



St. Thomas the Martyr
C.E. Primary School

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Member of staff responsible: Mrs Wissett/Miss Kenny
Date to be reviewed: Sep 2027



English Policy

Aims

At St Thomas the Martyr we value speaking, reading and writing as a life skill, understanding the importance and impact it has on a child's education. Therefore, it is vital that our children understand how speaking, reading and writing can help them. As reading and writing feed into all academic subjects, children need to be given plentiful opportunities to develop their reading and writing ability and skills in order to access the wider curriculum. Speaking and listening skills are modelled to a high standard, as we want children to communicate their ideas and emotions to others effectively.

Reading offers children a platform to develop their mind, grow in independence, stretch language skills and improve writing. Furthermore we want to promote a love of reading; ensuring children have access to the books that they enjoy.

We want to promote creative writing, allowing children to channel their imagination and ideas into exciting narratives and non-fiction genres.

Pupils are given the opportunity to:

- Develop a growing vocabulary in spoken and written form to articulate their responses
- Access a wide range of books that interest them and develop a love of reading
- Develop phonics skills during stand-alone systematic synthetic phonics sessions
- Read with fluency and understanding, using a range of comprehension skills and strategies
- Write coherent sentences and paragraphs, gaining a stamina for writing and developing peer and self-check strategies to improve writing
- Understand a range of text types and genres - be able to write in a variety of styles applying the key features taught during the reading phase
- Role play and drama activities to develop the understanding of key characters and plots
- Convey the meaning of the genre clearly and accurately through written work and speech
- Retrieve and record key information from text and other materials
- Develop their imagination, inventiveness and creativity of writing in literacy and

the broad curriculum

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language Literacy section of the Early Years Outcomes for the Foundation Stage (2013).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- Speak, listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2)

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6)

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation

- The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.
- The English Curriculum is delivered using the National Curriculum English programmes of study and objectives are taken from the KLIP'S document (Key Learning Indicators of Performance). These are broken down into our St Thomas the Martyr bespoke scheme of work.
- Teachers use the Lancashire Teaching Sequence when planning their literacy lessons (see diagram below)

- Lessons are planned with differentiated, independent or group activities to provide relevant focused learning for all children. Each class take part in grouped or whole class guided reading sessions, SPAG (Spelling, Punctuation and Grammar) sessions also take place on a daily basis and handwriting is delivered regularly.
- Coverage of genres and literature across year groups is outlined on our literacy map (see Appendix 1). This has then been applied to a bespoke scheme of work designed by the Literacy coordinator and teachers for each individual year group.

Phonics:

A new scheme of Systematic Synthetic Phonics, Essential Letters and Sounds, validated by the government Department of Education is taught on a daily basis from reception to year two. Children are grouped by phase and are assessed half termly in order to move through the scheme and prepare children for the phonics screening in Year One. Phonics intervention takes part in class to target specific children who are struggling with a particular phase. In relation to the reading scheme, all children are matched to their reading books according to the individual phonics phase that they are working at e.g. if they are working at phase three, they will be provided with books that contain phase three sounds and tricky words only.

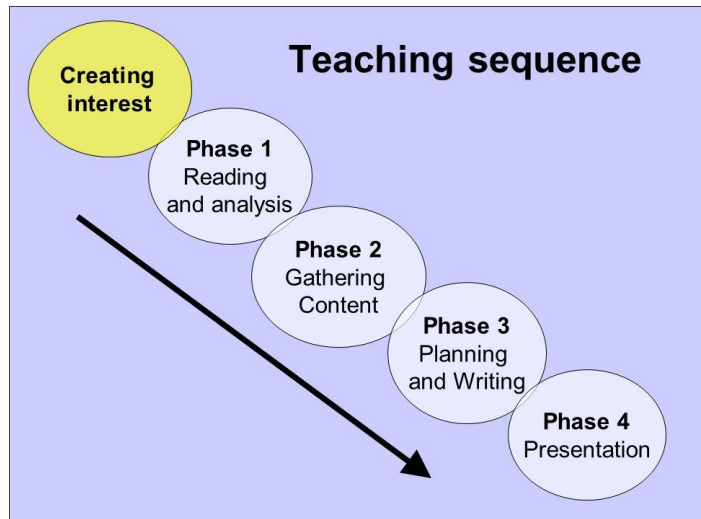
Some children in KS2 will continue with phonics intervention, this takes place daily to target children who failed to pass the phonics screening or need further intervention in this area due to gaps in their phonics knowledge. KS2 intervention includes Fast Track Phonics, Bounce Back Phonics and precision teaching.

Termly phonics progress meetings are held with a member of SLT and the literacy co-ordinator. Class teachers and TA's provide information on the progress of all the children. Progress is recorded the ELS tracker half termly, which will highlight children on track or not on track. Interventions are then put into practice for children's needs.

Planning:

Medium term planning - all MTP's are outlined on the literacy genre map for the whole academic year (appendix 1). An individual scheme for each year group has been created alongside teachers with the literacy coordinator in order to provide more in depth planning, specific targets matched to each genre, the suggested literature and the writing outcomes expected.

Short term planning - carried out by individual teachers and is consistent throughout KS1 and KS2. This is uploaded weekly to the shared teacher drive. All teachers follow the Lancashire Teaching Sequence for Literacy (see diagram right).



Planning will ensure that there are frequent and regular opportunities for:

- Creating interest
- Reading response and analysis
- Writing/language skills - warm ups
- Gathering content - key features built up in toolbox
- Planning and writing opportunities both modelled and independent
- Guided reading activities
- Handwriting /presentation
- SPAG development
- Phonics

Speaking and Listening/Oracy

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

The children have regular and frequent opportunities to speak and listen to each other formally and informally participating in role play from an early age and to participate in games and drama activities e.g. role play/drama, class assemblies and school productions, which promote confidence and self-esteem. Speaking and listening is also promoted through key English genres such as play scripts, writing for an audience, performing poetry, argument and persuasive writing. This includes the promotion of expressive speaking, actions, intonation and interacting with the audience.

They practise the conventions of speaking and listening during class and group discussion for example: turn taking, responding appropriately, showing good listening e.g. story time, direct teaching, offering feedback in plenaries.

At our school, Oracy is an important part of learning from the very start. In Early Years and Key Stage 1, children learn to take turns in conversations, speak clearly, and listen carefully. They use talk partners, circle time, and storytelling to build their speaking and listening skills. In Key Stage 2, pupils build on this by using more formal speaking skills. They take part in debates, give presentations, and work in groups to share ideas. We also encourage good listening and respectful discussion across all year groups.

Assessment of Oracy:

Teachers use observations to assess how well children are speaking and listening. They look at things like confidence, clarity, vocabulary, and how well children listen to others. A child who has a good vocabulary will also be evident in their writing. Pupils also reflect on their own speaking and give feedback to their peers. Oracy is also assessed as part of our termly assessments using KLIPS (reading and writing).

In EYFS there are opportunities to develop their communication and language through

- Experiencing a rich language environment.
- Develop confidence and skills in expressing themselves.
- Speak and listen in a range of situations in both the indoor and outdoor environment.
- Well comm groups.

Furthermore, children will have daily opportunities to

- Link sounds and letters
- Read, listen to and explore fiction and non-fiction books.
- Mark make, form letters and add meaning to their marks.

Reading

Reading phase:

During literacy the reading phase takes place, which involves shared reading. Shared reading models the reading process and strategies used by readers. In EYFS and KS1 the teacher deliberately draws attention to the print and models early reading behaviours such as moving from left to right and word-by-word matching. When reading aloud the teacher can model intonation and expression, and focus on any teaching points that may arise. Shared Reading creates a risk-free environment, allowing children to focus on the enjoyment of the story.

During the reading phase children are immersed in a variety of books or text extracts matching a specific genre. This helps children to understand aspects such as characters, story plots, structure, grammar, punctuation, key vocabulary and language features.

Guided Reading/Reading Practice:

During guided reading children participate in reading and discussing a specific text with a weekly focus taken from either the KLIP's, LAP's (KLIP'S broken down) or specific graphemes taught in the 'Essential Letters and Sounds Phonics Programme'. Guided reading takes place from Reception to Year 6. From Reception to Year 2, the guided reading sessions take place weekly, in a whole class group or paired reading, as in line with the guidance from the 'Essential Letters and Sounds Phonics Programme'. In Years 3 - 6 the guided reading sessions are adapted to meet the needs of the children. Teachers can opt to do a whole-class guided read or group guided reads. The TA may take a guided reading group. If working in groups, the rest of the class are given an independent, reading based activity to complete. Teachers also use the new Serial Mash program to generate guided reading sessions and comprehension activities.

Independent Reading:

Independent reading takes place daily and each class has a set of daily readers who are behind in the scheme. Practice in school is carried out with the children reading individually to an adult (class teacher, teaching assistant, reader helper) and also throughout the day in a variety of reading activities. Adult's listening to readers ask comprehension questions linked to the text. All books read are tracked in a class reading record.

The children have home reading records, which show progression through the reading scheme and a place where comments can be made by teachers and parents. The children are encouraged to practise reading at home nightly.

The 'Essential Letters and Sounds' Phonics programme reading scheme is linked to the Oxford Owl reading book list (appendix 4) The reading scheme allows children to read books matched to the phonics phase they are working at and only fully decodable books containing the graphemes they have previously been taught until they are fluent, competent and independent readers. When the children have reached the end of the KS1 books, they move onto a range of books categorised for KS2.

Wider Reading:

- Regular novels are chosen and read by the class teachers in each year group to promote reading for pleasure.
- A school library has been developed to encourage classes to choose from a wide selection of genres. The library is updated annually with engaging new texts to interest the children.
- Each classroom has a comfortable and inviting reading corner in order to promote reading for pleasure - phonic phase books are allocated to reading corners in KS1/LKS2 for children to choose from
- We take part in the FBA (Fantastic Book Awards) and BBA (Brilliant Book Awards). This gives pupils from years 1 and 2/5 and 6 the opportunity to experience new book titles from famous and up-and-coming authors
- KS2 reading club.
- To promote reading across a variety of subjects topic boxes have been developed for teachers to use within the classrooms, and children can access the titles linked to the topic they are learning about.

Phonics - See Above

Writing

Writing is a highly important skill that feeds into many academic subjects. It equips children to communicate ideas, develop understanding and stretch creativity. We aim to equip children with the skills to write narratives and non-fiction texts, which include key features to suit a specific genre, audience or purpose.

Teachers follow the Lancashire Teaching Sequence (diagram above) when planning for literacy. During the reading phase key features are identified and a toolbox is built up, on the working wall to act like a success criteria. This will assist the children during the planning and writing process. Key vocabulary is also gathered using thesaurus' and word banks created.

Writing skills are fed in throughout literacy lessons and applied during the gathering content, planning and writing phase. Children will produce two main outcomes for each genre taught. This will include a modelled/scaffold writes and an independent write. Shorter writing outcomes can be applied during the reading and gathering content phases (see appendix 1 for literacy outcomes across year groups). Cross-curricular writes are encouraged to achieve written outcomes.

Emergent Writing (KS1/EYFS):

Emergent writing is an integral part of Early Years education where children are learning to use the written form in useful situations. A range of suitable writing materials and implements will be supplied so that activities can be instigated by the child. The activities that are encouraged around these emergent writing areas include recording of information, writing invitations, cards and letters, and creating them using shopping lists. The writing itself does not have to contain correctly formed letters; it is the understanding of the purpose that is important.

Planning:

After the reading and gathering content phase, it is important for children to be given sufficient time to plan their narratives or non-fiction texts. It is advised that teachers use a variety of planning strategies throughout different genres such as story-mountains, chunking a text, story mapping etc.

Modelling:

The teacher demonstrates how to write in a particular text style, giving a running commentary on the key features or vocabulary used. Children can also input with ideas. Features from the modelled text will be added to the working wall toolbox so children can refer back to this, when completing an independent write. Modelling can be done through strategies such as story mapping, chunking a text or as a guided write

Independent Writing:

After the children have had the opportunity to experience a modelled write, they will then complete an independent outcome. During the independent write it is important that children have access to resources such as word maps, dictionaries, thesaurus', working wall etc. It is up to the children as individuals to make use of the resources available.

Cross-curricular Writing:

Cross-curricular writing offers opportunities for independent or extended writing. It gives children the chance to use skills they have gained from specific

literacy teaching and apply them in other areas of the curriculum or for other purposes.

Handwriting:

Children are taught the school handwriting scheme, printing with descenders in reception/KS1 and cursive starting in Year 2 summer term. Children should use pencils with the introduction of pens when the teacher assesses the child to be ready, usually in KS2. Specific handwriting sessions; which explicitly teach handwriting skills, are implemented weekly. In KS2 this may be an activity during guided reading time.

Spelling

We believe that spelling is an important skill which all children should be taught in order to develop to their greatest possible potential. We aim to increase competence and confidence in spelling by teaching spelling rules, patterns and word families using appropriate learning activities. Furthermore we encourage parents to work with children at home to improve spelling skills.

Children will receive phonics teaching up to the year 2 Klip objectives in KS1 before continuing with further spelling sessions - SPAG in KS2. Children who are assessed as underachieving at the end of KS1 will either continue through the phonics scheme or take part in KS2 phonics intervention.

In KS1 children have access to tricky word and phoneme word maps to match the phonics phase they are in. This helps assist children when attempting spelling independently. Key phonemes and tricky words are displayed around the classroom in EYFS and KS1. In KS2 children have access to dictionaries and word maps are available for low ability children.

Within children's writing incorrect spellings may be underlined by the teacher and then practiced by the child. There will be a focus on high frequency and common exception words.

Computing Skills

All pupils are given many opportunities to apply and develop their computing skills to support their learning in Literacy. They are taught how to use research skills, edit their work, communicate through a range of electronic media, and to redraft and evaluate their work. Visual Literacy is also used, including the use of film clips as speaking/writing stimuli (Literacy Shed).

Assessment

- Early Years Foundation Stage pupils are assessed through observations, focused activities and work scrutiny which is then recorded onto their Foundation stage profile either by written comments, use of iPad's or given as photographic evidence.
- Children are formally assessed at the end of Years 2 to 6 (SATs) this helps to inform teacher assessment
- Teacher assessment is used in Years 3-5
- EYFS profile, Y2 and Y6 Teacher assessment results are submitted to the LA along with any statutory assessment outcomes
- Writing targets are created via self, peer and teacher assessments using success criteria, marking ladders and toolbox (working wall)
- All teachers make individual assessments when and where appropriate, to ensure that progress is regularly recorded and monitored. These assessments are used to inform future planning and set targets
- KLIPS assessments are referred to, in order to monitor the progress of reading, writing and spelling and the objectives achieved by individual children
- Phonic screening takes place in Year 1 and these results are submitted to LA.
- Each term the children write an independent piece of work which is then assessed and placed in their individual assessment file for writing. This is then handed on to the next teacher at the end of the academic year in order to track progression
- Samples of children's writing from each year group are regularly moderated. 3 pieces of work are taken - average, below average and above average. This is usually done as a whole school staff meeting or as a mock moderation with another local primary school

Inclusion and Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified in termly progress meetings and planned for within the lessons with suitable learning challenges provided.

Intervention and IPP'S

Children who are identified as needing additional support in order to make progress receive daily intervention programmes in school, usually administered

by a Teaching Assistant. The programmes used are outlined on the class provision map, which also monitor the progress of the individual children concerned.

IPP's are drawn up and shared with the parents for those who need targeted intervention. Daily work on their targets is monitored and reviewed closely by teaching assistants and class teachers. Specific intervention strategies are used and outlined on their IPP's and provision maps.

Furthermore, Speech and Language specialist teachers come into school to assess the needs of those pupils who have been referred and advise staff on the best programme to use with each child.

Role of Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating literacy - including book scrutiny/writing moderations
- Pupil progress - including phonics tracker system
- Provision of Literacy (including intervention and support programs)
- The quality of the Learning Environment - including learning walks
- Meeting with the Phonics Lead to monitor phonics provision/progress
- Monitoring phonics reading with individual pupils, evaluation and next steps
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Sharing plans with governors
- Purchasing and organising resources
- Keeping up to date with recent literacy developments
- Creating an action plan and next step targets

Governing Body

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Mrs Angela Lake. This policy will be reviewed every two years or in the light of changes to legal requirements.

Parental Involvement

Parents are regarded as important partners in the process of developing the children's language skills. We therefore encourage parents to play a full part in their children's education by:

- Involving parents in the school's reading programme throughout their time in school
- Updating the guidance for parents via meet the teacher mornings/powerpoint
- Welcoming offers of help from parents to assist in school by listening to readers, talking with children and helping with writing
- Children have a reading record book where comments about reading can be shared between home and school

Appendixes

1. Literacy Genre Map
2. The Three I's Reading and Phonics
3. The Three I's Writing and Spelling



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Appendix 1

Literacy Map 2025/2026

<u>Yr</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
Y1	<p>Labels, Lists and Captions Text Suggestions: Old Toy Room Twinkl Little Bear/Old Bear Jane Hissey Lost in the Toy Museum: An Adventure by David Lucas A range of Non-fiction books (Toys and Games Sally Hewitt, Britannica First Big Book of Why incl. labels/lists/captions)</p> <p>Stories with Familiar Settings</p>	<p>Stories by Same Author Text Suggestions: Jill Murphy, Judith Kerr, Lynly Dodd, Allan Ahlberg</p> <p>Instructions Text Suggestions: How to brush your teeth (Osbourne) How to wash a Wholly Mammoth Michelle Robinson What to do with a Box Jane Yolen</p> <p>Senses Poetry</p>	<p>Stories with Fantasy Settings Text Suggestions: Whatever Next Jill Murphy, Room on the Broom Julia Donaldson, Pirates Love Underpants By Claire Freedman and Ben Cort, The Princess and the Wizard Julia Donaldson</p>	<p>Information Texts Text Suggestions: What do bees do? Caterpillar to Butterfly The Very Hungry Caterpillar Eric Carle</p> <p>Stories from Other Cultures Text Suggestions: Literacy Shed: The Catch Clips: Disney's Moana Handa's Surprise by Eileen Browne Mamma Panya's Pancakes - Twinkl Cinnamon Neil Gaimann</p>	<p>Traditional Tales Text Suggestions: A range of traditional tales Video clips/stories EBooks of traditional tales</p> <p>Recounts Text Suggestions: Range of example recounts/WAG OLLS - Literacy Shed</p>	<p>Traditional Rhymes Text Suggestions: A range of nursery rhymes The Adventures of the Dish and the Spoon Mini Grey</p> <p>Letters Text Suggestions: Meerkat Mail Emily Gravett The Jolly Postman Allen Ahlberg Dear Greenpeace Simon James</p>

	<p>Text Suggestions: The Tiger Who Came to Tea Judith Kerr The Scarecrow's Wedding Julia Donaldson On the way Home Jill Murphy</p>	<p>Text Suggestions: The Magic Box Kit Wright Five Little Senses Senses by Brenda Williams</p>	<p>That Rabbit Belongs to Emily Brown by Cressida Cowell The Emperor of Absurdia Chris Riddell</p> <p>Poems by Heart Text Suggestions: The Owl and the Pussy Cat by Edward Lear Poems to Perform by Julia Donaldson</p>			<p>KS1 formal/informal letter examples</p>
<p>Y1 Outcomes</p>	<p>Labelling, Diagrams and Captioning pictures (non-fiction): Explore, analyse types of lists, captions, labels Identify commas in lists labelling a diagram character/object Caption pictures - comic strip/non-fiction images</p>	<p>Narrative: Review story/make predictions Compare two stories Character profile/ Short Diary entry of character Alternate ending Retell a simple narrative/part of the story</p> <p>Instructions (non-fiction):</p>	<p>Narrative: Explore narrative features create sentences linked Explore interesting vocabulary Create own species of alien to live on invented planet - character/set</p>	<p>Information Texts (non-fiction): Explore non-fiction features Look at some technical/scientific language Label and caption pictures of bees/flowers/life cycle Cross-curricular (plants/flowers science)</p>	<p>Narrative: Feature maps Explore language used in this genre Speech bubbles - character's perspective/ Character description Alternate ending of traditional tale Traditional tale narrative - chunk story</p>	<p>Poetry: Explore poetic features and create own Compare poems Perform using music and actions Mini narrative or setting description - dish and the spoon adventure</p>

	<p>List of what toys we have (bullet points and comma list)</p> <p>Narrative: Predictions based on front cover Explore text features incl. adjectives Create descriptive sentences Character description (wanted poster) Character speech bubbles Sequencing a familiar story Chunking a story</p>	<p>Explore instruction features/structure</p> <p>Follow a set of instructions (e.g. make a jam sandwich/How to draw a _____)</p> <p>Cross curricular DT - toys (ball in a cup) Instructions of Daily routines</p> <p>Poetry: Explore poetic features Group rhyming words Descriptive sentences Poetry frame based on model</p>	<p>ting description Retell fantasy narrative - make simple changes</p> <p>Poetry: Explore Poetic features Simple poem review Character analysis Create a rhyming dictionary Learn poem using actions to support Perform poem with intonation/actions</p>	<p>Simple information text with photographs</p> <p>Narrative: Explore key features and structure (beginning/middle/end) Sequence main events of story Role play/drama - character inference Write simple sentences using patterned language, words and phrases Plan and write a story based on plot</p>	<p>making it their own</p> <p>Recounts (non-fiction): Explore features incl. simple time openers Write sentences describing feelings linked to recount Ordering sequence of events Personal recount linked to trip/visitor</p>	<p>Write own version of traditional rhyme based on a model</p> <p>Letters/Narrative (fiction/non-fiction): Explore key features and language Explore letter structure Order/sequence a letter Cross curricular link to history - Letters to Royal members Letter/postcard - from a character perspective</p>
Y2	<p>Traditional Tales with a Twist Text Suggestions: Jack and The Jelly Beanstalk Rachael Mortimer</p>	<p>Stories from Familiar Settings Text Suggestions: Wanted: The Perfect Pet Fiona Robertson Dogger Shirley Hughes</p>	<p>Recount - letter (History)/Diary Text Suggestions: Samuel Pepys diary (Library Loan Box)</p>	<p>Animal Adventure Stories (continued) Additional texts: A Day at the Animal Post Office Sharon Rentta</p>	<p>Stories by the Same Author Text Suggestions: Julia Donaldson, Lauren Child,</p>	<p>Instructions continued: Additional texts: George's Marvellous medicine Roald Dahl</p>

	<p>The Pea and The Princess Mini Grey The True Story of The Three Little Pigs Jon Scieszka Three Little Wolves and The Big Bad Pig Eugene Trivizas Little Red: A Howlingly Good Fairy tale with a twist Lynn Roberts The Story Blanket Brenda Wolff Wolfy Gregoire Solotaraff Little Red Riding Hood told by Ruth Merritts The Ghanaian Goldilocks by Dr Tamara Pizzoli</p> <p>Non-chronological Report Text Suggestions: History Links - significant figure text examples (Florence Nightingale/Neil Armstrong)</p>	<p>We're Going on a Bear Hunt Michael Rosen Not Now Bernard David McKee There's a Lion in my Cornflakes Michelle Robinson Harry and the Bucketful of Dinosaurs Ian Whybrow The way to the Zoo/The Magic Bed/It's a secret John Burningham Gorilla Anthony Browne A Lion in the Meadow Margaret Mahy There's no Such Thing as a Dragon Jack Kent The Day Ben Went Bump Hamilton</p> <p>Poetry - Space/Monster/Christmas Theme and Structure Text Suggestions: Night and Stars Stanley Cook</p>	<p>Diary of a Wombat Jackie French</p> <p>Animal Adventure Stories Text Suggestions: Paddington Bear Michael Bond Winnie the Pooh The Great Huffalump Hunt Giles Andreae Numenia and the Hurricane Fiona Halliday</p>	<p>Goblin The Witch's Cat Ursula Williams The Slightly Annoying Elephant David Walliams</p> <p>Persuasive Advert Text Suggestions: Range of leaflets, adverts and media to examples Bedtime Eleanor Farjeon - Hamilton Trust</p>	<p>John Burningham</p> <p>Classic Poetry Text Suggestions: The Wind/The Rainbow/The Caterpillar Christina Rossetti The Pobble Who has no Toes/The Quangle Wangle's Hat Edward Lear The Owl and the Astronaut Gareth Owen</p> <p>Instructions Text Suggestions: Link to DT - pizza making Range of recipe books and instruction leaflets Animated instructions Neil Gaiman</p>	<p>Significant Authors: Narrative and Poetry Weave (poetry - structure) Text Suggestions: Roald Dahl Beatrix Potter</p> <p>Recount (trip visit) Text Suggestions: range of recounts text examples</p>
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	<p>Example Non-chronological reports</p> <p>Hamilton Trust - unicorns</p> <p>A Galaxy of her Own: Amazing Women in Space Libby Jackson</p>	<p>The Night Will Never Stay Eleanor Farjeon</p> <p>It's Behind You! Carl Flint</p> <p>Twas' the Night Before Christmas Clement Clarke Moore</p> <p>Explanations (Science)</p> <p>Text Suggestions: From Puppy to Dog</p> <p>From Lamb to Sheep</p> <p>Related information/explanation text examples</p>				
Y2 Outcomes	<p>Narrative:</p> <p>Explore key features incl. traditional tale language</p> <p>Oral retelling</p> <p>Comparison of traditional tale and twist tale</p> <p>Character thought bubbles/profile</p> <p>Story map</p> <p>Alternative ending</p>	<p>Narrative:</p> <p>Explore key features</p> <p>Discuss setting familiarity</p> <p>Book review</p> <p>Character creation</p> <p>Role play dialogue</p> <p>Animal descriptions</p> <p>Sequence events</p> <p>Plan/tell new oral story</p> <p>Write a story based on a book read in class</p> <p>Poetry:</p>	<p>Recount (fiction/non-fiction):</p> <p>Explore key features incl. openers/sentence connectives</p> <p>Recount of a letter - history</p> <p>Plan and write a diary of a creature of choice</p>	<p>Narrative Continued:</p> <p>Story mapping</p> <p>Plan and retell a section of the story</p> <p>Plan and write an alternative chapter/ending</p> <p>Letter/Advertisement (non-fiction):</p> <p>Explore and identify features</p> <p>Role play argument</p> <p>Script writing</p>	<p>Narrative:</p> <p>Share information about the author</p> <p>Compare stories</p> <p>Recall stories</p> <p>Character description/hot-seating</p> <p>Postcard/letter</p> <p>Create own story scenarios</p> <p>Character mix up (character from one book)</p>	<p>Instructions (non-fiction):</p> <p>Recap instruction features</p> <p>Explore creative language choices</p> <p>Plan and write own marvellous medicine instructions</p>

	<p>Non-chronological Report (non-fiction): Explore structure and features Add headings/sub-headings Write questions/descriptive labels Create word banks Write/plan leaflet/ICT Report</p>	<p>Look at and practice poetic features Imagine/describe a monster Explore/identify poetic features Draft/write short poem based on model Night time Christmas poem</p> <p>Explanations (non-fiction): Discuss key non-fiction features and structure Explanation flow charts Explanation text</p>	<p>Narrative: Compare and sequence a story Write first person/past tense sentences Character viewpoint activity/hot seating Diary entry - fictional character Character/setting description</p>	<p>Plan and write a persuasive advert Act out/role play advert Plan and write a letter of persuasion/complaint</p>	<p>goes to another story)</p> <p>Poetry: Explore poetic features Recite poem Explore nonsense words Sequence events Adapt poem - adding new detail Draft story Explore/write limericks</p> <p>Instructions (Non Fiction): Explore features Write with imperative verbs (bossy verbs) Write instructions with a sequence of pictures How to make a pizza/fantasy landscape map instructions Try out instructions and evaluate</p>	<p>Narrative/Poetry Weave: Explore key features/language choices - dictionary/thesaurus work Character descriptions and comparisons Retell the main events of chapter Write an ending to the story before reading Roald Dahl poems - create poem based on model</p> <p>Recount (non-fiction): Recap key features/structure Plan and write trip recount</p>
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Y3	<p>Myths/Legends Text Suggestions: Range of Greek myths: Theseus and the Minotaur, Perseus and the Gorgon, Odysseus and the Cyclops (various authors) Harry Potter and the Philosopher's Stone JK Rowling - Cerberus extract Theseus and the Minotaur - BBC audio book</p> <p>Recount - Diary Text Suggestions: Diary of a Wimpy Kid Jeff Kinney The Diary of a Killer Cat Anne Fine Anne Frank: Little People, Big Dreams Maria Isabel Sanchez Vegara</p>	<p>Fables Text Suggestions: Aesop's Fables The Last Wolf Mini Grey Some Kind of Happiness extracts Claire Legrand Five Minute Stories Cottage Door Press</p> <p>Instructions Text Suggestions: (links to Stone Age topic) Roald Dahl's Revolting Recipes Even More Revolting Recipes Roald Dahl Variety of instruction texts/books/recipes</p> <p>Poetry on a Theme (winter theme) Text Suggestions: The Frost Bringer Erin J Goodbye Autumn, Hello Winter Kenard Pak The Little Acorn Twinkl</p>	<p>Information text - Non-Chronological Report Text Suggestions: Animal information books Variety of non-chronological report examples The Crayon Man Natascha Biebow The Big Book of Beasts Yuval Zommer Animalium Jenny Broom Planet Earth/Deadly 60 clips</p> <p>Classical Narrative Poetry Text Suggestions: The Jabberwocky Lewis Carroll Alice in Wonderland film clip</p>	<p>Adventure Story Text Suggestions: Leon and the Place in between Angela McCallister The Way Back Home/Lost and Found/How to Catch a Star Oliver Jeffers Literacy Shed: Adventures are the Pits Harry Potter and the Philosopher's Stone JK Rowling - Hogwarts Castle extract</p> <p>Biography/Autobiography Text Suggestions: (significant figures- David Attenborough/ Usain Bolt/ Roald Dahl/Mary Anning) Little People, Big Dreams book series Maria Isabel Sanchez Vegara Stone Girl, Bone Girl: The Story of Mary</p>	<p>Letters Text Suggestions: The day the Crayons Quit Drew Daywalt Dragon Post Emma Yarlett Variety of formal letter examples Goldilocks and the Three Bears (letter of complaint)</p> <p>Traditional/Folk Tales Text Suggestions Brothers Grimm folk and fairy tales Inside the Villains Clotilde Perrin The Phoenix of Persia Sally Pomme Clayton Viking/Nordic Folk tale examples</p>	<p>Novel as a Theme Text Suggestions: Treasure Island Robert Louis Stevenson BBC Treasure Island animation radio series Pirates of the Caribbean film clip The Jolly Rogers - book series Jonny Duddle</p> <p>Poetry Weave Text Suggestions: Pirate's Song Treasure Island extract The Lost Island of Tamarind Nadia Aguiar</p> <p>Newspaper Reports Text Suggestions: Variety of newspaper</p>

	<p>Poetry - Shape and Calligrams (Autumn Theme)</p> <p>Text Suggestions:</p> <p>Various examples of autumn themed poetry</p> <p>The Little Acorn Twinkl</p> <p>The Field Mouse Cecil Frances Alexander</p> <p>Leaves Elsie N Brady</p> <p>Autumn is Here! Heidi Pross Gray</p> <p>Out and About: First Book of Poems Shirley Hughes</p> <p>Goodbye Summer, Hello Autumn Kenard Pak</p>	<p>Winter Sleep: A Hibernation story Sean Taylor</p> <p>The Christmas Pine Julia Donaldson</p> <p>Christmas Poems Gaby Morgan</p>	<p>Nonsense Poems Edward Lear/Lewis Carroll/Dr Seuss</p>	<p>Anning of Lyme Regis Laurence Anholt</p>		<p>extracts/examples</p>
Y3 Outcomes	<p>Narrative:</p> <p>Explore key features/language</p> <p>Myth comparison</p> <p>Creating similes</p> <p>Design and describe your own mythical creature - Character</p>	<p>Narrative:</p> <p>Fable map</p> <p>Explore features - adverb sentences</p> <p>Book review/comprehension</p> <p>Postcard - character inference</p> <p>Dialogue sentences</p>	<p>Non-Chronological Reports (non-fiction):</p> <p>Explore and analyse features and language/dictionary work</p> <p>Sequence a report</p>	<p>Narrative:</p> <p>Explore features and language</p> <p>Identify and use dictionaries to understand new vocabulary</p> <p>Use inference and deduction skills to unpick characters</p>	<p>Letters (non-fiction/fiction):</p> <p>Explore features and structure of formal and informal letters</p> <p>Plan and draft letter</p> <p>Letter based on book</p>	<p>Narrative:</p> <p>Explore characters inference/deduction work</p> <p>Explore old English language/unusual vocabulary - dictionary work</p>

	<p>description/thesea urus work</p> <p>Dialogue sentences</p> <p>Boxing a myth plan</p> <p>Plan and write a myth</p> <p>Recount (non-fiction):</p> <p>Explore and analyse key features</p> <p>Formal and informal language</p> <p>Diary entry plan</p> <p>Diary of a Caveman</p> <p>Cross-curricular diary</p> <p>Poetry:</p> <p>Autumn mood board/ideas board</p> <p>Prepositional sentences</p> <p>Calligrams</p> <p>Senses/emotive poem - create poem based on model</p> <p>Plan, draft and write shape poem</p>	<p>Chunking a plot</p> <p>Fable narrative</p> <p>Instructions (non-fiction):</p> <p>Explore and analyse features</p> <p>Order instructions</p> <p>Imperative and time connective sentences</p> <p>Healthy caveman recipe</p> <p>DT project cross-curricular link</p> <p>Explore creative language incl. adjectives/expanded noun phrases/alliteration</p> <p>Plan and write own revolting recipe</p> <p>Poetry:</p> <p>Winter mood board</p> <p>Poetry review</p> <p>Explore and analyse key features</p> <p>Simile/personification sentences</p>	<p>Match subheadings and paragraphs</p> <p>Boxing a plan</p> <p>Animal non-chronological report</p> <p>Mini non-chronological report cross-curricular piece</p> <p>Poetry:</p> <p>Explore features and language</p> <p>Identify and create own nonsense words - language bank</p> <p>Story map of poem</p> <p>Jabberwocky</p> <p>Character description</p> <p>Adaptation of poem - based on model</p>	<p>Create personification descriptive sentences</p> <p>Prepositional sentences</p> <p>Setting description - post card</p> <p>Create dialogue</p> <p>Plan and write alternate ending/Adventure narrative</p> <p>Biography/Autobiography (non-fiction):</p> <p>Explore key features</p> <p>Compare biography and auto-biography</p> <p>Create sub-heading questions</p> <p>Significant figure biography</p> <p>Mini biography of friend</p> <p>Mini autobiography about themselves</p>	<p>Letter of complaint</p> <p>Cross-curricular letter R.E</p> <p>Narrative:</p> <p>Explore features/language of gothic tales</p> <p>Make comparisons with familiar traditional tales</p> <p>Book review/comprehension</p> <p>Character profile</p> <p>Dialogue sentences</p> <p>Setting description</p> <p>Retell Brother's Grimm tale of choice</p> <p>Chunking a plot</p> <p>Traditional tale narrative based on model</p>	<p>Character description/profile</p> <p>Role play - freeze frame</p> <p>chapters and thought tapping</p> <p>Create questions and hot-seat characters</p> <p>Create dialogue</p> <p>Setting description of island</p> <p>Retell chapter</p> <p>Predict and write the ending to a chapter - The Apple Barrel</p> <p>Poetry: narrative poem based on book</p> <p>Create own pirate song poem</p> <p>Newspaper Report (non-fiction)</p> <p>Report linked to novel</p>
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		Poem based on model guided write Poetry plan Acrostic poem/shape poem	Narrative - change poem into a story (opener)			Plan script for a news reporter Role play - Breaking news! Video children being a news reporter Cross-curricular newspaper report - Skara-Brae
Y4	Stories with Dilemmas Text Suggestions: King Coo Adam Stower There's a Yeti in the playground Pamela Butchart The Witches Roald Dahl Persuasive Writing Text Suggestions: Your Country Needs you poster Last Tree in the City	Film Narrative Text Suggestions: Sainsbury Advert: The Christmas Truce Literacy Shed: War Game Michael Foreman CBBC Special animated War Game Fox Sports WW1 documentary Literacy Shed: Beyond the Lines	Stories Set in Imaginary Lands Text Suggestions: The day I fell into a Fairy tale Ben Miller The secret of Platform 13 Eva Ibbotson The Hobbit - extract JRR Tolkien	Stories from other Cultures Text Suggestions: The Girl who Stole an Elephant Nizrana Farook Anasi the Spider - West African Folktale Gerald McDermott Literacy Shed - Ride of Passage Christian Bøving-Andersen	Historical Stories Text Suggestions: Marcy and the Riddle of the Sphinx Joe Todd Stanton Egyptian Tales: The Magic and the Mummy Terry Deary British Museum: Secret Treasures of	Play Scripts Text Suggestions: Varjak Paw S F Said Play Time: Plays for All Ages Julia Donaldson Time Switch Steve Barlow/Steve Skidmore Collected Plays for Children Ted Hughes

<p>Peter Carnavas Here we are Oliver Jeffers Charlie and the Chocolate Factory Roald Dahl extract/factory movie clip</p> <p>Poetry - Creating Images/by Heart Text Suggestions: Flanders Fields John McCrae The Fallen Robert Laurence Binyon War Horse by Brenda Williams (inspired by Michael Morpurgo's War Horse) The WW1 Horse Who Returned Susan Leyland</p>	<p>Newspapers and Recounts Text Suggestions: The Terrible Thing that Happened to Barnaby Brockett John Boyne Owen the Soldier Lisa Thompson Variety of myths/legends (change into a report) Variety of newspaper report examples</p> <p>Poetry - Exploring Form Text Suggestions: I Give you the world Stacey McCleary The Works Pie Corbett Tiger, Tiger Burning Bright includes work by Roger McGough, William Blake, Dick King- Smith, Ted Hughes, Grace</p>	<p>Avatar Movie Trailer The Lion, The Witch and The Wardrobe extracts C.S Lewis Through the looking Glass /Alice in Wonderland extracts Lewis Carroll Literacy Shed: Bubbles</p> <p>Information Texts Text Suggestions: The Boy who Grew Dragons Andy Shepherd How to Train Your Dragon Cressida Cowell The Dragon's Hoard Lari Don Example non- chronological reports/leafle ts/habitat reports</p>	<p>Explanation Texts Text Suggestions: Cross-curricular science link sound/habitats Wilderness: World's Amazing Habitats Mia Cassany Living Habitats: The Big Picture Jon Richards Usborne Bug Homes The BFG Extract Roald Dahl Variety of explanation report examples</p> <p>Classic Poem to Learn by Heart Text Suggestions: The Highwayman Alfred Noyes Tyger, Tyger William Blake I wondered Lonely as a Cloud William Wordsworth Try. Try Again P H Palmer</p>	<p>Ancient Egypt: Discover the Sunken Cities Esther Aarts The Story of Tutankhamun Patricia Cleveland-Peck Horrible Histories: Awesome Egyptian Terry Deary The Time-Travelling Cat and the Egyptian Goddess Julia Jarman Variety of information/no n-fiction texts about Ancient Egypt</p> <p>Biography/Autobiogr aphy Text Suggestions: Significant individuals Cross- curricular links artists/scientis ts/historians</p>	<p>Variety of Aesop's Fables (change to play scripts) Pixar Short: 'La Luna' clip Literacy Shed: Adrift/A Lot to Catch</p> <p>Inspirational Writing/Writi ng for an Audience Text Suggestions: Shine Sarah Asuquo Dear Teacher Amy Husband What If Samantha Berger Martin Luther King Little People Big Dreams books Isabel Sanchez Vegara I have a Dream by Martin Luther King Jr Because Mo Willems</p> <p>Diary Entries</p>
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		Nichols, Lewis Carroll, Christina Rossetti, Emily Dickinson What is Red? Marry O'Neill			Katie and The Mona Lisa James Mayhew (book series visiting different artists/gallerie s) Vincent's Colours William Lach Matisse's Magical Trail Tim Hopgood Jane Goodall/David Attenborough Little People Big Dreams book Isabel Sanchez Vegara	Text Suggestions: Howard Carter biography Variety of diary examples Diary of a Spider Doreen Cronin
Y4 Out comes	Narrative: Explore text features and vocabulary Spider diagram dilemmas Analysis of front cover Compare dilemmas across books Retell chapter of story Drama/role play of characters - write questions	Narrative: Explore features: music/sound effects, story, characters, plot, narration Sequence a film - make notes Plan and write a film narration script Plan and write a documentary based on research	Narrative: Explore Features and vocabulary Dictionary/thesauru s work Character thought bubbles convert to dialogue Mix dialogue and action Setting description - postcard	Narrative: Explore features and vocabulary Analysis of front cover Improvise and create dialogue Explore a range of openers Character description/profile Adapt chapter from a book	Narrative: Look at features and key historical vocabulary Research area of focus/research map (Egypt) Create a story map Create and describe own Egyptian God/Goddess Convert non-fiction text into an	Narrative: Explore features, vocabulary and structure Understand stage directions and write examples Role play and act out play scripts

	<p>Character thought bubbles about dilemmas</p> <p>Plan own version of narrative using a story mountain</p> <p>Write own version of narrative - There's a _____ in the playground</p> <p>Persuasive Writing (non-fiction): Explore features/vocabulary</p> <p>Poster/advertisement WW1 recruitment</p> <p>Explore cohesion of paragraphs</p> <p>Letter of persuasion/speech - look after our environment/world (trees)</p> <p>Plan and write an advertisement to visit the Chocolate Factory</p> <p>Poetry:</p>	<p>gathered - cross-curricular link</p> <p>Film and present documentary</p> <p>Recounts and Newspaper Reports (non-fiction): Explore features/vocabulary</p> <p>Structure a report/letter</p> <p>Write a section of a newspaper report based on the books read</p> <p>Plan and write a newspaper report based on a myth</p> <p>Emotive letter from soldier - cross-curricular link</p> <p>Poetry: Poetry review</p> <p>Explore poetic features</p> <p>Plan and write draft poems based on models 'I give you..' 'What is ____..'</p>	<p>Plan and write alternate chapter setting of own</p> <p>Information Texts (non-fiction/fiction): Explore features and vocabulary</p> <p>Organise paragraphs using sub-headings</p> <p>Information leaflet - How to Grow A Dragon/How to Train your Dragon</p> <p>Research reptiles and plan information report</p> <p>Habitat report for a dragon-cross-curricular link</p>	<p>Turn film into narrative - ride to passage</p> <p>Explanation Texts (non-fiction): Explore features and vocabulary</p> <p>Write sentences using technical language</p> <p>Create question sub-headings</p> <p>Gather research and Plan using boxing up method</p> <p>Include additional features diagrams/pictures/captions/did you know box</p> <p>Write instructive text - linked to habitats</p> <p>Explanation text based on BFG - How to Catch a Dream</p> <p>Poetry: Explore poetic features incl. repetition</p> <p>Haiku poem based on The Highwayman</p> <p>Convert verse into narrative</p>	<p>Egyptian based story</p> <p>Plan and write a time travel story going back to Ancient Egypt</p> <p>Biography/Autobiography (non-fiction): Explore key features and vocabulary</p> <p>Explore structure and paragraphs</p> <p>Compare biography and autobiography</p> <p>Plan and write mini-autobiography pretending to be character from book (Matisse)</p> <p>Understand and gather quotes</p> <p>Research, plan and write a biography on Howard Carter/famous artist/naturalist/zoologist (significant</p>	<p>Freeze frame characters/thought tapping</p> <p>Change narrative to play script</p> <p>Convert video clip to play script</p> <p>Inspiration scripts/talks (non-fiction): Explore key features and structure</p> <p>Create positive affirmations</p> <p>Write rhetorical questions</p> <p>Explore emotive/persuasive language</p> <p>Plan and write a letter to teacher</p> <p>Plan, write and deliver inspiration speech based on I have a Dream speech</p>
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	<p>Explore vocabulary and poetic features Create metaphors, similes and personification sentences Plan poems emotive poem/shape poem learn and recite poems using role play/intonation</p>	<p>Thesaurus work - improving vocabulary Present final draft Recite poem and perform own poem</p>		<p>Calligrams - based on Tyger Tyger Create shadow puppets and perform poem based on Highwayman</p>	<p>individuals outlined) Use suitable computing program to present final draft</p>	<p>Diary Entry (non-fiction/fiction): Explore features/structure Plan and write diary entry of Howard Carter Fictional/chatty diary entry</p>
Y5	<p>Recounts Text Suggestions: Myth: Romulus and Remus Historical texts about Boudicca Pliny the Younger - Letter recounts of Pompeii Recount/diary entry examples</p> <p>Myths and Legends Text Suggestions: Hero Twins (historical text) The Shawl Extracts from Percy Jackson's Myth</p>	<p>Non-Chronological Reports Text Suggestions: A range of information texts about quakes, Floods and Other Disasters Escape from Pompeii Christina Balit Earth-Shattering Earthquakes and Violent Volcanoes (Horrible Geography) Anita Ganeri You Wouldn't Want to Live in Pompeii!: A Volcanic Eruption</p>	<p>Stories from Other Cultures Text Suggestions: Gregory Cool Caroline Binch The Boy at the Back of the Class Onjali Rauf Literacy Shed: cultures shed - Zahra</p> <p>Instructions Text Suggestions: A range of example instructions Twinkl/literacyWAG OLL.com</p>	<p>Magazine Article Text Suggestions: Selection of articles examples The Newspaper Kids Juanita Phillips</p> <p>Novel as a Theme (poetry weave) Text Suggestions: Running Wild by Michael Morpurgo The Nowhere Emporium Ross Makenzie The Boy who Made the World Disappear Ben Miller</p>	<p>Mystery/science fiction Text Suggestions: Peacemaker and other stories - Eerie Encounters Malamander Thomas Taylor The Kid who Came from Space Ross Welford</p> <p>Classical Narrative Poetry Text Suggestions: Owl and the Pussy Cat Edward Lear</p>	<p>Play Scripts/ Shakespeare Text Suggestions: Three Tales from Shakespeare - Romeo and Juliet Mr William Shakespeare's Plays RSC play scripts</p> <p>Persuasive Writing Text Suggestions: The Great Kapok Tree Lynne Cherry</p>

	<p>Series Rick Riordan I am Spartapuss Robin Price Myths, Legends, and Sacred Stories: A Children's Encyclopaedia DK Myth Atlas: Maps and Monsters, Heroes and Gods from Twelve Mythological Worlds Thiago de Moraes</p> <p>Poetry - Figurative language Text Suggestions: Range of example poems Leaves Hilda Conkling The Sea James Reeves Michael Rosen's A-Z: The best children's poetry from Agard to Zephaniah Michael Rosen performance poems (video clips)</p>	<p>You'd Rather Avoid John Malem</p> <p>Film Narrative Text Suggestions: Literacy Shed: The Piano Piano - narrative script Disney Pixar 'Up' movie extract clip (includes flashbacks)</p> <p>Poems -Structure Text Suggestions: Variety of structure style poems incl. haikus and limericks A Sackful of limericks Michael Palin Limericks for Kids: Short Limerick Poems for Children Age 7 & Up Birchall publishing The Haiku Zoo Mark Watson</p>		<p>The Golden Acorn Catherine Cooper</p>	<p>Pied Piper of Hamelin Robert Browning - Character Portraits selected by Brian Moses My Shadow Robert Louis Stevenson Twinkle, Twinkle Little Star Jane Taylor</p>	<p>The Boy who Grew a Forest Sophia Gholz The Vanishing Rainforest Richard Platt Variety of rainforest/de forestation information books/texts Example of persuasive texts</p>
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<p>Y5 Outcomes</p>	<p>Recounts (non-fiction): Explore features/vocabulary incl. fronted adverbials Write sentences in first/third person Plan and write a 3rd person recount/1st person recount based on Boudicca/Romulus/Remus</p> <p>Narrative: Explore features/vocabulary Explore and write examples of relative clauses Explore cohesion of paragraphs Improvise and create dialogue/action sentences Comic strip plan Setting description Character description Plan and write a story based on a model</p>	<p>Non-Chronological Reports (non-fiction): Explore key features and vocabulary Analyse structure Research maps/flow charts Plan and write Non-chronological reports on volcanoes, Campania, Naples, Theory of Gravity</p> <p>Film Narrative: Explore features: music/sound effects, story, characters, plot, narration Sequence events of film and short descriptions of film stills Explore flashbacks - create own flashbacks Conversations between characters - dialogue</p>	<p>Narrative: Explore key features/language - dictionary/thesaurus work Discuss the culture within the story - reference clues using inference and deduction skills Character descriptions Setting description Retelling the story from another character's point of view</p> <p>Instructions (non-fiction): Explore key language features and structure Role play instructions -</p>	<p>Magazine Article (non-fiction): Explore features/structures Analyse and design a front cover targeted at a specific audience Plan and rewrite a magazine article from an alternative perspective</p> <p>Narrative/Novel: Analyse blurb and make predictions Explore vocabulary from book - dictionary/thesaurus work Author biography Plan and write a poem about an endangered species based on book Persuasive writing about palm oil Information writing Retell chapter of book</p>	<p>Narrative: Explore key features of narrative Explore vocabulary from book - dictionary/thesaurus work Explore simile starters Setting description incl. simile starters Character description/profile/analysis Science fiction futuristic narrative based on a story mountain framework</p> <p>Classical Narrative Poetry: Explore key poetic features Compare two classical poems Poetry review Character description based on poem</p>	<p>Narrative - Play scripts/ Shakespeare Non-chronological report about Shakespeare Explore key features and structure Explore Old English/Shakespearean language (thesaurus/dictionary work) Character profile and role play linked to findings Re-enact and record scene Make predictions - what might happen in the next scene? Re-write own version of next scene</p>

	<p>Poetry: Explore and create figurative language and structure Create personification/metaphor linked to images Plan and write metaphor poem/personification poem Recite and perform poetry using intonation</p>	<p>Explore and write example of parenthesis and expanded-noun phrases 1st person diary writing based on character Plan and write own narrative for a film without words</p> <p>Poetry Structure: Explore features/structure incl. Cinquan, quatrain, couplet, renga, rap, question and answer poem Explore haikus and limericks Plan, write and present poem</p>	<p>one child to follow another child's instructions Sequence a set of instructions Plan and write instructions based on a 'How to' model Present instructions using a computer program</p>		<p>Setting description based on poem Write a narrative version of the poem</p>	<p>Plan and change narrative into a play script</p> <p>Persuasion (non-fiction): Explore key features incl. emotive language and rhetorical questions Research maps/box up research Persuasive letter/persuasive poster linked to deforestation and how we can help Plan and write a persuasive presentation about the rainforest Present work to an audience and record</p>
Y6	Classic Fiction Text Suggestions:	Detective Fiction Text Suggestions:	Explanations Text Suggestions:	Science Fiction Text Suggestions: Aliens for Breakfast	Novel as Theme Text Suggestions:	Play Scripts/Shakespeare

	<p>The Pig Heart Boy Malorie Blackman The Goldfish Boy Lisa Thompson Mrs Frisby and the Rats of NIMH extracts Robert C O'Brien The Secret of NIMH film clip</p> <p>Journalistic/Newspaper Report</p> <p>Text Suggestions: The Pig Heart Boy Malorie Blackman (linking outcome to novel) Variety of newspaper/magazi ne reports examples scientific links e.g. cloning etc.</p>	<p>The Great Mouse Detective Eve Titus/Catherine Hapka The Great Mouse Detective Disney clip Sherlock Holmes Children's Collection/Short Stories Cherry Tree Publishers Murder at the Museum: Agatha Oddly Lena Jones The Mona Lisa Mystery Pat Hutchins Murder by Cluedo extracts Adam Hartopp Cluedo instructions</p> <p>Recount - Biographies/Autob iographies</p> <p>Text Suggestions: Significant individuals incl. Charles Darwin Little People, Big Dreams series Maria</p>	<p>Flanimals Ricky Gervais Monster Mission Eva Ibbotson Variety of explanation texts incl. animal/mythic al creatures/mo nsters Fantastic Beasts and Where to find them: illustrated edition extracts J K Rowling</p> <p>Classical Narrative Poetry</p> <p>Text Suggestions: The Raven Edger Alan Poe Literacy Shed: The Raven The Simpsons Video clip Poetry for Kids: William Shakespeare Dr.</p>	<p>Stephanie Spinner, Jonathan Etra Hitch Hiker's Guide to the Galaxy Douglas Adams How to Survive without Grown Ups Larry Hayes A Monster Calls Patrick Ness</p> <p>Persuasion</p> <p>Text Suggestions: Variety of persuasive text examples Literacy Shed: The images Shed Travel Agent holiday Ads Horrible History book series linked to Kings and Queens</p>	<p>Wonder by R. J. Palacio Wonder movie clip The Jungle Book extracts Rudyard Kipling Jungle book movie extract The Boy in the Striped Pyjamas John Boyne extract/movie clip</p> <p>Discussion/Argument</p> <p>Text Suggestions: Wonder by R. J. Palacio (linking outcome to novel) Variety of discussion/argu ment based text examples</p>	<p>Text Suggestions: Macbeth William Shakespeare William Shakespeare: Short Stories RSC text/play scripts</p> <p>Information - Hybrid Text</p> <p>Text Suggestions: The Thousand Year Old Boy Ross Welford Tuck Everlasting extracts Natalie Babbitt</p> <p>Poems - Free Verse</p> <p>Text Suggestions: : Variety of free verse poem examples Literacy Shed: The Poetry Shed Spike Milligan Silly Verses</p>
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		<p>Isabel Sanchez Vegara Biography examples incl. Alfred Russel Wallace, James Watson, Francis Crick Charles Darwin's On the Origin of Species Sabina Radeva What Mr Darwin Saw Mick Manning WWF/British Museum web pages</p> <p>Poetry -exploring form Text Suggestions: Coming Home Michael Morpurgo Poppy Field Michael Morpurgo</p>	<p>Marguerite Tassi Ph.D Idylls the King Tennyson No Prince Needed Jennifer L Betts Beowulf legend</p>			
Y6 Outcomes	<p>Narrative: Analyse front cover - predict Discuss blurb Explore language used in specific chapters Character descriptions and analysis Build-up of a text with cohesive devices</p>	<p>Narrative: Explore key features of text and create own examples incl. language that creates excitement/suspense/tension etc. Use language features to create</p>	<p>Explanation texts (non-fiction/fiction): Look at key features and structures of explanations</p>	<p>Narrative: Explore front covers - make predictions Explore key features of sci-fi/mystery stories incl. plot Analyse key vocabulary in chapters - dictionary work</p>	<p>Narrative: Explore interesting/unusual vocabulary in chapters and add to word banks Explore chapters in book using</p>	<p>Narrative Play scripts: Explore features and Shakespearean language Role play/drama based on characters and scenes</p>

<p>Character comparison between books - Rats of NIMH (outline pros/cons arguments for and against rat testing)</p> <p>Rat/pigs point of view - emotive language (use of role play/drama)</p> <p>Argument based around the text linked to science unit on the heart</p> <p>Rewrite next chapter using features learnt</p> <p>Report (non-fiction): Explore journalistic texts and features</p> <p>Focus on structure incl. cohesion of paragraphs</p> <p>Explore quotes and create character quotes to use in report</p> <p>Plan and write a newspaper article</p>	<p>character (guess who description of character) and setting descriptions (guess where)</p> <p>Plan and write own detective novel using Cluedo as a hook.</p> <p>Biography (non-fiction): Explore key features and structure of biography/autobiographies, understand the difference</p> <p>Look at and explore using a variety of openers</p> <p>Research maps based on person incl. quotes</p> <p>Plan and write biography of different scientists linked to previously taught science units and Cross-curricular link: Major prophets</p>	<p>Character profile of a fantastic beast</p> <p>Explain how to find the beast incl. descriptive sentences about setting/habit at</p> <p>Plan and create own explanation text based around own Flanimal.</p> <p>Cross-curricular link: Explanation of medieval defences.</p> <p>Poetry: Explore poetic features/structure</p> <p>Explore interesting vocabulary used in the Raven - dictionary/thesaurus work</p>	<p>Create interesting word banks to use in own stories</p> <p>Create a mini cliff hanger paragraph</p> <p>Character and setting descriptions</p> <p>Plan and write own science fiction story using text as a hook.</p> <p>Letters (non-fiction): Explore key features of formal and informal letters</p> <p>Explore use of formal language and create sentences/paragraphs</p> <p>Explore persuasive ads - create a travel agent ad for a setting image (Lit Shed/images)</p> <p>Explore letter structure (write opener or ending to an already formed letter)</p> <p>Explore persuasive ques/language incl. rhetorical questions</p>	<p>inference/deduction</p> <p>Build up and character development pieces over time</p> <p>Look at extracts from related books and compare how each character is different to the world</p> <p>Create dialogue between characters</p> <p>Non-fiction: Explore features of non-fiction texts</p> <p>Plan and write and edit a newspaper and argument pieces based around the text (argument from characters point of view)</p>	<p>Writing own play scripts based around a point in history children have covered in KS2 and performed.</p> <p>Narrative/non-fiction: Explore key language features, characters and plot</p> <p>Use scheme of work to explore reading to writing process</p> <p>Hybrid text linking to genres of choice</p> <p>Plan and write information text based on novel</p> <p>Poetry: Explore poetic features and</p>
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	based around the text	<p>from the Bible within RE</p> <p>Poetry: explore key poetic features</p> <p>Explore form of poem - verses/lines/repetition etc.</p> <p>Explore imagery linked to poem and create own (give them a verse can they create imagery to match)</p> <p>Poem review</p> <p>Plan and create own poem based on model - choose their own bird/hawks point of view</p> <p>Present final draft incl. imagery</p> <p>Recite and perform to class</p>	<p>Link drama/role play activities to poems read</p> <p>Explore Shakespearean poetry and compare</p> <p>Plan and adapt part of the original poem - make it their own</p>	<p>Research, plan and write formal letters to Monarchs/royalty/MP's persuading them to act or linked to History topic of changing power of Monarchs.</p>		<p>create own examples</p> <p>Look at a variety of free verse poems choose verses/lines to adapt and improve</p> <p>Learn and recite poem of choice using actions and intonation</p> <p>Plan, write and create own poem based on a theme, using a model</p> <p>Use computing program of choice to create final draft</p>
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Appendix 2 - Reading (three I's)

Reading and Phonics Intent:

At St Thomas the Martyr we value reading as a life skill, understanding the importance and impact it has on a child's education. Therefore, it is vital that our children understand how reading can help them. As reading feeds into all academic subjects, children need to be given plentiful opportunities to develop their reading ability and skills in order to access the wider curriculum. Reading offers children a platform to develop their mind, grow in independence, stretch language skills and improve writing. Furthermore we want to promote a love of reading; ensuring children have access to the books that they enjoy.

Implementation:

To make certain our intent is driven into our reading curriculum we implement the following:

- CPD courses and training are provided for both teachers and TA's to develop new strategies and techniques in order to enhance reading and implement new ideas
- We follow the 'Essential Letters and Sounds' phonics programme which is a systematic synthetic Phonics programme validated by the government Department of Education is taught on a daily basis from reception to year two. Children are mostly taught in whole class groups, however some children may require additional support through smaller group work, additional phonics and consolidation sessions and targeted intervention sessions. Children are assessed half termly in order to move through the scheme and prepare children for the phonics screening check. Children will read books matched to the phonics phase they are working at and only books that are fully decodable containing graphemes children have previously learned.
- KS2 phonics takes place daily to target children who failed to pass the phonics screening or need further intervention in this area
- Phonics intervention takes part in class to target specific children who are struggling with a particular phase
- Guided reading takes place from Reception to Year 6. Children from Reception to Year 2 take part in whole class guided sessions following the 'Essential Letters and Sounds' programme. Children in Years 3-6 are grouped by ability and take part in smaller group guided reading sessions.
- As a school we are signed up to Oxford Owl online services. This provides a variety of resources to use within the classroom or during intervention time, as a tool to improve reading skills and fluency. Children have an individual log in and they are able to access

books assigned by the teacher linked to the graphemes learned in phonics sessions or, children can access books to read for pleasure.

- Independent reading is promoted across the school and children have access to a wide range of books to suit their ability
- To develop comprehension skills and fluency volunteers read with children on a weekly basis
- Reading books are sent home on a daily basis with a reading record provided for parents to make comments about their children's reading
- Each class has a group of daily readers, who are supported through additional reading sessions with the teacher or teaching assistant to develop fluency and comprehension
- Group interventions are implemented to help children struggling with comprehension skills
- Each classroom has a comfortable and inviting reading corner in order to promote reading for pleasure
- Each key stage has a rich and diverse library with a suitable range of books. A large proportion of them have been selected by the children themselves (chosen from the book bus)
- We take part in the FBA (Fantastic Book Awards). This gives pupils from years 5 and 6 the opportunity to experience brand new book titles from famous and up-and-coming authors
- We have a KS2 reading club to enrich and encourage a love of reading. The children had regular meetings and updates about the FBA titles and take part in special FBA competitions along the way
- To promote reading across a variety of subjects book topic boxes are provided for teachers to use within the classrooms, and children can access the titles linked to the topic they are learning about
- Our reading scheme is updated regularly with new titles to interest and excite the children
- We use a selection of handpicked literature within our literacy topics to expose children to a variety of genres and authors. Our plans embed the importance of high quality literature and unpick key features from different genres. This includes a variety of reading activities throughout
- Class novels or selected books are chosen by the teachers in each year group for children to enjoy and learn from
- On a yearly basis we take part in the scholastic book fair organising a fancy dress parade to promote reading for pleasure. In return this provides each year group with a selection of new titles for their classroom reading corners
- We also take part in World Book Day to support reading for pleasure.

Impact

Through the teaching of Systematic Synthetic Phonics this allows the majority of our children to become fluent readers by the end of KS1. This enables children to strengthen comprehension skills as they move up into KS2. Attainment of reading is measured through statutory assessment at the end of KS1 and KS2, with the attainment of phonics being measured by the phonics screening test in Year 1. Each year group assesses using the Collins Comprehension Tests at the end of each term and AFL strategies. The Lancashire Tracker is updated on a termly basis. Although this is a highly important part of the reading curriculum this is equally matched with our promotion of reading for pleasure. Due to the steps we put in place from the early stages of school life our children display an enjoyment of reading and listening to stories. They are continually encouraged to develop their own love of genres and authors and to review books objectively. As we emphasise this collectively, it enhances a deep love of literature across our school.

Appendix 3 - Writing (three I's)

Writing and Spelling Intent:

At St Thomas the Martyr we value writing as a life skill, understanding the importance and impact it has on a child's education. Therefore, it is vital that our children understand how writing can help them. As writing feeds into many academic subjects, children need to be given plentiful opportunities to develop their writing ability and skills in order to access the wider curriculum. It enables children to communicate ideas, develop understanding and stretch creativity. We aim to equip children with the skills to write narratives and non-fiction texts, which include key features to suit a specific genre, audience or purpose. We want to promote creative writing, allowing children to channel their imagination and ideas into exciting narratives and non-fiction genres.

We aim to increase competence and confidence in spelling by teaching spelling rules, patterns and word families using appropriate learning activities. Furthermore we encourage parents to work with children at home to improve spelling skills.

Implementation

To make certain our intent is driven into our reading curriculum we implement the following:

- CPD courses and training are provided for both teachers and TA's to develop new strategies and techniques in order to enhance writing and implement new ideas
- Coverage of genres and literature is monitored to across year groups to ensure knowledge is embedded and high quality texts are utilised (outlined on literacy map)

- SPAG lessons and KS2 phonics take place daily to ensure spelling patterns and rules are consolidated
- Creating interest - each literacy genre begins with a lesson that engages the children through books, visual resources, role/drama, art etc. this helps to motivate reluctant writers
- Full immersion of WAGOLL texts during the reading phase helps children to identify features and apply them through shorter writing outcomes
- High quality modelling provides structured guidance, which enables the children to apply skills and build up a text using key features and vocabulary
- A toolbox is built up, on the working wall to act like a success criteria. This will assist the children during the planning and writing process
- Vocabulary jars are consistent across the year groups. Children add unfamiliar, interesting or exciting vocabulary to the jars and teachers use them to revisit and apply vocabulary within writing
- Children are equipped with literacy stations or toolkits on the tables. This includes a variety of resources for the children to access in order to achieve high quality writing and spellings
- A variety of planning strategies are adopted for different genres such as story-mountains, chunking a text, story mapping etc. this helps children to gather together key ideas and content
- As a school we are signed up to Oxford Owl online services. This provides a variety of resources to use within the classroom or during intervention time, as a tool to improve spellings
- Cross-curricular writing offers opportunities for independent or extended writing. It gives children the chance to use skills they have gained from specific literacy teaching and apply them in other areas of the curriculum
- All year groups have 'dictionary detective' and 'thesaurus thinker' lanyards which provide children with a role during the input
- The Sue Dean Writing Award celebrates gifted and talented children in this area. It engages and motivates year 5 and 6 pupils to aim high and produce high quality narratives
- In KS1 children have access to tricky word and phoneme word maps linked to the ELS program to match the phonics phase they are in. This helps assist children when attempting spelling independently.

Impact

The impact on our children is clear: progress, sustained learning and consolidation of skills. Children have a well-established writing journey from KS1 into UKS2, due to their progress files containing independent writes (starting from year 1 onwards). Regular writing moderations and book scrutinies help to distinguish the standard of writing across the year groups and progression is clearly evident. Due to the consistent approach of teaching in literacy, children are becoming more confident writers. Once in upper Key Stage 2, most genres of writing are familiar and the teaching can focus on creativity and extended writing. Cross curricular writing standards have also improved and skills taught in English lessons are transferred into other subjects. We hope that as the children move forward their creativity and passion for writing continues to grow and develop as they do.