

Our World of Learning in English

Love learning and inspire
each other to thrive in the
world.



**Language
and
Literacy**

**First
Hand
Learning**



**My
World
and Me**



Our World of Learning in English - EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception read aloud key texts: On the Way Home, Six Dinner Sid, The Gruffalo, Whatever Next, Mr Gumpys Outing, Farmer Duck, Handas Surprise, Owl Babies, Elmer, Puffin Peter, The Lion Inside, Supertato					
Rhymes and Poems plus Head shoulders knees and toes, one, two, buckle my shoe poem to learn off by heart	Rhymes and Poems plus Diwali song (to the tune of mulberry bush), the house that Jack built to learn off by heart	Rhymes and Poems plus If I was a superhero- Sally Gray to learn off by heart and perform	Rhymes and Poems plus A little Seed, Nut Tree- from Wriggle and Roar by Julia Donaldson & Nick Sharratt to learn off by heart and perform	Rhymes and Poems plus The rhyming rabbit by Julian Donaldson to learn off by heart and perform	Rhymes and Poems plus Zim Zam Zoom by James Carter to perform
Story Imitation/innovation: The Gingerbread Man The gingerbread man	Story Imitation/innovation: The Three Little Pigs The Three Little Sheep	Story Imitation/innovation: Supertato Supertato and Evil xx	Story Imitation/innovation: The Very Hungry Caterpillar The Very Hungry Caterpillar (Change the food)	Story Imitation/innovation: The Magic Porridge Pot The Magic ice-cream machine	Story Imitation/innovation: We're Going on a Bear Hunt We're going on a whale hunt
Story Invention Weekly group golden story	Story Invention Weekly group golden story	Story Invention Golden stories from individuals	Story Invention Golden stories from individuals	Story Invention Golden stories from individuals	Story Invention Golden stories from individuals
Non-Fiction Lists- list of shopping/ ingredients to make a ginger bread man	Non-Fiction Information about a wolf	Non-Fiction recount - Linked to people who help us (can we remember what job they do?)	Non-Fiction Information - How a butterfly grows (Butterfly)	Non-Fiction Instructions - How to make an ice- cream using numbered steps and time words	Non-Fiction Recount - trip to ...
<p align="center">Grammar</p> <ul style="list-style-type: none"> · Hear, say and write the initial sounds in words. <ul style="list-style-type: none"> · Continue a rhyming string. · Use some clearly identifiable letters to communicate meaning. <ul style="list-style-type: none"> · Write my own name independently. · Write labels and lists independently. · Begin to hold a pencil using the tripod grip 		<p align="center">Grammar</p> <ul style="list-style-type: none"> · To spell words correctly or phonetically using the sounds I have been taught. · Link sounds to letters by naming and sounding out the letters of the alphabet. <ul style="list-style-type: none"> · To hold a pencil properly using the correct grip. <ul style="list-style-type: none"> · Name the letters of the alphabet in order. · Think of a sentence, say a sentence and write it down. <ul style="list-style-type: none"> · To begin to use a capital letter and a full stop. <ul style="list-style-type: none"> · Use finger spaces. · To write short sentences in context. 		<p align="center">Grammar</p> <ul style="list-style-type: none"> · To write some common irregular words. <ul style="list-style-type: none"> · Use a capital letter and a full stop. · Form letters and numbers correctly and sit them on the line. · To think of, say and sentences independently which can be read by themselves and others. 	

Our World of Learning in English – Year One

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Performance of days of the week song and months of the year song		Poetry – The cat in the Hat, Riddles (write own riddle)		Poetry - Recipe to make a wolf by Pie Corbett (to listen and enjoy)		Poetry – Performance- An Old Lady who Swallowed a Fly		Poetry – Jabberwocky by Lewis Carroll to perform		Poetry – Lion by Celia Warren to perform	
Daily read aloud books should be listed here: The Tiger who Came to Tea, Where the Wild Things are, Peace at Last, Funny Bones, Fantastic Mr Fox, A Bear called Paddington, You Can't Take an Elephant on the Bus, Hairy McClary from Donaldson's Dairy, Zog, Giraffe's Can't Dance, The Tiny Seed, The Enormous Crocodile											
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<u>Model Text</u> The Three Billy Goats Gruff	<u>Model Text</u> Simple instructions (recipe)	<u>Model Text</u> Owl Babies	<u>Model Text</u> Fact file (animal)	<u>Model Text</u> Little Red Riding Hood	<u>Model Text</u> Letter from the wolf	<u>Model Text</u> Lost and Found	<u>Model Text</u> Information booklet about penguins (linked to science and geography)	<u>Model Text</u> Puss in Boots	<u>Model Text</u> How to look after a cat	<u>Model Text</u> Tiger who came to Tea	<u>Model Text</u> Recount of a family trip
<u>Text Type</u> Beat the monster	<u>Text Type</u> Instructions	<u>Text Type</u> Tale of Fear	<u>Text Type</u> Information	<u>Text Type</u> Warning story	<u>Text Type</u> Letter	<u>Text Type</u> Finding story	<u>Text Type</u> science and geography)	<u>Text Type</u> Fairytale	<u>Text Type</u> Instructions	<u>Text Type</u> Fantasy Story	<u>Text Type</u> Recount
<u>Writing outcome</u> The three wooly sheep/soft cows	<u>Writing outcome</u> Simple instructions	<u>Writing outcome</u> Innovation of Owl Babies	<u>Writing outcome</u> Innovated fact file	<u>Writing outcome</u> Simple innovation-setting changed	<u>Writing outcome</u> Reply letter to the wolf	<u>Writing outcome</u> Innovation of Lost and Found	<u>Writing outcome</u> Information non chronological report about sharks	<u>Writing outcome</u> Own version of xxx in trainers/shoes	<u>Writing outcome</u> How to look after a xx (pet)	<u>Writing outcome</u> The XX who came to (breakfast/ lunch)	<u>Writing outcome</u> Simple recount of trip to Hoghton Tower
Cross curricular writing Lists		Cross curricular writing Captions and labels		Cross curricular writing Information		Cross curricular writing Letters		Cross curricular writing Recounts		Cross curricular writing Instructions	
Grammar: <ul style="list-style-type: none"> Form my letters and numbers properly and sit them on the line. <ul style="list-style-type: none"> Use finger spaces. Use the sounds I know to spell words. <ul style="list-style-type: none"> Hold a pencil properly. Use the capital letter when I write 'I'. Name the letters of the alphabet in order. Think of a sentence, say a sentence and write it down. <ul style="list-style-type: none"> Use a capital letter and a full stop. To know and identify a common noun. To know what an adjective is and the different types. <ul style="list-style-type: none"> To know what a verb is (action). 				Grammar: <ul style="list-style-type: none"> Form my letters and numbers properly and sit them on the line. <ul style="list-style-type: none"> Read my sentence out loud and check it makes sense. <ul style="list-style-type: none"> Put events in order. Write capital letters properly. <ul style="list-style-type: none"> To know and identify a proper noun. Use capital letters for names, days of the week and places. <ul style="list-style-type: none"> Use question marks and exclamation marks. Use 'and', 'but' and 'or' to join ideas in sentences. To be able to categorise the different types of adjectives. <ul style="list-style-type: none"> To know what a verb is (to be). To use the names of letters when spelling words out loud. 				Grammar: <ul style="list-style-type: none"> To add 'est and er' to adjectives. To add 'ing, ed and er' to verbs. Spell tricky words correctly in my writing. Spell days of the week correctly in my writing. <ul style="list-style-type: none"> To add 's or es' to nouns. To add 'un' at the beginning of verbs and adjectives. <ul style="list-style-type: none"> To write sentences my teacher says out loud. Use compound words- FOOTBALL WHITEBOARD. 			

Our World of Learning in English – Year Two

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading spine book/s; Unipiggle, Roald Dahl The Twits		Reading spine book/s: The Boy Who Grew Dragons Andy Shepherd, Isadora Moon goes to School		Reading spine book/s: Hotel Flamingo, Mr Majeika		Reading spine book/s: The Hodgehog by Dick-King Smith, The Enchanted Wood		Reading spine book/s: Winnie The Pooh, Rabbit and Bear		Reading spine book/s: The Naughtiest Unicorn, Flat Stanley	
Poetry - Revolting Rhmes Jack and the Beanstalk – learn off by heart and perform		Poetry – The Great Fire Sue Cowling		Poetry – Down Behind the dustbins Micheal Rosen- learn off by heart and perform.		Poetry – The Magic box Kit Wright- To write own magic box poem		Poetry – Performance poetry / learn off by heart The Owl and Pussycat Edward Lear		Poetry – Kenn Nesbitt’s Animal poems	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Model Text Jack and the Beanstalk (E.Caulfield)	Model Text Letter of complaint from Giant	Model Text Paddington Bear	Model Text Topic based recount for e.g. Great Fire Diary entry	Model Text Goldilocks and the Three Bears	Model Text Bear Information text	Model Text Aladdin	Model Text How to make a wishing potion	Model Text The Papaya that spoke	Model Text The day the crayons quit	Model Text The Owl Who Was Afraid Of The Dark	Model Text How do owls hunt their prey?
Text Type Defeat the monster	Text Type Recount/Information	Text Type Meeting story	Text Type Diary entry	Text Type Traditional Tale	Text Type Information	Text Type Rags to Riches	Text Type instructions	Text Type Journey	Text Type Persuasion	Text Type Fear story	Text Type explanation
Writing outcome (innovation) Innovation of Jack and the Beanstalk (e.g. new character & setting at top of beanstalk)	Writing outcome (innovation) Letter of complaint from other trad tale character	Writing outcome (innovation) Setting description	Writing outcome (innovation) Topic based recount	Writing outcome (innovation) Silverlocks and the three cats	Writing outcome (innovation) New fantasy animal text	Writing outcome (innovation) Alaaiyah	Writing outcome (innovation) How to make a xxx potion	Writing outcome (innovation) The monkey that spoke	Writing outcome (innovation) Persuasive letter from crayon	Writing outcome (innovation) The XX who was afraid of the XX	Writing outcome (innovation) How do xx hunt their prey?
Independent writing outcome Independent innovation of Jack and the Beanstalk OR another traditional tale	Independent writing outcome Letter of complaint book character of choice (recount/info)	Independent writing outcome Paddington’s chaotic visit to BGL	Independent writing outcome Topic based recount with a clear structure “The Day We perfoemd our Nativity”	Independent writing outcome Change the characters and setting	Independent writing outcome Information about a creature that you know a lot about	Independent writing outcome Xxxx new character based on Aladdin	Independent writing outcome How to make a xxx	Independent writing outcome The xx that spoke	Independent writing outcome Persuasive letter from another piece of stationery	Independent writing outcome Own fear story	Independent writing outcome How do xx hunt their prey?

Our World of Learning in English – Year Two

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross curricular writing Information	Cross curricular writing Letter (recount/info)	Cross curricular writing Recount	Cross curricular writing Information	Cross curricular writing Recount	Cross curricular writing Persuasion
<p>Grammar:</p> <ul style="list-style-type: none"> · Know all sentence types - STATEMENT QUESTION COMMAND EXCLAMATION · Write sentences with capital letters, full stops, ?, and ! · Join sentences using co-ordinating conjunctions in the middle of my sentences- AND BUT SO OR. · To read my work and check for spelling mistakes and missing punctuation. · To write my letters the correct size and begin to join my letters. <ul style="list-style-type: none"> · Use noun phrases and adjectives in my writing. · Use commas in a list. · To use imperative verbs - PUT POUR MIX STIR PLACE. · To use the present tense for non-chronological report. · Use the past tense for narrative and recount. 		<p>Grammar:</p> <ul style="list-style-type: none"> · Use subordination for time- WHEN BEFORE AFTER at the start and in the middle of sentences. · Use subordination for reason- BECAUSE IF at the start and in the middle of my sentences. · Use the subordinating conjunction- THAT in a sentence. · To use the apostrophe for possession and contraction. <ul style="list-style-type: none"> · To know what a progressive verb is. · To use progressive verbs for present and past tense. · To use the lead ins and lead outs and join most of my writing. 		<p>Grammar:</p> <ul style="list-style-type: none"> · To spell tricky words. · Use the suffixes: -FUL, LESS, NESS, MENT, ER, EST. · To spell all the year 2 words correctly. · To use adverbs (time, manner, place). 	

Our World of Learning in English – Year Three

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading spine book/s: Charlotte's Webb, The Nothing to See Hear Hotel		Reading spine book/s: Anisha: Accidental Detective, The Sheep-Pig Dick-King Smith		Reading spine book/s: Pizazz Sophie Henn, The Iron Man Ted Hughes		Reading spine book/s: Varjak Paw, Mr Gum		Reading spine book/s: The Queen's Nose		Reading spine books: Charlie and the Chocolate Factory	
Poetry - Tell Me a Dragon by Jackie Morris to listen to and enjoy		Poetry – stone age tales to listen to and enjoy		Calligrams – write your own natural disaster poem		Poetry to enjoy- The coming of Iron Man I am a Roman Soldier		Poetry – performance the sound Collector by Roger McGough		Poetry – Free Verse I know why the Cage Bird sings to learn and perform	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text The Egg by MP Robertson (shortened version)</p> <p>Text Type Fantasy/Finding Tale</p> <p>Writing outcome (innovation) New Egg story</p> <p>Independent Write New fantasy story based on The Egg OR New Finding Tale</p>	<p>Model Text How to trap a troll (Y3 writing models Pie Corbett)</p> <p>Text Type Instructions</p> <p>Writing outcome (innovation) How to trap a dragon (linked to The Egg)</p> <p>Independent Write How to XXX (free choice)</p>	<p>Model Text Stig of the Dump</p> <p>Text Type classic</p> <p>Writing outcome (innovation) Stig of the xxx (setting change)</p> <p>Independent Write Stig of the xxx (setting change)</p>	<p>Model Text Depiction of Ice Age through Media (Ice Age 1 &2)</p> <p>Text Type discussion</p> <p>Writing outcome (innovation) Depiction of Stone Age through Media (Flintstones & Croods)</p> <p>Independent Write Depiction of Stone Age through Media (Early Man & Croods)</p>	<p>Model Text The Canal Pie Corbett</p> <p>Text Type Warning Tale</p> <p>Writing outcome (innovation) Sequel to The Canal</p> <p>Independent Write New warning story</p>	<p>Model Text Natrual Disaster Destroys Local Houses (writing models Pie Corbett p62)</p> <p>Text Type News Recount</p> <p>Writing outcome (innovation) News recount based on The Canal</p> <p>Independent Write News recount based on a chosen story</p>	<p>Model Text Iron Man Ted Hughes</p> <p>Text Type Fantasy</p> <p>Writing outcome (innovation) The sequal to Iron Man</p> <p>Independent Outcome Own version of how villagers eradicated Iron Man</p>	<p>Model Text Model brochure style text based on The Door setting</p> <p>Text Type Persuasive Information</p> <p>Writing outcome (innovation) New setting, brochure style text</p> <p>Independent Write Brochure style text based on chosen setting</p>	<p>Model Text Extract from The Lost Happy Endings by Carol Ann Duffy (demonstrating characterisation)</p> <p>Text Type Losing Tale</p> <p>Writing outcome (innovation) Extract from the witch's story</p> <p>Independent Outcome New story extract (characterisation)</p>	<p>Model Text Persuasive letter to go to Hogwarts</p> <p>Text Type Persuasion</p> <p>Writing outcome (innovation) Persuasive letter to the sorting hat to join a particular house in Hogwarts</p> <p>Independent Write Persuasive letter to work in dream job</p>	<p>Model Text Charlie and the Chocolate Factory</p> <p>Text Type Fantasy</p> <p>Writing outcome (innovation) Setting description of the factory/room</p> <p>Independent Write Innovate/ invent a room in the factory</p>	<p>Model Text New confectionary text</p> <p>Text Type Persuasion</p> <p>Writing outcome (innovation) Invent new confectionary</p> <p>Independent Write Invent new confectionary</p>

Our World of Learning in English – Year Three

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross curricular writing Trip Advisor style review of place	Cross curricular writing Instructions	Cross curricular writing Information	Cross curricular writing News Recount	Cross curricular writing Persuasive Information	Cross curricular writing Persuasive Letter
Grammar: · To identify clauses in sentences. · To identify main and subordinate clauses in complex sentences. · To separate clauses with a comma in complex sentences. · To use adverbs for how and when followed by a comma. · To read my work to check it makes sense looking at spellings, grammar and punctuation. · To write neatly with the joins I have learnt. · To use prepositions (for where) in my writing. · To use headings and sub headings for information writing.		Grammar: · To use inverted commas for direct speech with the correct punctuation. · To use the dictionary to find spellings using the first two letters of a word. · To use perfect forms of verbs- HAVE HAS to indicate a completed action. · Use a thesaurus. · To write complex sentences using subordinating conjunctions –IF WHILE WHEN BECAUSE ALTHOUGH SINCE UNTIL BEFORE AFTER SO. · To write in paragraphs.		Grammar: · To use apostrophes for possession and contraction or omission. · To use the determiner A or AN according to whether the next word begins with a consonant or a vowel. · To write sentences dictated by my teacher. · To use prefixes – SUPER ANTI AUTO DIS MIS RE · To spell and use homophones correctly. · To use and spell correctly irregular past tense verbs – CAUGHT HEARD THOUGH	

Our World of Learning in English – Year Four

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading spine book/s: The Boy at the Back of the Class, The Lion, the Witch and the Wardrobe		Reading spine book/s: The Miraculous Journey of Edward Tulane,		Reading spine book/s: The Borrowers, The Wild Robot		Reading spine book/s: The Explorer by Katherine Rundell, The Train to Impossible Places		Reading spine book/s: Secrets of a Sun King, The Suitcase Kid		Reading spine book/s: The Land of Roar, Cosmic	
Poetry - Free verse The Layers of the Rainforest (poems of a Geography classroom- electronic) Rainforest acrostic poems		Poetry – explore language and meaning- Flanders fields		Poetry - Chocolate Cake by Micheal Rosen to perform		Tudor Limericks		Poetry – Performance- Macavity		Poetry - Mrs Butler Poems	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Model Text The great Kapok Tree	Model Text Are we taking enough care of the Amazon?	Model Text The Firework Maker’s Daughter- Phillip Pullman	Model Text Reference books, multimedia about WW2	Model Text The Magician’s Shop by Pie Corbett (Y4 Writing Models p42)	Model Text Contrasting Trip Advisor reviews of The Magician’s Shop	Model Text Based on Arthur- Micheal Morpurgo	Model Text King John, good or bad?	Model Text Extract from Matilda Roald Dahl	Model Text Trunchball Tyranny Terminated!	Model Text (short unit) Playscript- Matilda	Model Text Script for nature documentary in the style of David Attenborough (linked to Geography Greenland unit)
Text Type Wishing	Text Type discussion	Text Type Journey	Text Type Information	Text Type Fantasy	Text Type Information/Per suasion	Text Type Narrative	Text Type Persuasion	Text Type narrative	Text Type News	Text Type Playscript	
Toolkit Dialogue	Toolkit discussion	Toolkit Description	Toolkit Information	Toolkit Settings	Toolkit Persuasive	Toolkit character	Toolkit Persuasive argument	Toolkit Action	Toolkit Recount	Toolkit Recount	
Writing outcome (innovation) The Great Oak Tree	Writing outcome (innovation) Are we taking enough care of the Amazon?	Writing outcome (innovation) Own journey as main character	Writing outcome (innovation) Non chronological report about WW2	Writing outcome (innovation) Nouns for precision Fronted adverbial separated with a comma Expanded noun phrases using ‘with’ paragraphs	Writing outcome (innovation) Information Diagon Alley Adjectives- superlatives Commas to mark clause in complex sentences Linking paragraphs	Writing outcome (innovation) Chapter to include characterisation of Merlin	Writing outcome (innovation) Persuasion To understand why King John was considered a bad king.	Writing outcome (innovation) New chapter to fit into the story of Matilda	Writing outcome (innovation) School now Sweet as Honey!	Writing outcome (innovation) Different scene from Matilda	Writing outcome (innovation) Information Presenters script
Independent Outcome The Great Rainforest	Independent Outcome Are we taking enough care of our planet?	Independent Outcome Cloud maker’s Son- Literacy Shed	Independent Outcome Book about WW2 project	Independent Outcome Diagon Alley (or similar)	Independent Outcome Contrasting Trip Advisor reviews of chosen well known place (fantasy or real)	Independent Outcome Opening to Arthur which includes characterisation of Arthur and new character	Independent Outcome King John was considered a bad king.	Independent Write New chapter to fit into the story of Matilda	Independent Outcome (As Bruce/Lavender) My new Life at Crunchem Hall School	Independent Outcome Different scene from Matilda	Independent Outcome Plan, write, edit then film a nature documentary about Greenland.

Our World of Learning in English – Year Four

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cross-curricular Writing</u> Persuasion	<u>Cross-curricular Writing</u> Instructions	<u>Cross-curricular Writing</u> Explanation	<u>Cross-curricular Writing</u> Information/Persuasion	<u>Cross-curricular Writing</u> Persuasion	<u>Cross-curricular Writing</u> News recount
<p>Grammar:</p> <ul style="list-style-type: none"> · To use adverbs for when, where and how at the start of sentences with a comma (fronted adverbial). · To write complex sentences with adverb starters. · To use commas to mark my clause in a complex sentence. · To use the first three letters of a word to find the spelling in the dictionary. · To have neat handwriting with the joins I have learnt. · To write in paragraphs. <ul style="list-style-type: none"> · To read my work to check for mistakes in spelling, grammar and punctuation. · Use inverted commas for direct speech with correct punctuation. · Use a thesaurus. · Use expanded noun phrases for description. 		<p>Grammar:</p> <ul style="list-style-type: none"> · Use pronouns in my writing. · Use nouns for precision- burglar instead of man. · To use correct verb inflections- WAS/WERE SEEN/SAW · To use the apostrophe for singular (dog's) and plural possession (dogs') 		<p>Grammar:</p> <ul style="list-style-type: none"> · To use prefixes- IN IM IR SUB INTER SUPER ANTI AUTO. · To use suffixes- ATION TION SSION SION CIAN · To use determiners in my writing: ARTICLES (a an the) DEMONSTRATIVES (this that these those) POSSESSIVES (my your his her our their) QUANTIFIERS (some any many much no few) · To spell words on the year 4 word list correctly. · Write sentences dictated by my teacher. 	

Our World of Learning in English – Year Five

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading spine book/s: The Hpuse with Chicken Legs, The Wolves of Willoughby Chase		Reading spine book/s: Clockwork by Phillip Pullman		Reading spine book/s: Brightstorm Vashti Hardy, The Stormkeepers Island		Reading spine book/s: The Girl of Ink and Stars, The London Eye Mystery		Reading spine book/s: The Graveyard Book, Letters from the Lighthouse		Reading spine book/s: Beetle Boy, Crater Lake	
Poetry - figurative language poetry Mountains- Emily Dickinson		Poetry – A Midsummer Night’s Dream, Act II Scene 1 (Over hill over dale). Performance Poetry		Poetry - Poems and text to enjoy (He loves to draw chimps and Gorillas – Antony Browne)		Poetry – to listen to and enjoy Egyptian poems		Poetry – The Rime of the Ancient Mariner		Poetry – Tyger Tyger Burning Bright	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text Kidnapped! Pie Corbett Bumper Book</p> <p>Text Type Finding story</p> <p>Toolkit Openings/Endings</p> <p>Writing outcome (innovation) Kidnap story in old school building late at night.</p> <p>Independent Writing Kidnapped! Own kidnap story.</p>	<p>Model Text How to find Pirate’s Treasure (Pie Corbett Writing Models Y5)</p> <p>Text Type Explanation</p> <p>Toolkit Explanation</p> <p>Writing outcome (innovation) How to hide from parents/how to sneak food in the cinema</p> <p>Independent Writing How to xxx</p>	<p>Model Text The Hobbit</p> <p>Text Type Fantasy</p> <p>Toolkit Setting Description</p> <p>Writing outcome (innovation) The Hobbit with new effective description – agreed Toolkit</p> <p>Independent Writing Fantasy narrative with effective description – free choice</p>	<p>Model Text Teacher text The Frozen Pool</p> <p>Text Type Recount</p> <p>Toolkit Recount</p> <p>Writing outcome (innovation) A Recount to a friend (topic based trip to Jorvik/Beacon Fell/day out)</p> <p>Independent Writing Topic based recount letter – free choice</p>	<p>Model Text The Tunnel by Antony Browne (shortened)</p> <p>Text Type Change story</p> <p>Toolkit Dialogue to convey character</p> <p>Writing outcome (innovation) Sequel</p> <p>Independent Writing New change story with dialogue to convey character</p>	<p>Model Text Teacher persuading another character from Anthony Browne book</p> <p>Text Type Persuasion</p> <p>Toolkit Persuasive argument</p> <p>Writing outcome (innovation) Persuade the boy or girl from the tunnel to go or not go through.</p> <p>Independent Writing Tp persuade another character in the books.</p>	<p>Model Text Isis and Osiris</p> <p>Text Type Story with a message</p> <p>Toolkit Characters</p> <p>Writing outcome (innovation) Retell of isis and Osiris</p> <p>Independent Writing Own Ancient Egyptian myth</p>	<p>Model Text Mummification – the truth</p> <p>Text Type Information</p> <p>Toolkit Information</p> <p>Writing outcome (innovation) Information about mummification</p> <p>Independent Writing Free choice of Information text based on Ancient Egypt topic e.g. River Nile, Ancient writing systems, Acievements of Ancient Egyptians</p>	<p>Model Text Jack</p> <p>Text Type Fear story</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) New threat.g. a dog and change weather conditions.</p> <p>Independent Writing Own threat story.</p> <p>NB Include dialogue</p>	<p>Model Text Once upon a raindrop by James Carter</p> <p>Text Type information</p> <p>Toolkit information</p> <p>Writing outcome (innovation) Water cycle information</p> <p>Independent Writing Own information text</p>	<p>Hook Text The boy at the back of the class</p> <p>Text Type Journey story</p> <p>Toolkit character</p> <p>Writing outcome (innovation) Monologue from the boy at the back of the class (stream of consciousness).</p> <p>Independent Writing Free choice of countries.</p>	<p>Model Text Sicily or England- Where is the best place to live?</p> <p>Text Type Discussion</p> <p>Toolkit Effective use of vocabulary</p> <p>Writing outcome (innovation) Switzerland or England- where is the best place to live?</p> <p>Independent Writing Free choice of countries.</p>

Our World of Learning in English – Year Five

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross curricular writing Information	Cross curricular writing Explanation	Cross curricular writing Recount	Cross curricular writing Persuasion	Cross curricular writing Information	Cross curricular writing Discussion
<p>Grammar:</p> <ul style="list-style-type: none"> · To use adverbs for when, where and how at the start of sentences with a comma (fronted adverbial). · To create complex sentences with –ed and –ing sentence openers. · To create complex sentences using relative clauses with a relative pronoun (WHO WHICH WHERE WHEN THAT WHOSE) <ul style="list-style-type: none"> · To use expanded noun phrases. · To use commas to clarify meaning. · To use the first three letters of a word to find the spelling in the dictionary. · Use a thesaurus. <p>· To write neatly and choose when it is appropriate to join.</p> <p>· To read my work to check for mistakes in spelling, grammar and punctuation.</p>		<p>Grammar:</p> <ul style="list-style-type: none"> · To create complex sentences with simile sentence openers. · To use adverbs of time to link paragraphs together e.g. firstly, as a consequence, later. <ul style="list-style-type: none"> · To use commas to avoid ambiguity. · To create complex sentences where the relative pronoun is omitted. · To use headings, bullet points, diagrams, text boxes in my non-fiction writing. · To use commas, brackets and dashes to indicate parenthesis. <ul style="list-style-type: none"> · To use devices to build cohesion. · To use modal verbs and adverbs to indicate degrees of possibility (e.g. might would should, surely, perhaps, definitely) 		<p>Grammar:</p> <ul style="list-style-type: none"> · To use different sentence structures (simple, compound, complex) <ul style="list-style-type: none"> · To use the correct subject and verb agreement. · Ensure consistent and correct use of tense throughout a piece of writing. · Use the suffixes –ate,-ise,-ify, -ary, -able –ible – ant, -ent, -ence in my writing. · Use the prefixes dis-, re-, pre-, mis-, over- in my writing. · To spell some words with silent letter e.g knight, solemn. <ul style="list-style-type: none"> · To spell words from the Year 5 word list correctly. 	

Our World of Learning in English – Year Six

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading spine book/s: The Haunting of Aveline Jone, Malamander		Reading spine book/s: Who Let the Gods Out, Tom's Midnight Garden		Reading spine book/s: Wonder, The Shark Caller		Reading spine book/s: Holes, Pig Heart Boy		Reading spine book/s: Rooftoppers, Show us who you are		Reading spine book/s: Orphans of the Tide, High Rise Mystery	
Poetry - Fear Shakespeare/Keats		Poetry based on Picture Book – Leon and the Place Between		Performance Poetry - The Lion and Albert – Stanley Holloway		Poetry – Poems with imagery		Poetry – poems and sayings by Lord bhudda		Poetry - The tiger who wore white gloves	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Non-Fiction	faction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Model Text The Caravan by Pie Corbett</p> <p>Text Type Warning story</p> <p>Toolkit Dialogue to convey character/adv action</p> <p>Writing outcome (innovation) Sequel with dialogue to convey character and advance the action</p> <p>Independent Writing New warning story with dialogue to convey character and advance the action</p>	<p>Model Text The Swamp Monster</p> <p>Text Type Information</p> <p>Toolkit Information (form/tone appropriate to purpose & audience)</p> <p>Writing outcome (innovation) Own Monsterology information sheet</p> <p>Independent Writing</p>	<p>Model Text The Nowhere Emporium</p> <p>Text Type Portal story</p> <p>Toolkit setting</p> <p>Writing outcome (innovation) Innovate the setting</p> <p>Independent Writing New portal story with atmosphere and description</p>	<p>Model Text David Attenborough biography</p> <p>Text Type Biography</p> <p>Toolkit biography</p> <p>Writing outcome (innovation) PT Barnum/Harry Houdini</p> <p>Independent Writing Own biography</p>	<p>Model Text The Black Box (teacher made)</p> <p>Text Type Finding Tale</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) Sequel for the Black Box</p> <p>Independent Outcome The _____ (oibject Finding Story)</p>	<p>Model Text Should zoos be banned?</p> <p>Text Type Discussion</p> <p>Toolkit Discussion</p> <p>Writing outcome Should Plastic be completely banned?</p> <p>Independent Outcome Should Rahul continue to follow Joe (based on The Black Box text)</p>	<p>Text Pandora Inormation text</p> <p>Text Type Information</p> <p>Toolkits Information text</p> <p>Writing outcome (innovation) Own information on Pandora (change of creatures that inhabit the planet)</p> <p>Independent Writing Own planet information text</p>	<p>Model Text Recount – Journey to Pandora</p> <p>Text Type Recount</p> <p>Toolkit Recount/settin gs</p> <p>Independent Writing Outcomes Recount from POV of an astronaut - journey to a distant planet</p>	<p>Model Text Podkin One-Ear</p> <p>Text Type Journey/Beat the Monster story</p> <p>Toolkit Using & applying all Toolkits</p> <p>Writing outcomes Short writes using Podkin One-ear as a stimulus</p>	<p>Model Text Bhuddist beliefs</p> <p>Text Type Information text</p> <p>Toolkit Information</p> <p>Independent Writing Own information text for Bhuddist beliefs on The Four Noble Truths</p>	<p>Model Text Macbeth – English heritage</p> <p>Text Type English Heritage</p> <p>Toolkit Characterisatio n</p> <p>Independent Writing Soliloquy in role as Macbeth</p>	<p>Model Text Shakespeare – plays, poems and quotes!</p> <p>Text Type Information/bio graohy/discussi on</p> <p>Toolkit Non-fiction</p> <p>Independent Writing Range of short burst-writes linked to Shakespeare</p>

Our World of Learning in English – Year Six

Cross curricular writing Recount	Cross curricular writing Information	Cross curricular writing Instructions	Cross curricular writing Discussion	Cross curricular writing Explanation	Cross curricular writing Information
<p>Grammar:</p> <ul style="list-style-type: none"> · To use fronted adverbials – WHERE WHEN HOW · To use a joined handwriting style with speed. <ul style="list-style-type: none"> · To always write in paragraphs. · To use inverted commas correctly. · To use adverbials to build cohesion between paragraphs- On the other hand, in the meantime, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. <ul style="list-style-type: none"> · To write sentences with relative clauses. · To use headings, bullet points, diagrams, text boxes in my non-fiction writing. <ul style="list-style-type: none"> · To use ellipses to link ideas between paragraphs. · To check my work looking at grammar, punctuation and spelling. · Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. 		<p>Grammar:</p> <ul style="list-style-type: none"> · To use a semi colon in between independent clauses and within lists. <ul style="list-style-type: none"> · To use synonyms and antonyms correctly. · Identify the subject and object of a sentence. · To explore and investigate active and passive. · To use perfect form of verbs to mark relationships of time and cause. <ul style="list-style-type: none"> · To begin to use colons for a list and to add extra detail to sentences. <ul style="list-style-type: none"> · Use hyphens in my writing. · To use a dash to add additional information. · Use subjunctive forms of speech and writing. · Spell all the words on the year 6 wordlist correctly and most other words correctly in my writing. 		<p>Grammar:</p>	