term. In Year 2, phonics is still taught to those children who require further support with their phonological awareness and understanding. In Year 2, all children will follow the Year 2 Spelling Curriculum using the Herts for Learning 'Essential Spelling' programme, which continues into KS2.

Reception						Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2	Phase 3a	Phase 3b	Phase 3b	Phase 4a	Phase 4b	PHASE 5a	PHASE 5b	PHASE 5c	PHASE 5d	Consolidation	PHASE 5e
s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss	j, v, w, x, y, z, zz, qu, ch, sh, th, ng	ai, ee, igh, oa, oi, oo, oo, ow, ar, air, ear, ur, or, ure, er	CVC Words and long-er words with double letters (rabbit) Revisit: All Phase 2 & 3 graphemes.	CVCC, CCVC, CCVCC, CCCVCC	-est, -ing, -ed (sounds like 'd', 't', 'id'), -er, -tch, -y, -ey, -ve, -le	Revisit: Phases 2, 3 & 4 ou, ea, ie, ir, oy, ay, ey, aw, ue, wh, ph, ew, oe, au	New spellings: a-e, e-e, i-e, o-e, u-e New Phoneme: zh (-s-, -ge) Alternative pronunciations: c, g, ch, y, a, e, i, o, u, ea, ie, er, ow, ou, ey	Alternative spellings: s, z, ch, sh, ng, zh, v, k, j, h, l, r, n, m	Alternative spellings: ai, ee, igh, oa, oi, ow	Phonic Screening Check Review - No new GPCs or tricky words	Alternative spellings: oo, oo, yoo, e, i, air, ar, ear, or, ur
is, the, no, go, I, to, into, his, has, as, put, of	said, her, he, my, for, be, you	she, all, we, me, was, they	Are	there, so, were, like, have, what, do, come, some	one, love, out, about, today, says	: here, your, asked, people, oh, Mr, Mrs, Ms, their	our, water, want, could, would, should	once, again, different, school	eye, house, mouse, hour, shoe, improve, move, through, two, beautiful		friend, any, many, busy, pretty, where, parent, laugh, thought, call, work



Implementation — How we will achieve our aims... CONTINUED

Writing Lessons

Writing at Sacred Heart is taught in discrete English lessons, as well as a way to record understanding across the curriculum.

During the 2023/24 academic year, we are participating in the pilot scheme of Essential Writing with HFL Education. This is an exciting development in our curriculum.

“The 2014 national curriculum does not require pupils to be taught to write particular genres or text types. It focuses on writing for different purposes: ‘to describe, narrate, explain, instruct, give and respond to information, and argue’. Across the different phases, pupils will produce many different forms of writing, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.” (OFSTED ENGLISH REVIEW 2022). This was the focus for the choice of writing for purpose as a theme to build the English units around.

Underpinning all writing is a solid grasp of sentence construction and vocabulary. This is taught through the different purposes for writing.

The structure for a typical unit contains:

- Exposure to a the text type; looking at the features
- Reading models of texts
- Drafting and writing own versions
- Publishing and editing work

The progression and overview for Writing can be found in this document.

Spelling Lessons

Year 2/KS2

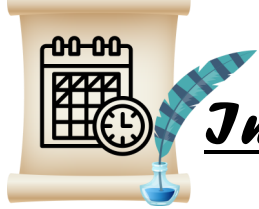
Spelling is taught in discrete lessons, as well as across the curriculum. We have a consistent approach to Spelling, where it is taught systematically through dedicated lessons during the week.

We begin by ensuring children are exposed to a high-quality phonics programme which follows the ‘Smart Kids Letters and Sounds – The Code’ scheme. In Year 2 there is a transition from Phonics Phase 5 to a formal Spelling lesson. At the appropriate time for the cohort and individual children, we begin systematic teaching of spellings alongside phonics sessions. We follow the HFL Essential Spelling scheme which supports staff in their understanding of, and planning for, clear progression in spelling skills. In addition, class teachers also track and monitor progress in spelling common exception words and statutory word lists.

Key words for topic lessons and specific English units are shared via word banks, and other means, and an expectation is that children will use these words correctly.

Spellings are also taught and discussed as they arise in specific lessons or when identified as a class need. When marking work no more than 3 spellings will be highlighted and these are marked according to the teachers’ assessment of the child’s capability.

The progression for Essential Spelling can be found in individual Year group documents on our web page.



Implementation — How we will achieve our aims... CONTINUED

Reading Lessons

In Reception and Year 1, children are taught the skills of reading primarily through Phonics lessons. They also share books as a class and with adults; in small groups and one-to-one with adults. Children participate in Guided Reading sessions, where the class are in small groups and carry out a carousel of reading activities throughout the week. In Year 2, children have Guided Reading sessions for the first two terms of the year. In Summer term, they begin Reciprocal Reading.

Reciprocal Reading, for KS2, is a whole class reading session, that takes place 4 times a week. One of these sessions is a written comprehension lesson. Reciprocal Reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners. Studies have also demonstrated that learners transfer their learning into other contexts.

Its aims are to:

- improve reading comprehension through the use of four reading strategies: predicting, questioning, Clarifying and summarising
- scaffold the four strategies by modelling, guiding and applying the strategies while reading
- enable pupils to reflect on their reading and develop higher order thinking skills
- use the social nature of learning to improve reading comprehension
- be one strategy in promoting literacy across learning in all sectors.

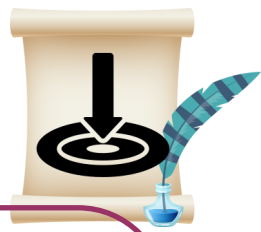
This strategy does not replace independent reading but is one method of promoting greater understanding for all. Reciprocal Reading can begin with the teacher using the four strategies themselves when they read aloud to the class. The children then copy this process in their groups. When the children are comfortable with the process, they should be able to work independently of the teacher. This allows the teacher to work with all the groups, confident that the children are developing deep understanding of the text. The teacher can then lead a whole class discussion based around the findings of each group.

All children are taught writing through the use of high-quality texts as a model, and books are read as part of English lessons.

Reading one-to-one with an adult is an important way to teach and practise reading, and is carried out across all Key Stages.

Please see the Phonics and Reading Policy, found on the website, for more detail about how Reading is taught.

Impact — How we will know we have been successful...



Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the Phonics programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school, accessing a range of texts independently. Attainment in Reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of Phonics half termly and screening assessments, NFER Reading papers and Comprehension Assessments plus ongoing teacher assessment. More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Sacred Heart. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.

Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children are able to interpret and evaluate a range of literature. In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Once this knowledge is secure, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive Knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery.

Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author. In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

LONG TERM WRITING PLANS

Purposes of Writing

To Entertain



To Inform



To Persuade



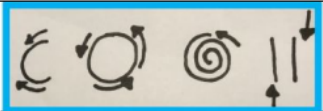
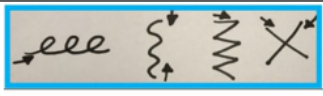
To Discuss



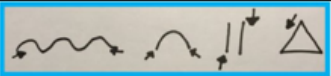
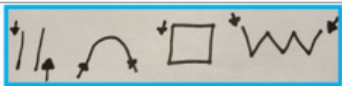
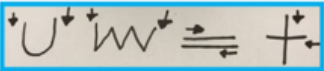
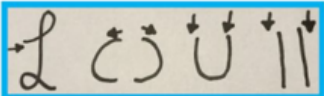
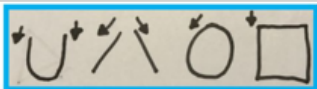
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain	✓	✓	✓	✓	✓	✓
Writing to inform	✓	✓	✓	✓	✓	✓
Writing to persuade			✓	✓	✓	✓
Writing to discuss					✓	✓

EYFS- YEARLY OVERVIEW

Reception Progression of skills- Writing

<p>Birth-Three -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name. Handwriting . Develop manipulation and control. PD.FMS.B-3 - Explore different materials and tools. PD.FMS.B-3</p>		<p>Three- Four Years . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. Handwriting Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>		<p>Reception • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read what they have written to check that it makes sense. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Handwriting Develop their small motor skills so that they can use a range of tools competently, <u>safely</u> and confidently. Suggested tools: pencils for drawing and writing. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>Writing- ELG • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. Handwriting Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p>
Week	Autumn 1 (All about me)	Autumn 2 (Celebrate with me!)	Spring 1 (Amazing animals)	Spring 2 (Growing)	Summer 1 (How to be a Superhero)	Summer 2 (I do like to be beside the Seaside)
Week 1	(Settling in)	<p>Developing correct letter formation.</p> <p>Segmenting for spelling- CVC words with learnt sounds.</p> <p>Book: The Leaf Thief Writing opportunity: Phonetically plausible attempts at autumn related words. Autumn hunt- list of words.</p>	<p>Oral rehearsal of captions. Segmenting for writing simple captions. (3-4 words) Use of widget cards to help compose sentence. (E.g. 'Get the...')</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing short captions independently.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing CVCC words (Phase 4) Segmenting for writing short sentences independently.</p> <p>Book: Writing opportunity:</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing CVCC words (Phase 4)</p> <p>Book: Writing opportunity:</p>
Week 2	 <p>Practise these shapes for letter formation. (a, c, d, o)</p> <p>Practise writing name. Developing a tripod grip.</p>	<p>Developing correct letter formation.</p> <p>Segmenting for spelling- CVC words with learnt sounds.</p> <p>Book: Sparks in the night. Billy's fireworks night. Writing opportunity: Phonetically plausible attempts at fireworks related words.</p>	<p>Oral rehearsal of captions. Segmenting for writing simple captions. (3-4 words) Use of widget cards to help compose sentence. (E.g. 'Get the...')</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing short captions independently.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing CCVC words (Phase 4) Segmenting for writing short sentences independently.</p> <p>Book: Writing opportunity:</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing CVCC words (Phase 4)</p> <p>Book: Writing opportunity:</p>
Week 3	 <p>Practise these shapes for letter formation. (e, s, z, x)</p> <p>Practise writing name. Developing a tripod grip. Developing correct letter formation. Identifying and writing initial sounds.</p>	<p>Developing correct letter formation.</p> <p>Segmenting for spelling- CVC words with learnt sounds.</p> <p>Book: The Best Diwali Ever Writing opportunity: Diwali cards.</p>	<p>Oral rehearsal of captions. Segmenting for writing simple captions. (4-5 words) Use of widget cards to help compose sentence. (E.g. 'I need a...')</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing short captions independently.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing CCVC words (Phase 4) Segmenting for writing short sentences independently.</p> <p>Book: Writing opportunity:</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing CVCC words (Phase 4)</p> <p>Book: Writing opportunity:</p>

EYFS- YEARLY OVERVIEW

<p>Week 4</p>  <p>Practise these shapes for letter formation. (m, n, h, b)</p>  <p>Practise these shapes for letter formation. (l, k, i, r)</p> <p>Practise writing name. Developing a tripod grip.</p> <p>Developing correct letter formation. Identifying and writing initial sounds.</p>	<p>Developing correct letter formation.</p> <p>Segmenting for spelling- CVC words with learnt sounds.</p> <p>Book: Kipper's Birthday Writing opportunity: Birthday lists, invitations, cards.</p>	<p>Oral rehearsal of captions. Segmenting for writing simple captions. (4-5 words) Use of widget cards to help compose sentence. (E.g. 'I need a...')</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing short captions independently.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing CCCVCC words (Phase 4) Segmenting for writing short sentences independently.</p> <p>Book: Writing opportunity:</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing CVCC words (Phase 4)</p> <p>Book: Writing opportunity:</p>
<p>Week 5</p>  <p>Practise these shapes for letter formation. (t, u, v, w)</p> <p>Practise writing name. Developing a tripod grip. Developing correct letter formation. Segmenting for spelling- CVC words with learnt sounds.</p>	<p>Developing correct letter formation.</p> <p>Segmenting for spelling- CVC words with learnt sounds.</p> <p>Book: The Jolly Christmas Postman Writing opportunity: Christmas lists, letter to Santa, Cards, gift tags.</p>	<p>Oral rehearsal of captions. Segmenting for writing simple captions. Use of widget cards to help compose sentence- more complex.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing short captions independently.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing (Phase 4) Segmenting for writing short sentences independently.</p> <p>Book: Writing opportunity:</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing CVCC words (Phase 4)</p> <p>Book: Writing opportunity:</p>
<p>Week 6</p>  <p>Practise these shapes for letter formation. (f, j, g, p)</p>  <p>(qu, y)</p> <p>Practise writing name. Developing a tripod grip. Developing correct letter formation. Segmenting for spelling- CVC words with learnt sounds.</p>	<p>Developing correct letter formation.</p> <p>Segmenting for spelling- CVC words with learnt sounds.</p> <p>Book: The Jolly Christmas Postman Writing opportunity: Christmas lists, letter to Santa, Cards, gift tags.</p>	<p>Oral rehearsal of captions. Segmenting for writing simple captions. Use of widget cards to help compose sentence- more complex.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing short captions independently.</p> <p>Book: Writing opportunity:</p>	<p>Segmenting for writing (Phase 4) Segmenting for writing short sentences independently.</p> <p>Book: Writing opportunity:</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Segmenting for writing CVCC words (Phase 4)</p> <p>Book: Writing opportunity:</p>

KS1 & 2 AUTUMN 1

To Entertain

To Inform

To Persuade

To Discuss

Week	1	2	3	4	5	6	7
Year 1	Back to School English Units Wellbeing Expectations for new Year Group Teacher’s choice		Labels, Lists, Captions, and Instructions Jasper’s Beanstalk by Mick Inkpen and Nick Butterworth		Narrative Puffin Peter by Petr Horáček		Buffer Week – recap sentence structure skills
Year 2			Narrative Frog and The Stranger by Max Velthuijs		Instructions How to Make Friends with a Ghost by Rebecca Green	Buffer Week – recap sentence structure skills	
Year 3			Narrative The Paper Bag Princess by Robert Munsch, ill. by Michael Martchenko		Narrative Mini Rabbit Not Lost by John Bond	Buffer Week – recap sentence structure skills	
Year 4			Narrative (Quest Story) Arthur and the Golden Rope by Joe Todd-Stanton		Narrative The King who Banned the Dark by Emily Haworth-Booth	Buffer Week – recap sentence structure skills	
Year 5	Whole School Writing Assessment		Report The World of the Unknown: Monsters by Carey Miller The Book of Mythical Beasts and Magical Creatures by Stephen Krensky, ill. by Pham Quang Phuc			Narrative (Description) Cloud Tea Monkeys by Mal Peet and Elspeth Graham	
Year 6			Narrative The Mysteries of Harris Burdick by Chris Van Allsburg The Night of The Gargoyles by Eve Bunting	Reports Planetarium by Raman Prinja and Chris Wormell			

KS1 & 2 AUTUMN 2

To Entertain

To Inform

To Persuade

To Discuss

Week	1	2	3	4	5	6	7
Year 1	Narrative (Traditional Tales): Three Billy Goats Gruff (by Alison Edgson), The Princess And The Pea (by Rachel Isadora), Stop! That’s Not My Story (by Smriti Halls and Erikan Meza), Professor Goose Debunks Goldilocks And The Three Bears (by Paulette Bourgeois and Alex G Griffiths)				Recipes: Gruffalo Crumble (by Julia Donaldson)		Poetry: List Poems
Year 2	Narrative: Last Stop on Market Street (by Matt De La Pena)			Letters, postcards, emails: Dragon Post (by Emma Yarlett), Yours Sincerely, Giraffe (by Megumi Iwasa and Jun Takabatake)		Poetry: List poems The Puffin Book of Fantastic First Poems	
Year 3	Fables: The Koala Who Could, The Squirrels that Squabbled and the Lion Inside (all by Rachel Bright & Jim Field)			Non-Chronological Report: Atlas of Adventures (by Lucy Letherland)		Poetry: Free verse poems The Magic Box (by Kit Wright)	
Year 4	Explanation: Until I met Dudley (by Roger McGough and Chris Riddell); Rosie Revere, Engineer (by Andrea Beaty and David Roberts); This Book Thinks You’re an Inventor (by Georgia Amson-Bradshaw and Harriet Russell); and How Everything Works by Clive Gifford and James Gulliver Hancock			Narrative: Starbird (by Angela McAllister and Grahame Baker-Smith); Zeraffa Giraffa (by Dianne Hofmeyr and Jane Ray)		Poetry: Free verse poems	
Year 5	Non-Chronological Report: The Street Beneath Our Feet & other Yuval Zommer texts			Poetry: Cinquains- Where the Poppies Now Grow (by Hilary Robinson and Martin Impey)	Narrative: The Promise (by Nicola Davies)		
Year 6	Narrative: Wisp (by Zana Fraillon)		Persuasive Speeches: Talking History (by Joan Haig & Joan Lennon)			Poetry: Performance Poetry	Buffer Week – recap sentence structure skills

KS1 & 2 SPRING 1

To Entertain	To Inform
To Persuade	To Discuss

Week	1	2	3	4	5	6
Year 1	Narrative: <i>Stanley's Stick (by John Hegley)</i>		Rules & Recount: <i>Big Bright Feelings series (by Tom Percival) – Ravi's Roar & Meesha Makes Friends</i>		Poetry: range of nursery rhymes <i>Oi Frog (by Kes Gray & Jim Field)</i>	Buffer Week
Year 2	Narrative: <i>Rapunzel (by Bethan Woollvin)</i>			Non-Chronological Report: Nature Storybooks - <i>Say Hi to Hedgehogs (by Jane McGuinness)</i> , <i>Big Blue Whale (by Nicola Davies)</i>		Buffer Week
Year 3	Narrative: <i>Alice in Wonderland (by Lewis Carroll, illus. by Helen Oxenbury)</i> or any other version			Persuasive speech: <i>Stella and the Seagull (by Georgina Stevens, illus. by Izzy Burton)</i>		Buffer Week
Year 4	Newspaper reports: <i>Real-Life Mysteries (by Susan Martineau; illus. by Vicky Barker)</i>			Travel Leaflets: <i>Take A Bite (by Aleksandra Mizielinkska & Daniel Mizielinski)</i> , <i>Africa, Amazing Africa (by Atinuke)</i> , <i>The Big Book of the UK (by Imogen Russell Williams)</i> & <i>India, Incredible India (by Jasbinder Bilan)</i>		Buffer Week
Year 5	Biography: <i>Fantastically Great Women Who Changed the World (by Kate Pankhurst)</i> ; <i>Little Leaders: Bold Women in Black History (by Vashti Harrison)</i> ; <i>Stone Girl Bone Girl (by Laurence Anholt)</i> ; <i>Groundbreaking Scientists (by J.P. Miller)</i>		Persuasive letters: <i>The Misadventures of Frederick (by Ben Manley, illus. by Emma Chichester Clark)</i>		Poetry: Narrative Poems Online resource: <i>The Listeners (by Walter de la Mare)</i>	
Year 6	Non-Chronological Report: <i>Arthur Spiderwick's Field Guide to the Fantastic World Around You (by Holly Black, illus. by Tony DiTerlizzi)</i>			Developing Dialogue: resources included. Range of extracts (<i>The Hobbit</i> , <i>A Christmas Carol</i> , <i>The Wolves of Willoughby Chase</i> , <i>Wonder</i>)		Balanced argument

KS1 & 2 SPRING 2

To Entertain	To Inform
To Persuade	To Discuss

Week	1	2	3	4	5	6
Year 1	Short narrative (based on real experiences): <i>Madlenka (by Peter Sis)</i>			Poetry: Take One Poet Julia Donaldson <i>Poems To Perform (edited by Julia Donaldson)</i>		Buffer Week
Year 2	Narrative (based on real experiences): <i>Julian is a Mermaid (by Jessica Love)</i> (supplementary text: Manolo and the Unicorn by Jackie Azua Kramer)			Poetry: <i>The Puffin Book of Fantastic First Poems</i>		Buffer Week
Year 3	Personal narrative: <i>The Proudest Blue (by Ibtihaj Muhammad & S.K Ali)</i> , <i>Jabari Jumps (by Gaia Cornwall)</i> & <i>Ralph Tells a Story (by Abby Hanlon)</i>			Poetry: <i>Love That Dog (Sharon Creech)</i>		Buffer Week
Year 4	Narrative: <i>Leon and the Place Between (by Angela McAllister and Grahame Baker-Smith)</i>			Poetry: Haiku <i>Moon Juice (be Kate Wakeling)</i>		Buffer Week
Year 5	Description: <i>The Watertower (by Gary Crew)</i>		Creating Mystery & Suspense: various texts, inc. <i>Boy in the Tower (by Polly Ho-Yen)</i> , <i>Varjak Paw (by SF Said)</i> , <i>Read, Scream & Repeat (ed. by Jennifer Killick)</i>			Poetry: <i>Take One Poet (Karl Nova)</i> Rhythm and Poetry
Year 6	Narrative: <i>Blackberry Blue and other fairy tales (by Jamila Gavin)</i>			Biography: <i>Survivors (by David Long)</i>		Poetry: <i>Be The Change (Liz Brownlee et al)</i>

KS1 & 2 SUMMER 1

To Entertain	To Inform
To Persuade	To Discuss

Week	1	2	3	4	5	6	7
Year 1	Letters: <i>Here Comes Mr Postmouse (by Marianne Dubuc)</i>		Poetry: <i>A First Book Of Poems (Shirley Hughes) 'Out and About'</i>		Narrative: <i>Little Red and the Very Hungry Lion (by Alex T. Smith)</i>		
Year 2	Narrative: <i>The Lost Homework (by Richard O'Neill)</i>			Instructions: <i>A Beginner's Guide to Bear Spotting & How to Wash a Woolly Mammoth (both written by Michelle Robinson)</i>		Recount (of real events): <i>Here I Am (by Patti Kim, illus. by Sonia Sanchez)</i>	
Year 3	Persuasive Letters: <i>Speak Up! Clean Up! Look Up! (all written by Nathan Bryon and illustrated by Dapo Adeola)</i>			Instructions: <i>Instructions (by Neil Gaiman) & Wolf in the Snow (by Matthew Cordell)</i>		Non-Chronological Report: <i>Amazing Animal Journeys (by Chris Packham, illus. Jason Cockroft)</i>	
Year 4	Persuasive Speeches: <i>Malala's Magic Pencil (by Malala Yousafzai) & Greta and the Giants (by Zoe Tucker)</i>			Non-Chronological Report: <i>Amazon River (Earth's Incredible Places (by Sangma Francis)</i>			Poetry: <i>Stars With Flaming Tails (Valerie Bloom)</i>
Year 5	Explanation: <i>The Lost Book of Adventure (by Teddy Keen)</i>		Advertising campaign: Range of real-life examples			Poetry: <i>Cloud Busting (Malorie Blackman)</i>	
Year 6	Advertising campaign: Range of real-life examples			Narrative: <i>Skellig (by David Almond)</i>			Poetry: <i>Final Year (Matt Goodfellow)</i>

KS1 & 2 SUMMER 2

To Entertain

To Inform

To Persuade

To Discuss

Week	1	2	3	4	5	6	7
Year 1	Explanation: The Big Book of Bugs (<i>by Yuval Zommer</i>); The Amazing Life Cycle of Butterflies (<i>by Kay Barnham</i>); Tad (<i>by Benji Davies</i>)		Short narrative: We're Going to Find The Monster! (<i>by Malorie Blackman; illus. by Dapo Adeola</i>)		Whole School 'Explore and Engage Unit' Choose from: Tuesday by David Wiesner Journey by Aaron Becker Coming to England by Floella Benjamin Poetry by Joseph Coelho		Buffer Week
Year 2	Narrative: Super Joe Does not do Cuddles (<i>by Michael Catchpool</i>)			Poetry Take One Poet Mandy Coe Belonging Street			Buffer Week
Year 3	Narrative: The Iron Man (<i>by Ted Hughes</i>)			Poetry: Take One Poet Joseph Coelho Poems Aloud/Smile Out Loud			Buffer Week
Year 4	Narrative: The Girl Who Stole an Elephant (<i>by Nizrana Farook</i>)			Poetry: Take One Poet Michael Rosen Quick Let's Get Out of Here			Buffer Week
Year 5	Balanced arguments		Description: Birdsong (<i>by Katya Balen</i>)				Whole School 'Explore and Engage Unit' See above
Year 6	Blogs	Narrative: Macbeth					