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Overarching Curriculum Intent

"***Whatever you do, work at it with all your heart***", Colossians 3:23

At John Fletcher of Madeley, we ensure the individual pupil is at the heart of everything we do, taking into account background, SEND, ability, based on our key Christian Values:

Hope and Aspiration ***"We believe we can"***
To inspire our learners and the community to see learning as a joy: a gateway to a successful future.

- To develop flourishing learners - with children recognising and building their new knowledge.
- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.

Resilience and Perseverance ***"We know we can"***

- To allow children to learn about themselves as learners: to have a positive mindset and be able to have the self-belief to work through something when it is difficult.
- To develop pupils that are able to learn for themselves and respond positively to challenges.

Compassion and Forgiveness ***"Together we can"***

- Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.

This will be achieved by providing longer periods of time to learn in depth and allow for spaced repetition for overlearning and first hand experiences to enhance the context by which children access and consolidate knowledge where possible.

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Writing - Age Related Statutory Coverage

Expected Standard

Please note, we follow Read Write Inc for EYFS and KS1, until they are ready to move off the programme

	EYFS	Year 1	Year 2
Attitudes to writing	Show the beginnings of enjoyment of writing through reading. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during	Pupils can think aloud, sequence ideas, draft and check that the meaning is clear. They are able to write simple dictated sentences.	Pupils demonstrate a positive attitude towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes. They can discuss writing with the teacher and other pupils to evaluate the effective use of word choice, grammar and punctuation, and make appropriate additions, revisions and corrections.

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	discussions about stories, non-fiction, rhymes and poems and during role-play.		
Terminology	letter, capital letter, word, sentence, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Expectations	ELG: Writing Children at the expected level of development will: - 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.	Apply their knowledge of writing to a variety of different contexts independently using the key features. To write at length across a range of genres. Work at this with all their heart to produce the best writing they can.	
Audience and purpose		-Understand that writing has to make sense to the reader. -Choose the appropriate form for audience and purpose. -Write simple recounts and instructions or retelling of traditional and narrative stories.	- Read aloud what they have written with appropriate intonation to make the meaning clear.
Composition and planning		Say out loud what they are going to write about (developing an awareness of genre eg 'I am going to write a note/list/story). - Composing a sentence orally before writing it. - Sequence sentences to form short narratives. -Writing communicates meaning through simply structured sentences (simple sentences)	- Plan or say aloud what they are going to write about. -Write down ideas and/or key words, including new vocabulary. -Encapsulate what they want to say sentence by sentence. -Consider what they are going to write before beginning.
Text structure and organisation		-Understand that stories have a beginning, a middle and an end. - Understand that a recount and instructions have to be in chronological order. -Write a recount and instructions in chronological order. -Write simple stories with a beginning, middle and	-Understand beginning, a middle and an end of a story as the setting, problem and resolution. -Understand the organisational features of recounts, instructions, explanations and non-chronological reports eg headings, sub-headings, conjunctions to sequence. -Understand poems can be written in verses.

		end. -Compose simple sentences and sequences to form short narratives.	--Write stories with a setting, problem and resolution. - Write recounts, instructions, explanations and - - - nonchronological reports using the appropriate organisational features e.g. headings, subheadings, conjunctions to sequence. -Write poems in verses. Clear, logical structures are used to support different types of writing (e.g. narrative - beginning, middle, end, simple heading for non-fiction). Applies appropriate structure to their own writing. -Related sentences are grouped together.
Composition, Editing and Proofreading.	• Re-read what they have written to check that it makes sense	• Re-read what they have written to check that it makes sense	- Evaluating their writing with the teacher and other pupils. -Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Proof reading to check for errors in spelling, grammar and punctuation. -Discusses writing with the teacher and other pupils to: evaluate the effective use of word choice, grammar and punctuation; make appropriate additions, revisions and corrections.
Sentence structure	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	• Write sentences with words with known letter-sound correspondences using a capital letter and full stop.	-Use adjectives to expand noun phrases for description eg the blue butterfly. - Understand subordination (using conjunctions when, if, that, because) and co-ordination (using conjunctions or, and, but). -To expand noun phrases for specification eg the man in the moon. -To choose appropriate words to create a desired effect eg increasingly sophisticated adjectives and verbs etc. -Understand subordination (using conjunctions when, if, that, because) and co-ordination (using conjunctions or, and, but) Adjectives used to expand nouns. - Main and subordinate clauses are joined using coordination ‘and, but, so’ and subordination ‘because, when, if, that’.

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			Words are appropriate to the task.
Sentence structure		-Begin to understand past and present tense. - Past and present tense sometimes used consistently. -Use the grammatical terminology in discussing their writing (see terminology above).	-Learn about sentences with different forms: statement, question, exclamation, command. -Use expanded noun phrases to describe and specify eg the blue butterfly. -Use the past and present tenses correctly and consistently using the progressive form. -Use subordination (using when, if, that or because) and co-ordination (using or, and or but) -Correctly use the grammar for Year 2 (see appendix 2) -Use some features of written Standard English. -Use and understand the grammatical terminology in discussing their writing (see above).
Punctuation	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	-Leave spaces between words. - Punctuate sentences using a capital letter and a full stop. -Use a capital letter for the names of people and the personal pronoun 'I'. -Punctuate sentences using a question mark or an exclamation mark. -Use a capital letter for places and the days of the week. -Use capital letters for names and the pronoun 'I'. -Separate words in sentence with spaces. -Beginning to use full stops, question marks and exclamation marks to demarcate sentences.	-Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, questions marks, apostrophes for contracted forms. -Learn how to use both familiar and new punctuation correctly including commas for lists and apostrophes for the possessive (singular) - Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Uses commas in a list, apostrophe for omission and singular possession.
Handwriting	• Form lower-case and capital letters correctly.	-Sit correctly at a table, holding a pencil comfortably and correctly. - Form lower case letters in the correct direction, starting and finishing in the correct place. -Form digits 0-9. -Form capital letters. -Understand which letters belong to which handwriting families (ie letters that are formed in similar ways) and to practise these. -Form all letters and numbers in the correct direction, starting and finishing in the correct place.	-Form lower case letters of the correct size relative to one another. - Start to use some of the diagonal and horizontal strokes needed to join letters. -Use spacing between words that reflects the size of the letters. -Understand which letters, when adjacent to one another, are best left unjoined. -Capital and lower case letters are the correct size, orientation and relationship to each other.

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Spelling	• Spell words by identifying the sounds and then writing the sound with letter/s.	Name the letters of the alphabet in order. -Use letter names to distinguish between alternative spellings of the same sound. -Spell words containing each of the 40+ phonemes already taught. -Spell common exception words (see appendix 1). -Spell days of the week. -Add regular plural noun suffixes s or es as the plural marker for nouns eg dogs, churches and the third person singular marker for verbs eg a dog fetches a stick or some dogs fetch a stick. -Add the suffix ing where no change is needed to the spelling of the root word eg helping, eating. -Add the suffixes ed, er, est where no change is needed in the spelling of the root word eg helped, helper, quicker, quickest. -Usually correct spelling of high frequency words. - Correctly add prefixes and suffixes that have been taught.	-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. -Learn to spell common exception words (see appendix 1). -Learn to spell more words with contracted forms. -Add suffixes to spell longer words ment, -ness, -ful, -less, -ly, -er, -est. -Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones. - Distinguish between homophones and near homophones. -Learn to spell common exception words (see appendix 1). -Learn the possessive apostrophe (singular) eg the girl's book. -Learn formation of nouns by compounding eg whiteboard, superman. -Spelling of high frequency, single and monosyllablic words usually accurate. More complex words are phonetically spelt. -Learn to spell common exception words (see appendix 1). -Apply spelling rules and guidance (see appendix 1). -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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Greater Depth	
Year 1	Year 2
All aspects of writing composition: planning, drafting, evaluating and proof-reading at national standard are embedded and used consistently. Adopts and maintains an appropriate form throughout all sentences. Is able to make suggestions of ways to improve writing. Fluent writing across a range of genres both fiction and nonfiction. Justify reasons and opinions about their writing.	All aspects of writing composition: planning, drafting, evaluating and proof-reading at national standard are embedded and used consistently. Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes. Uses the drafting process to gather and write down ideas and key words, including new vocabulary, drawn from a wide range of reading across the curriculum In response to discussion or comment. Evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation Makes simple additions, corrections and revisions to their writing often without prompting Fluent writing across a range of genres both fiction and nonfiction Justify reasons and opinions about their writing.

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Expected Standard				
	Year 3	Year 4	Year 5	Year 6
Attitudes to writing	Proof reading focuses on accuracy with spelling and punctuation. To understand that work can be edited more than once to continue to make progress. To show independence in choice of resources and strategies. To take ownership of their work.	Pupils think aloud to explore and collect ideas. They draft and reread to check meaning and accuracy (spelling, punctuation) and are beginning to revise the structure of sentences for effect. To take ownership of their work.	Pupils persevere with their writing ensuring that all taught aspects are included; they proof read their work to evaluate and recognise where they can amend weak or incorrect choices.	Pupils generate ideas, drafts, redrafts and edit written work to ensure the meaning is clear and the impact on the reader is paramount. Work is proof read for spelling and punctuation errors.
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks.	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks. determiner (articles eg the, a,an, demonstratives eg this, those, possessives eg my, your, quantifiers eg some, every), pronoun, possessive pronoun, adverbial	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks. determiner (articles eg the, a,an, demonstratives eg this, those, possessives eg my, your, quantifiers eg some, every), pronoun, possessive pronoun, adverbial modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks. determiner (articles eg the, a,an, demonstratives eg this, those, possessives eg my, your, quantifiers eg some, every), pronoun, possessive pronoun, adverbial modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive,

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				synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Expectations	**Apply their knowledge of writing to a variety of different contexts independently using the key features. To write at length across a range of genres. Work at this with all their heart to produce the best writing they can.**			
Audience and purpose	-To build a clear picture of setting and character for the reader -To ensure sufficient detail to describe the plot clearly for the reader. - Creates setting, characters and plot within narratives using appropriate planning formats.	-To understand that writing has a purpose -To know that the reader needs to have a clear picture of what the writer wants to say. - Writing is for a range of real purposes and audiences across the curriculum.	-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - A range of texts, structured and organised for different purposes e.g. stories, plays, poetry, nonfiction	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. A range of texts, structured and organised for different purposes e.g. stories, scripted drama, poetry, non-fiction
Composition and planning	-To discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar eg adjectives, paragraphs, conjunctions -To annotate texts similar to that which they are writing to identify key features; compare and discuss ideas -Identify and discuss how authors create setting, characters and plot. - Thinks aloud to explore and collect ideas. -In narratives, creating setting, characters and plot.	To annotate texts similar to that which they are writing to identify key features; compare and discuss ideas. -Use knowledge of the features of texts similar to that which they are writing to draft own work. -Identify and discuss how authors create setting, characters and plot. -Use planning tools and frames to organise their writing and produce a first draft.	-To have knowledge of a range of genres and the associated features eg persuasive writing – leaflet, adverts etc -Note and develop initial ideas, drawing on reading and research where necessary eg use of mindmaps, planning frames. - Recognise characters and settings in what they read, listen to or see performed eg Roald Dahl, Gervais Finn. -Identify appropriate vocabulary and grammar across arrange of genres. -Understand and identify how authors describe settings, characters and atmospheres and integrate dialogues to convey character and advance action. -To identify and read summaries of longer texts. -To identify a range of devices to build cohesion within and across paragraphs. -To select appropriate genre for a specific purpose and use associated features effectively. -Apply, in writing, their knowledge of how authors develop characters and settings. -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning eg the boy cautiously walked	-To identify a range of genres and discuss the associated features and differences between them eg persuasive writing – leaflet, adverts etc. -Use a range of fiction and nonfiction to develop characters and settings in their own writing using the influence of significant authors. -Identify appropriate vocabulary and grammar across arrange of genres. -Use dialogue as a device to enhance character and setting. -To identify and read summaries of longer texts -To identify a range of devices to build cohesion within and across paragraphs -To select appropriate genre for a specific purpose and use associated features effectively; to combine genre features where appropriate. -Confidently use note-taking and research to develop their own planning for a piece of work (scaffolding used where necessary). -To combine knowledge from a whole spectrum of literary conventions linked to personal experiences to develop characters and settings. -Select appropriate grammar and vocabulary, understanding how such

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			slowly through the gate. -Create settings, develop characters and create atmosphere their own writing using dialogue to advance the action. -Précise longer passages of writing. -To use devices effectively and appropriately to build cohesion within and across paragraphs eg time conjunctions, flashbacks, adverbs etc -Identifies the audience for, and purpose of a piece of writing. -Independently selects a suitable form based on similar models. -In narrative, settings and characters are carefully described. - Descriptive sentences are used to create atmosphere.	choices can change and enhance meaning eg the boy cautiously walked slowly through the gate. -Create settings, develop characters and create atmosphere their own writing using dialogue to advance the action and the impact on the reader invoking personal opinions. -Précise longer passages of writing. -To use devices effectively and appropriately to build cohesion within and across paragraphs eg time conjunctions, flashbacks, adverbs etc. -Identifies and understands the audience for and the purpose of a piece of writing and selects appropriate vocabulary and grammar to fully engage the reader. -- Generates ideas, drafts, redrafts and edits written work to ensure the meaning and impact is clear. -Proof reads for spelling and punctuation errors.
Text structure and organisation	-To identify and name headings and subheadings. -To create suitable headings and sub-headings to match a piece of writing. -Use simple organizational devices for non-fiction. -Identify paragraphs, in fiction and non-fiction, as a group of sentences around the same theme Non-fiction writing is logically organised and uses headings and sub headings to support the structure. - Paragraphs are used as a way to group related material together in both fiction and non-fiction.	- To organise pieces of writing identifying and naming headings and sub-headings. -To independently create suitable headings and sub-headings to match a piece of writing. -Use simple organizational devices for non-fiction -Using paragraphs, in fiction and non-fiction, to group sentences around the same theme. -Writing is logically organised using headings and outline plans -Paragraphs are organised around a theme.	-To identify organizational and presentational devices to structure texts and to guide the reader eg headings, bullet points and underlining. - To use organizational and presentational devices effectively and appropriately to structure texts and to guide the reader eg headings, bullet points and underlining. - A range of appropriate organisation and presentational features are used to structure texts in order to support and guide the reader. -Paragraphs are arranged logically and ideas link between them	-To discuss organizational and presentational devices to structure texts and to guide the reader eg headings, bullet points and underlining, cycles, text boxes, arrows. - To use organizational and presentational devices effectively and appropriately to structure texts and to guide the reader eg headings, bullet points and underlining, cycles, text boxes, arrows (make booklets, leaflets, posters etc). - Uses appropriate layout devices to structure texts e.g. headings,

				subheadings, columns, bullet points or tables. - Ideas are organised into well-developed, linked paragraphs using a wide range of cohesive devices e.g. deliberate repetition of a word or phrase, grammatical connections through the use of adverbs (e.g. in contrast, on the other hand) and ellipsis.
Composition, Editing and Proofreading.	-Recognise errors in specific pieces of writing. -Assess the effectiveness of their own and others' writing and suggesting improvements; propose changes to vocabulary and grammar to improve consistency including the accurate use of pronouns in sentences – self and peer assessment. - Read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear. - Uses proof reading to focus on accuracy with spelling and punctuation.	- Identify and evaluate errors in a range of pieces of work in order for amendments to be made in order to improve a piece of work. -Assess the effectiveness of their own and others' writing and suggest purposeful improvements; propose changes to sentence structure, vocabulary and grammar. -Read aloud their own writing to a group or the whole class Reread to check meaning and accuracy with spelling and punctuation. - Beginning to revise the structure of sentences for effect as well as for accuracy with spelling and punctuation.	-To recognise the features that make a piece of writing effective. -To recognise when tense is used incorrectly in speech and writing eg yesterday I walk to the park. -To identify and use the correct subject and verb agreement when using singular and plural in speech eg we was going, we goed. -To recognise and correct spelling and punctuation errors in examples of others' writing. -To assess the effectiveness of their own and others' writing. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensure the consistent and correct use of tense throughout a piece of writing. -To identify and use the correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing, choosing the appropriate register. -Proof-read for spelling and punctuation errors in their own work and that of others (peer marking).	-To recognise the features that make a piece of writing effective. -To recognise when tense is used incorrectly in speech and writing eg yesterday I walk to the park. -To identify and use the correct subject and verb agreement when using singular and plural in speech eg we was going, we goed. -To recognise and correct spelling and punctuation errors in examples of others' writing. To assess the effectiveness of their own and others' writing. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensure the consistent and correct use of tense throughout a piece of writing. -To identify and use the correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing, choosing the appropriate register. -Proof-read for spelling and punctuation errors in their own

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			- Written work is checked independently for errors in spelling, punctuation.	work and that of others (peer marking). Editing takes place during writing.
Sentence structure	Be able to write a series of simple sentences that are punctuated correctly. -Use the conjunctions and, because, then, so -Recognise and collect examples of interesting vocabulary. -Write longer pieces of work using clear sentences, punctuated correctly that are logically sequenced. -Use the conjunctions but, when, also -Begin to use a variety of interesting words appropriately Sequences of sentences and ideas developed logically. A variety of conjunctions are used to link clauses. Words are chosen for variety and interest	-Identify and discuss the impact of a variety of sentence lengths and why they are significant. -Identify a range of conjunctions and how they can be used for different meanings within a sentence. -Become familiar with how to improve sentence by using noun phrases (the green house} expanded and modified by adjectives, additional nouns and preposition phrases (over the hill). -Write using a variety of sentence lengths for effect. Include a variety of types of conjunctions within writing. - Independently include noun phrases and prepositional phrases. -Variation in sentence length and structure using different verb forms (present, past, progressive and perfect tense). - A range of appropriate conjunctions are used to link clauses. -Noun phrases are expanded and modified by adjectives, additional nouns and preposition phrases.	-Recognise a coherent sentence in all forms of writing. -Identify and collect words that are used effectively in the writing of others, and find definitions. -Consistently form accurate coherent sentences with correct basic punctuation. - Use vocabulary effectively in own writing finding appropriate synonyms. -Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative prononun. -Words are used precisely. - Vocabulary choices are imaginative. - Sentences extended by using relative clauses.	-Consistently and confidently construct a range of sentences within a piece of writing with the correct range of punctuation. -Identify figurative language – similes, metaphors, personification -Choose the most appropriate sentence style and structure for a piece of writing. -Collect synonyms and antonyms for a range of vocabulary and use them effectively in their writing. -Use figurative language – similes, metaphors, personification – appropriately and effectively. -Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. - Consciously control the structure of sentences in writing. - Demonstrate a clear knowledge of linguistic terms e.g. through analysing a writer's prose noting likes and dislike. - Uses formal and informal language appropriately depending on the task.
Sentence Grammar	-To identify different types of conjunctions to express time, place and cause; identify and use them appropriately. -To know what adverbs and prepositions are; identify and	-To understand the meaning of subordination and coordination. - To know and understand the meaning of the term fronted adverbial. -To know a range of pronouns that	- To find examples of expanded noun phrases that convey complicated information and identify how they work. -Link idea across paragraphs using adverbials of time (eg later), place (eg	- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms eg The school requires that all the pupils be honest; The school rules demand

	use them appropriately -To know a range of pronouns that can be used to replace a noun- he, she, it, they etc -Identify past and present tense. - Express time, place and cause using conjunctions, adverbs and prepositions. -To use pronouns to replace a noun Use present perfect form of verbs ('have/had').	can be used to replace a noun – he, she, it, they etc -To identify and be able to include subordination and coordination in writing. -To include fronted adverbials in writing using a comma. -Include a variety of pronouns and understand why a range is needed. - Verb forms used accurately. -Subordination and coordination is used throughout writing Fronted adverbials used - comma used after a fronted adverbial. -Repetition avoided by the use of appropriate pronouns Precise consistent use of the range of conjunctions used. -Accurate use of the present perfect form of verbs in contrast to the past tense. -Using adverbs and prepositions in a variety of places within the sentence. - Confident use and understanding of the grammatical terminology To know past, present and future tenses. -Verbs forms are used accurately.	nearby), and number (eg secondly). -Use expanded noun phrases to convey complicated information concisely. -To use modal verbs (eg will, would,can, could, may etc) or adverbs (perhaps, possibly, certainly, definitely) to indicate degrees of possibility. -Link ideas across paragraphs using tense choices eg he had seen her before. - Accurate grammar and punctuation applied to all writing. - Verb tenses are consistent. - Adverbs and modal verbs used to indicate degrees of possibility - Cohesive devices used within paragraphs (e.g. then, after that, firstly).	that the pupils do not enter the gym at lunch time; If Zoe were the class president, things would be much better. - Choose the most appropriate sentence style and structure for a piece of writing. -Collect synonyms and antonyms for a range of vocabulary and use them effectively in their writing. -Use figurative language – similes, metaphors, personification – appropriately and effectively -Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. - Consciously control the structure of sentences in writing. - Demonstrate a clear knowledge of linguistic terms e.g. through analysing a writer's prose noting likes and dislike Uses formal and informal language appropriately depending on the task.
Punctuation	-Identify speech and speech mark in writing. -To isolate spoken words when writing; begin to enclose them in speech marks. - Use inverted commas to punctuate direct speech.	- Using inverted commas consistency for speech. - Identify in reading and writing correct use of apostrophes for possession. -Using capital letters accurately within speech sentences and using commas accurately before or after the spoken words.	-To use a comma correctly to separate two clauses. -To use commas to separate embedded clauses; extend to using brackets (as parenthesis). - To use a colon accurately to introduce a list. -To punctuate bullet points consistently.	-To use colons to mark boundaries between independent clauses. -To use hyphens to avoid ambiguity eg the man-eating tiger walked through the jungle, ice-cream etc. -To use dashes to replace commas when embedding clauses (as parenthesis). -To use semi-colons and dashes to

		-Include any other punctuation (such as ? or !) inside speech marks. Using apostrophes accurately to mark singular possession (apostrophes come at the end of a word ending in an s) and plural possession. - Can use inverted commas and other punctuation for direct speech. -Apostrophes to mark singular and plural possession. -Inverted commas and other punctuation (commas) used to indicate direct speech. -Apostrophe used to mark singular and plural possession Punctuation is accurate.	- Full speech punctuation is mostly accurate. - Commas used to mark clauses and to clarify meaning or avoid ambiguity. - Brackets, dashes or commas indicate parenthesis.	mark boundaries between independent clauses. - All punctuation marks are used accurately to clarify meaning across a range of text types. - Full speech punctuation.
Handwriting	-Consolidate all handwriting joins. -Use joins accurately and consistently. -Form letters correctly. Handwriting is joined and legible and shows a consistency in letter formation	-All joins to be consolidated and practised. -Handwriting is joined, fluent, legible and consistent.	-Ensure correct posture when writing. -Ensure that all letters (capital and lower case) and joins are being formed correctly and accurately. -To know different styles of handwriting and use them appropriately eg notes, labelling diagrams, dictation, presentation. -To increase fluent handwriting speed. - Joined, clear and legible. - Adapted for different purposes e.g. printed, italicised, bold	-Ensure correct posture when writing. -Ensure that all letters (capital and lower case) and joins are being formed correctly and accurately. -To know different styles of handwriting and use them appropriately eg notes, labelling diagrams, dictation, presentation. -Use a variety of handwriting implement. -To increase fluent handwriting speed. - Neat and legible
Spelling	-To know what syllables are and be able to count them in words. -To know what suffixes are and the range of suffixes used eg –ed, -ing er -Break words into syllables and use these to aid the build-up of word spellings. -To consolidate the rules for adding suffixes. - Spelling of common	Know the grammatical difference between plural and possessive s. Spelling of polysyllabic words is accurate Know the spelling rules and patterns as outlined in the National Curriculum (Year 4 appendix).	Learn and use verb prefixes – dis-, de- , mis-, over-, re- -Convert nouns or adjectives into verbs using suffixes - -ate, -ise, ify -Use further prefixes and suffixes and understand the guidance for adding them. -Spell some words with silent letters eg knight, psalm, solemn. -Continue to distinguish between homophones and other words which are often confused.	-Use further prefixes and suffixes and understand the guidance for adding them. -Spell some words with silent letters eg knight, psalm, solemn. -Continue to distinguish between homophones and other words which are often confused. -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs

	polysyllabic words, including compound words is usually accurate. - To know the rules for adding suffixes. - Know the spelling rules and patterns as outlined in the National Curriculum (Year 3 appendix).		-Use knowledge of morphology and etymology in spelling and understand that the spelling of. - Most spelling including polysyllabic words is accurate. - Know the spelling rules and patterns as outlined in the National Curriculum (Year 5 appendix). Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum. - Accurate spelling, with only occasional errors in more ambitious vocabulary choices some words needs to be learnt specifically. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus.	to be learnt specifically. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus. - Spelling is accurate. - Irregular words are generally spelt accurately.

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GREATER DEPTH			
Year 3	Year 4	Year 5	Year 6
Evaluation and effectiveness of own and others' writing is used, suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Writing is proof-read for spelling and punctuation errors accurately reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Justify reasons and opinions about texts using and applying all skills and key features for each genre when planning. Indicating possession by using the possessive apostrophe with plural nouns Is able to write from memory sentences, dictated by the teacher, that include punctuation included in the Key Stage 2 National Curriculum. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined Increase the legibility, consistency and quality of their handwriting.	In planning, pupils discuss and record ideas from a range of sources, noting good use of structure, vocabulary and grammar. Using and applying composition skills to create an effect. The drafting process is used to make appropriate choices of grammar and vocabulary to clarity and enhance meaning. Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense. Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling. Justify reasons and opinions about texts Structure and organisation of writing is informed by its audience, purpose and context. -Through developing the appropriate use of paragraphs to develop and expand some ideas, descriptions, themes or events in depth. Writing is National Standard within all curriculum subjects.	Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features. Drawn from models of similar writing, wider reading and research. Using and applying composition skills to create a mood and atmosphere In planning for narratives, ideas from characters and settings are often drawn from what pupils have read, listened to or seen performed. In narratives, description of settings, characters and atmosphere is used appropriately including integration of dialogue to convey character and advance the action. To persevere when looking at the effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning. The grammatical terminology in the is used when discussing and evaluating writing. A dictionary and thesaurus are used to check word meaning and	All aspects of writing composition: planning, drafting, evaluating, editing and proof-reading at the above national standard are embedded. Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect. The drafting process is used to make judicious choices of grammar and vocabulary to manipulate meaning for the intended effect. Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. All aspects of writing composition: structuring and organising text at the above national standard are embedded. Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise. Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect. The drafting process is used to make

Writing Progression Document

Morphological and etymological knowledge, and full range of spelling rules and patterns for Years 3&4 are accurately applied, including: accurate spelling of most prefixes and suffixes for Y3&4. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Accurate spelling of most homophones and other words which are often confused. Accurate spelling of most words that need to be specifically learnt, as listed in Years 3&4 word list. Use the first two or three letters of a word to check its spelling in a dictionary	Fluent writing across a range of genres both fiction and nonfiction. -Precise consistent use of the range of conjunctions used. Accurate use of the present perfect form of verbs in contrast to the past tense. Using adverbs and prepositions in a variety of places within the sentence. Confident use and understanding of the grammatical terminology	appropriateness. Writing for a wider audience is proof-read to ensure accurately of spelling and punctuation, including effective use of a dictionary. Justify reasons and opinions about texts. The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: paragraphs to develop and expand some ideas, descriptions, themes or events in depth. A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phase; grammatical connections, such as adverbials; and ellipsis). A range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader. Appropriate choice of tense to support whole text cohesion and coherence Fluent writing across a range of genres both fiction and non-fiction. Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.	judicious choices of grammar and vocabulary to manipulate meaning for the intended effect. Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. All aspects of writing composition: structuring and organising text at the above national standard are embedded. Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect. Overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect. All aspects of writing composition: applying vocabulary, grammar and punctuation at the above national standard are embedded. According to audience, purpose and context, writing demonstrates conscious control of: clauses manipulated to emphasise relationships between complex ideas or to convey information succinctly. Consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where

		According to audience, purpose and context, writing demonstrates appropriate use of: expanded noun phrases to convey complicated information concisely. The perfect form of verbs to mark relationships of time and cause Model verbs and adverbs to indicate degrees of possibility, probability and certainty. The passive voice to affect the presentation of information. Vocabulary and grammatical choices to suit both formal and informal situations. Use and apply adventurous vocabulary linked to their reading. A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthsis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semicolons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points). Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum. Handwriting -Ensure correct posture	appropriate, to suit both formal and informal situations. Is able to write from memory complex sentences, dictated by the teacher, that include words included in the KS2 National Curriculum. The full range of punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions. Is able to write from memory complex sentences, dictated by the teacher, that include punctuation included in the KS2 national curriculum. All aspects of writing transcription: handwriting at the above national standard are embedded. Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed.

		when writing. -Ensure that all letters (capital and lower case) and joins are being formed correctly and accurately. To know different styles of handwriting and use them appropriately eg notes, labelling diagrams, dictation, presentation. To increase fluent handwriting speed. Joined, clear and legible. Adapted for different purposes e.g. printed, italicised, bold Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum. Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed	

Writing Progression Document

English Speaking and Listening			
EYFS	**Year 1**	**Year 2**	**Year 3**
Listening to Others • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events.	**Talking to and with others** • Develop ideas and feelings through sustained • Speaking turns • Organise talk to help the listener, with overall structure evident • Adapt language and non-verbal features to suit content and audience • Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios	**Talking to and with others** • Recount experiences and imagine possibilities, • Often connecting ideas vary talk in simple ways to gain and hold attention of the listener • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups **Talking about talk** • Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why,	**Talking to and with others** • Express feelings and ideas when speaking about matters of immediate interest • Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts • Understand and engage with the speaker ,demonstrating attentivelistening • Engage with others through taking turns in pairs and small groups **Talking about Talk** • Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning

English Progression Document

English Progression Map

English Speaking and Listening		
Year 4	**Year 5**	**Year 6**
Talking to and with others • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context **Talking with in role play and drama** • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups **Talking about talk** • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations	**Talking to and with others** • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways **Talking within role play and drama** • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios **Talking about talk** • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations	**Talking to and with others** • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings **Talking within role play and drama** • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion **Talking about talk** • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

English Progression Document

Skills Map - History			
Year 3	Year 4	Year 5	Year 6
Expected Standard			
Vocabulary			
• Dates • Time period • Decades • Century • Era • Change • Chronology • Civilisation • Source • Timeline • Significant • Chronological • Archaeology • Primary/secondary evidence Driver: Stone Age – Iron Age • Cave, artefact, Stonehenge, pottery, roundhouse, Skara Brae, hunter-gatherer, hillfort Driver: Ancient Egypt • Dynasty,Egyptologist, Giza, hieroglyphics, mummy, papyrus, Pharaoh, pyramid, Rosetta stone, sarcophagus, Scarab, tomb, Canopic jar, afterlife, mummification, Sphinx, irrigation,	• Dates • Time period • Era • Change • Chronology • Decade • Century • Civilisation • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Primary/secondary evidence • Culture Driver: Ancient Greece • Assembly, Athens, city-stae, Acropolis, citizen, phalanx, mythology, Hoplite, democracy, Homer Driver: Romans • Circus maximus, citizen, emperor, empire, aquaduct, Coliseum, amphitheatre, republic, Gaul, gladiator, gladius, mosaic, patrician,	• Dates • Time period • Era • Chronology • Continuity • Change • Century • Decade • Legacy • Empire • Civilisation • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Conquest • Effects • Primary/secondary evidence • Eyewitness • Culture Driver: Anglo-Saxons Driver: Local (Cinderloo) -	• Dates • Time period • Era • Chronology • Continuity • Change • Century • Decade • Legacy • Civilisation • Parliament • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Conquest • Effects • Primary/secondary evidence • Eyewitness • Culture Driver: WW2 Driver: The Maya

Tutankhamun	plebeian, toga		

– Years 3-6
Year 3 and 4 Spelling List

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous

favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular

peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Year 5 and 6 Spelling List

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous

embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament

persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Whole School Curriculum

	Autumn		Spring		Summer	
R	Marvellous Me	Celebrations and Festivals	Mythical Creatures	Down on the Farm	Under the Sea	Growing and Life Cycles
Cultural Capital	Local Walk Library	Church	Theatre/ Wonderland	Farm	Sea Life Centre	Grow your own butterfly
Genres and writing outcomes	30-50/40-60M Write some/all of their name Write Simple vc words in, on,up at etc Write pretend (mark making) shopping lists/home recipes in home corner Give meanings to marks they draw and paint	30-50/40-60M D Write cvc words Begin to write short captions that can be read by themselves and others Spell words by identifying the sounds To hear initial sound in words Write/recognise some letters accurately	40-60D Cleary identifiable letters to communicate meaning	40-60D Can write a simple sentence which is read by themselves and others Begins to break flow of speech into words Segment sounds in simple words and blend	ELG-E/D Continuing a rhyming string Link sounds to letters- naming letters of the alphabet Attempts wo write short sentences in meaningful contexts	ELG S- Phonic knowledge embedded to write words in ways that match their spoken sounds Write some irregular common words Simple sentences that can be read by themselves and others Some words phonetically plausible- some spelt correctly.
Texts	Fiction	Author Study Nick Sharratt	Fiction - *Fantasy*	Fiction *Rhyming*	Fiction *Rhyming*	Non-fiction

	Stories from other cultures Anna Hibiscus Song – Atinuke <u>Traditional Tale</u> Goldilocks and the Three Bears <u>Poetry</u> Blow a Kiss, Catch a Kiss; Poems to share with little ones – Joseph Coelho	Shark in the Park The Foggy Foggy Forest <u>Poetry</u> Poems Out Loud! – Various Poets	Billy and the Dragon - Nadia Shireen The Wonder – Faye Hanson <u>Poetry</u> <u>The</u> Puffin Book of Nursery Rhymes – Raymond Briggs	<u>What the Ladybird Heard</u> – Julia Donaldson <u>*Non-fiction*</u> A Year on Adam's Farm – Adam Henson <u>Poetry</u> Out and About: A First Book of Poems – Shirley Hughes	What the Ladybird Heard – Julia Donaldson <u>Non-fiction</u> Hidden World: Ocean - Libby Walden and Stephanie Fizer Coleman	It Starts with a Seed – Laura Knowles <u>Fiction</u> Erroll's Garden – Gillian Hibbs <u>Traditional Tale</u> Jack and the Beanstalk – Mara Alperin
Supplementary reading texts	Owl Babies – Martin Waddell This is Our House – Michael Rosen In Every House, on Every Street – Jess Hickman The Same but Different Too – Karl Newson Happy in Our Skin – Fran Manushkin	The Best Diwali Ever – Sonali Shah Chapatti Moon – Pippa Goodhart Eight Nights, Eight Lights – Natalie Barnes The Leaf Thief – Alice Hemming Winter Sleep: A Hibernation Story - Sean Taylor and Alex Morss	Dare We Be Dragons? – Barry Falls Julian is a Mermaid – Jessica Love The Adventures of Egg Box Dragon – Richard Adams	Duck in the truck – Jez Alborough Sonya's Chickens – Phoebe Wahl Handa's Hen – Eileen Browne Farmer Duck Martin Wadell	The Sea Below my Toes – Charlotte Guillain I Sea the Sea – Julia Groves Hey, Water! – Antoinette Portis Little Turtle and the Sea – Becky Davies	

	Shh! - Sally Grindley				Somebody Swallowed Stanley - Sarah Roberts Splash, Anna Hibiscus - Atinuke	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
1	History of our local area (Houses) Science-Materials → My Musical Heartbeat	Our Local Area To identify key human features Seasonal Changes Autumn to Winter Dance, Sing and Play	Toys through the ages Science- Animals including humans Exploring Sounds →	United Kingdom And Europe Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Can name and locate the world's seven continents and five oceans. Learning to Listen	Significant Individuals Comparing Mary Seacole and Florence Nightingale Plants Having Fun with Improvisation	Wonderful Weather Seasonal Changes Spring to summer. Environment Let's Perform Together!

Cultural Capital	Heritage walk around Madeley		Weston Park		Exotic Zoo / Rodbaston/Wrekin View Forest School	Rhyl Beach
Genres and writing outcomes	Write some irregular common words. Simple captions/sentences that can be read by themselves and others. Some words phonetically plausible- some spelt correctly. Retell a familiar story using simple sentences.	Can write short phrases or captions using phonic knowledge. Can write short sentences with spaces to separate words. Can begin to write short sentences that start with a capital letter and end with a full stop. To write lower case letters in the correct direction, starting and finishing in the right place. To spell some words containing previously taught phonemes.	To use some features of different text types. To use adjectives that have been modelled. To spell most words containing previously taught phonemes. To use simple repetitive sentence structures	To use the word 'and' to link ideas and sentences. Can write sentences in order to create short narratives and non-fiction texts. To use 's' and 'es'to form regular plurals. Beginning to use capital letters for names, places days of the week and pronoun I	To spell all days of the week accurately. To add suffix- ing, ed, er, est to root words. To use adjectives to describe.	To proofread writing for spelling and punctuation. Beginning to use question marks and exclamation marks
Texts	Traditional Tales Little Red Riding Hood The enormous turnip Rapunzel	Author Studies: David McKee Tusk Tusk Not Now Bernard Elmer Two Can Toucan	Visual Texts Lost and Found- Oliver Jeffers Animal Poetry Big Green Crocodile	Author- Nick Butterworth One Snowy Night One Stormy Day	Visual Text Where the wild things are- Maurice Sendak Author Studies: Janet and Allen	Narrative Poetry Julia Donaldson Paper Dolls Snail and the whale The Magic

			What is pink? Christina Rosetti My Best Friend- Abby Jenkins	<u>Non Fiction</u> <u>Polar Animals</u> The Ugly Ducking- Mara Alperin	Alberg Burglar Bill	Paintbrush Dianne Shildon The Whale's Song
Supplementary reading texts	The Koala who could- Rachel Bright The Bear and the Piano- David Litchfield	5 Minutes Peace- Jill Murphy On the way home-- Jill Murphy	Mog the forgetful cat Judith Kerr The Owl who was afraid of the dark Jill Thomlinson	Where the wild things are - Maurice Sendak	After the fall- Dan Santat	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
2	KIng Charles & Boscobel House Uses of everyday materials Pulse, Rhythm and Pitch	Local Area Geography **Local Area Geography** **Madeley –** **Map of local area** **School & Local area** **Simple key** **Traffic survey How busy is our high street?** **Map where King Charles**	Great fire of London - Great Fire of Newport. Habitats Inventing a Musical Story	Revisit UK Geography London Landmarks Contrast landmark Madeley / London London then / now Local Habitats Recognising	Transport – how has it changed? Thomas Parker - Transport How transport has changed **Plants** Exploring Improvisation	Continents & Oceans Equator Northern /Southern hemispheres Contrast hot country to cold country Contrasting Australia & UK Compass directions – positional Geography.

		went in Shropshire Living things Playing in an Orchestra		Different Sounds		Animals and their needs Recap Materials – plastic in the ocean Our Big Concert
Cultural Capital	Trip to Boscobel House		Great Fire of London Day Baking bread		Cosford?	Rhyl Beach trip
Genres and writing outcomes	Capital letters, full stops and finger spaces. Sentences expanded noun phrases. Conjunctions Questions, exclamations and commas in a list. Apostrophes for possession Description – expanded non phrases Sentence types	Capital letters, full stops and finger spaces. Sentences expanded noun phrases. Conjunctions Questions, exclamations and commas in a list. Description – expanded non phrases Sentence types Suffixes	Capital letters, full stops and finger spaces. Sentences expanded noun phrases. Conjunctions Questions, exclamations and commas in a list. Description – expanded non phrases Sentence types Suffixes	Capital letters, full stops and finger spaces. Sentences expanded noun phrases. Conjunctions Questions, exclamations and commas in a list. Description – expanded non phrases Sentence types Suffixes	Capital letters, full stops and finger spaces. Sentences expanded noun phrases. Conjunctions Questions, exclamations and commas in a list. Description – expanded non phrases Sentence types Suffixes	Capital letters, full stops and finger spaces. Sentences expanded noun phrases. Conjunctions Questions, exclamations and commas in a list. Description – expanded non phrases Sentence types Suffixes
Texts	**Twisted tales** Little Red Beth Woollvin **Little Red by Beth Woollvin** Character description x2	Poetry – Michael Rosen The Book -Modern poetry Non-Fiction	**Non-Chronological Reports - Great Fire of London.** **Fiction** **The Stone Giant –**	**How coyote brought fire to earth – traditional tale Native America** Write Alternative	Poetry The land of the Story Books – Robert Louis Stevenson – contemporary	Visual text **Esio Trot** Setting Character

	Alternative story x 2 Instructions x 1 Alternative story **True story of 3 little pigs - Jon Scieszka -** Letter writing x 2 -	Recount of Boscobel Trip X 1	**Anna Hoglund (Swedish tale)** Retell Instructions – how to catch a giant.	ending **The Proudest Blue** **Ibtihaj Muhammad and S.K. Ali**	Non – Fiction – Planet full of plastic plastic in oceans	Letter Recount Instructions Performance poetry
Supplementary reading texts	Three Billy Goats Gruff - Mac Barnett and Jon Klassen. Little Red – Lynn Roberts	**Rapunzel – Beth Woollvin** **The true story of the Three Little Pigs** **Inside the Villains** **Three little wolves and the Big Bad Pig**	Baker Boy of London. Toby and the GFoL	The Bird and the forest fire	Clem and the crab. Wanda and the whale. Snorgh and the sailor. The Baker Boy by the sea.	The Stone Cutter George's marvellous medicine. The Twits
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Language Class	All about Me	Festivals	Seasons	Farms	Growing and Life cycles	Seaside
Cultural Capital	Library visit – Madeley	Library visit – Madeley	Library visit – Madeley	Library visit – Madeley	Library visit – Madeley	Library visit – Madeley

	Tesco	Christmas Party Parents shared session (Christmas)	**Local Park**	**? Farm to visit class Rodbaston or mobile Farm** Easter Egg Hunt Parents shared session (Easter)	Growing outside and in the classroom Butterflies Veg Flowers	**Telford town park/ Rhyl seaside** Beach day in school Parents shared session (Activities inside and out)
Genres and writing outcomes	Write some irregular common words. Simple captions/sentences that can be read by themselves and others. Some words phonetically plausible- some spelt correctly. Retell a familiar story using simple sentences.	Can write short phrases or captions using phonic knowledge. Can write short sentences with spaces to separate words. Can begin to write short sentences that start with a capital letter and end with a full stop. To write lower case letters in the correct direction, starting and finishing in the right place. To spell some words containing previously taught phonemes.	To use some features of different text types. To use adjectives that have been modelled. To spell most words containing previously taught phonemes. To use simple repetitive sentence structures	To use the word 'and' to link ideas and sentences. Can write sentences in order to create short narratives and non-fiction texts. To use 's' and 'es'to form regular plurals. Beginning to use capital letters for names, places days of the week and pronoun I	To spell all days of the week accurately. To add suffix- ing, ed, er, est to root words. To use adjectives to describe.	To proofread writing for spelling and punctuation. Beginning to use question marks and exclamation marks

Texts	Traditional Tales Goldilocks and the Three Bears Author Studies: Michael Rosen Going on a Bear Hunt Poems Nursery Rhymes Non Fiction Bears	Traditional Tales 3 Billy Goats Gruff 3 Little Pigs Author Studies: Sue Hendra Paul Linnet Supertato Norman the Slug Simon Sock Non Fiction	Traditional Tales The Gingerbread Man Runaway Pancake Author- Nick Butterworth One Snowy Night One Stormy Day Non Fiction Polar Animals The Ugly Ducking- Mara Alperin	Traditional Tales The Little Red Hen The Ugly Duckling Visual Text Where the wild things are- Maurice Sendak Author Studies: Janet and Allen Alberg Burglar Bill	Traditional Tales The enormous turnip Jack and the Beanstalk Visual Text Where the wild things are- Maurice Sendak Author Studies: Janet and Allen Alberg Burglar Bill	Traditional Tales Little Red Riding Hood Narrative Poetry Julia Donaldson Snail and the whale What the Ladybird Hear at the Sea Dianne Shildon The Whale's Song
Supplementary reading texts	Owl Babies – Martin Waddell This is Our House – Michael Rosen In Every House, on Every Street – Jess Hickman The Same but Different Too – Karl Newson	The Best Diwali Ever – Sonali Shah Chapatti Moon – Pippa Goodhart Eight Nights, Eight Lights – Natalie Barnes The Leaf Thief – Alice Hemming				

	Happy in Our Skin – Fran Manushkin Shh! - Sally Grindley	Winter Sleep: A Hibernation Story - Sean Taylor and Alex Morss				
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
3/4 (Cycle A)	**Mapping and exploring local area (former mines)** By the end of this topic, children should know: • The difference between human and physical features • The distinctive human and physical features of the local area • Ways in which human processes (such as land use, settlement, and change) operate in the local area • How to use an ordnance survey map to identify local landmarks ad features Children should be able	**Local History: Mining history; Nine Men of Madeley** Electricity Compose Using Your Imagination	**The Roman Empire and its impact on Britain.** Changing States Whole class Violin tuition	**Location knowledge of the United Kingdom** By the end of this topic, children should know: • The relative locations of England, Scotland, Northern Ireland and Wales • Important physical characteristics of each country • Examples of land use in each country • The United	**Ancient Greeks and their legacy** Classification Enjoy Improvisation	**Tropics** Follow Michael's journey Equator, climate, biome in Kensuke's Kingdom (SE Asia) hemispheres, equator Map and Atlas work Use OS maps and street maps, draw maps with symbol and key, use simple grid, compass points, locate UK 4 countries and Salisbury and Wiltshire. Fieldwork- sketching land use, Using a map (OS) to follow routes,

	to: • Locate the local area on a map and give directions • Use a key and be able to identify features on an OS map ➢ Different types of roads ➢ Railway lines / stations ➢ Specific buildings – churches, schools, hospitals ➢ Woodland • Identify human and physical features in the local area and how they have changed over time • Use fieldwork to observe, measure and record data on the different types of services in the local area • Collect and analyse data on how people in the local area get to work. **Sound** Writing Down Music			Kingdom is divided into counties • The names and features of our four counties Children should be able to: • Use maps and atlases to locate locations and features of UK countries and counties • Compare human and physical features of the four countries and four counties of the United Kingdom • Know the County town, main rivers and land use of each of our four counties Digestion		labelling human and physical features (Arctic Circle Equator Hemisphere Latitude Longitude Prime Meridian Protected Savanna Time Zones Tropics) Knowing that the world is separated into Northern and Southern hemisphere. Knowing that there are lines of latitude and longitude that go across the earth. Understand that daylight hours are different across different parts of the world. Knowing the role that the Tropics and the Equator play in the world climate. Understanding why Prime Meridian was used and where it is. Knowing and understanding that

				Whole class Violin tuition		there are different time zones across the world. Use maps and atlases to locate countries around the world situated close to the Tropics and the Equator. Use maps and atlases to explain why daylight hours vary across the world and offer reasons. Use maps to locate different countries using different time zones. The Show Must Go On
Cultural Capital	**Fieldwork: Land use in locality – rural county; visit to farms in locality (Ludlow – links with Farm to Fork)** Debate: building in green areas and the impact on the locality	Visit St. Michael's Churchyard – lots of evidence of child labour, families working in mining, iron foundry, tileworks Snailbeach Mine visit	Museum or archaeological site visit – Wroxeter; Chester Drama workshops (History in Action groups) - What	Neighbouring countries (Europe); VR / AR tours (hire / borrow headsets?)	Democracy in action: city states and types of government	

			have the Romans done for us?			
Genres and writing outcomes	Narrative: Farm setting? Point of view of one of the animals?	Recounts: newspaper article on Nine Men of Madeley story Writing for an audience: guide to the local churchyard?	Explanations: How Roman roads were built Instructions: How to pilot Aquila? Narrative: Romulus and Remus	Persuasive writing – brochures to advertise cities / landmarks in Europe	Persuasion: Why should you vote for me? Different Greek leaders and their policies? Writing a retelling of a Greek myth Writing a play based on a Greek myth (BBC Radio Workshop plays)	
Texts	Varjak Paw	The Iron Man (Ted Hughes) Werewolf Club Rules - Joseph Coelho	The Thirteen-Storey Treehouse (Andy Griffiths and Terry Denton)	Kensuke's Kingdom (Michael Morpurgo) The Language of Cat – Rachel Rooney	James and the giant peach – Roald Dahl Madhatters – Aoife Mannix Beasts of Olympus – Lucy Coats	The Last bear – Hannah Golding
Supplementary reading texts	**The pebble in my pocket** – Meredith Hooper	Ottoline and the yellow cat – Chris Riddell **The street beneath my feet** – Charlotte Guillain	**Romans on the Rampage** (Jeremy Strong) **A Roman Soldier's Handbook** Hawes, Alison	Dragon rider – Cornelia Funke **Cloud Tea** Monkeys – Mal Peet	**Odysseus' Trojan Trick** - Tarakson, Stella **Leo and the gorgon's curse** – Joe Todd-Stanton	**The Queen's nose** – Dick King-Smith **The borrowers** – Mary Norton

					Beowulf: Monster Slayer Paul D Storrie	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	
5	Cinderloo Forces Melody and Harmony in Music	Our Changing Country – Land Use (bring in Industrial Revolution and Madeley) Forces Sing and Play in Different Styles	Trade and Resources (look at trade over the last 200 years – markets, shops, online) Space – Earth, Sun and Moon Composing and Choosing Chords	Anglo Saxons Properties of Materials Enjoying Musical Styles	Vikings Life Cycles Freedom to Improvise	Rivers – topographical features) RSE Battle of the Bands!
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Cultural Capital	Heritage Walk Green Screen	Enginuity (DT Day) Linked to Science) – Power Buggies workshop – electric car design based on Thomas Parker	Think Tank, Birmingham – Planetarium Shakespeare company Cadbury World – supply of chocolate Prime VR - Space	Tatton Hall – Anglo Saxon	Weston Park - Viking Day	Cardingmill Valley Field Studies Council – Preston Montford
Genres and writing outcomes	Balanced Argument Persuasive Letter Choral Poetry (Heard it on the playground)	Stories from other cultures Dialogue through narrative - Pigeon	Balanced Argument Explanation text (link to Space)	Persuasive Writing (advert for a girl wanting to go	Dialogue through narrative (Myths and legends) – Beowulf. Start with	Explanation Text – Life Cycles (link to Science) Poems which

		Impossible (literacy shed)	Playscript /Shakespeare	hunting) Non Chronological Report Play Script (Ulric – Literacy shed)	description	explore form
Texts	Newspaper Reports Wonder - R.J. Palacio	The Name Jar - Yangsook Choi - writing resource The Land of Roar – Jenny McLachlan	The Highwayman (poem) The Tin Forest – Helen Ward The Tempest – Helen Street	Riddle of the Runes - Janina Ramirez & David Wyatt Men, Women and Children in Anglo-Saxon Times Jane Bingham The Genius of the Anglo-Saxons Izzy Howell	Beowulf and the Beast – Julia Gooding Beowulf Meets his match– Julia Gooding 100 facts: Vikings – Miles Kelly	Wind in the Willows – Margaret Margaret McAllister (Bug Club) Rivers: An incredible journey from source to sea Simon Chapman & Qu Lan Amazing Rivers Julie Vosburgh Agnone & Kerry Hyndman
Supplementary reading texts	Polar Bear Explorers Club	Sky Hawk	Cosmic	The Magic Faraway Tree	The Breakfast Club Adventures	The Last Bear
	Autumn		Spring		Summer	
6	History – local area - Madeley – Ironbridge • Description – setting	Geography - Biomes	Science - Evolution and inheritance (Darwin).	Geography - compare UK to South America - Brazil	World War 2 – A study of an aspect or theme in British history that extends pupil's	Farewell

	and character description, including creating an atmosphere • Narrative – different ways of opening the story • Poetry – free verse Light Music and Technology	Developing Ensemble Skills Electricity	History – The Maya Evolution and inheritance Creative Composition	Musical Styles Connect Us	chronological knowledge beyond 1066. • Recount – experience as an evacuee (letters from the lighthouse) Use maps, atlases, globes and digital/computer mapping to locate the countries involved in World War 2. Identify changes in the world map to show new and lost countries. Habitats and living things Improvising with Confidence	Tour Animals including humans

Cultural Capital	DT- visit to Enginuity	Residential trip to Arthog	The Darwin Trail in Shrewsbury Maya archaeologist visit – Dr Diane	South America Prime VR workshop (+Space Y5 and Around the World Y3/4)	National Arboretum / Cosford	West Midlands Safari Park
Genres and writing outcomes	Extended third person narrative (adventure stories) (2x3 weeks)	Discursive writing/debates and speeches (2x3 weeks)	First person narrative (2x3 weeks) – Darwin's Dragons. Write story from Covington's point of view.	Autobiography (2x2 weeks)	Choose your own adventure (1x3 weeks) Macbeth Shakespeare Sonnets (2x1 week)	News reports (2x2 weeks) – Poems that create images and explore vocabulary (1x1 week) – Remembrance poetry
Texts	Holes by Louis Sachar	The Escape Room by Christopher Edge	The Curse of The Maya by Andy Loneragan and Johnny Pearce	Malala: My Story of Standing Up for Girls' Rights; Illustrated Edition for Younger Readers by Malala Yousafzai My Life with the Chimpanzees by Jane Goodall	Goodnight Mister Tom by Michelle Magorian Macbeth The Graphic Novel	Brightstorm by Vashti Hardy
Supplementary reading texts	Skellig by David Almond	The London Eye Mystery by Siobhan Dowd The Invasion of Crooked Oak by Dan Smith	The Rain Player by David Wisniewski Darwin's Dragons by	Windrush Child by Benjamin Zephaniah Moth by Isabel Thomas	Letters from the Lighthouse The Emergency Zoo	The Boy in the Girl's Bathroom Pig Heart Boy by Malorie Blackman

			Lindsay Galvin	The Explorer by Katherine Rundell	Macbeth by Andrew Matthews and Tony Ross	