

## Writing Curriculum Plan Class 2

### **Intent**

In the Jubilee with Pebblebed Federation, we believe that words are the building blocks of learning. Language is the means by which children are able to express who they are and influence those around them, thereby fulfilling the school vision to 'Be who God meant you to be and you will set the world on fire'. It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence.

We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of Literacy, engaging children by teaching from high-quality texts in many genres which are, wherever possible, linked to their learning in other areas of the curriculum. Children are able to experience real examples of writing: they are introduced to a range of local authors, as well as those from different countries and cultures.

By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities which allow for the development of writing for all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.

A writer from the Jubilee with Pebblebed Federation will:

- Develop a neat, legible, consistent and accurate style of cursive handwriting.
- Develop the grammatical understanding needed to be able to discuss their reading and writing and to talk and write with accurate syntax and grammar where it is required.
- Be able to apply the patterns and rules taught effectively, to develop and maintain accuracy in spelling.
- Plan and organise the structure of their writing, making appropriate use of paragraphs and using strategies to develop cohesion within and between paragraphs.
- Become confident in writing in a range of styles and genres, adapting the language, structure and style of their writing according to its purpose and audience.
- Show awareness of audience, carefully selecting words and phrases for impact and considering the effect they will have on the reader of their writing.
- Show pride in their writing, both in English and across the curriculum.
- Be able to express their individuality in their writing, through what they choose to write about as well as the way they express themselves.

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Cycle A	Autumn			Spring			Summer		
<b>Topic</b>	<b>Through the Ages</b> <ul style="list-style-type: none"> <li>Prehistoric Pots</li> <li>Cook Well, Eat Well</li> <li>Animal Nutrition and the Skeletal System</li> <li>Contrast and Complement</li> <li>One Planet, Our World</li> <li>Colour Theory</li> </ul>			<b>Rocks, Relics and Rumbles</b> <ul style="list-style-type: none"> <li>Ammonite</li> <li>Forces and Magnets</li> <li>People and Places</li> <li>Making it Move</li> </ul>			<b>Emperors and Empires</b> <ul style="list-style-type: none"> <li>Mosaic Masters</li> <li>Plant Nutrition and Reproduction</li> <li>Light and Shadows</li> <li>Beautiful Botanicals</li> <li>Greenhouse</li> </ul>		
<b>Progression of Core Texts</b>	<b>The Tear Thief</b> by Carol Ann Duffy	<b>The Secrets of Stonehenge</b> By Mick Manning  (Y5/6)	<b>How to live like a Stone Age Hunter</b> by Anita Ganeri	<b>Rocks (Science in a Flash)</b> by Georgia Amson-Bradshaw  (Y3/4)	<b>Firebird</b> by Saviour Pirotta, ill. Catherine Hyde  (Year 3 and 4)	<b>The Lost Words</b> by Robert McFarlane and Jackie Morris	<b>Genius of the Ancients: The Romans</b> by Izzi Howell and Sonya Newland	<b>Escape from Pompeii</b> by Christina Balit  linked to the Babcock sequence: Weslandia by Paul Fleischman	<b>The Colours of History – how colours shaped the world</b>
<b>Additional texts to support differentiation in a mixed-age class</b>			<b>How to Invent</b>	<b>Volcanoes</b> by Izzy Howell (Y5/6)	<b>Hansel and Gretel</b> (Year 5/6)	<b>Beachcomber</b> (Y3/4)	<b>The Romans – Philip Ardagh and Colin King</b>	<b>Roman Tales: the goose guards</b> by Terry Deary (Curriculum Maestro)	
<b>Genre</b>	Narrative	Information/non-chronological report/explanation	Non-fiction – information/instructions	Non-fiction – information/explanation	Narrative	Poetry	Non-chronological report/information	Historical fiction	Chronological report/information/explanation
<b>Key Tasks/outcomes, including independent purposeful writing outcomes</b>	Write a story about a feelings thief.	Create a book about the secrets of a local place and its history over time.	To write own information text around a time in history or an event such as a residential trip	Write a non-chronological report about rocks, fossils or volcanoes.	Write a story using the quest blueprint from Firebird.	Write a poem about something from the natural world to accompany a (watercolour?) picture and	Design/write pages of information in the style of 'The Genius Of...' series on	Write an adventure story in a historical context.	Write (and possibly illustrate) a two-page spread on a colour*, detailing interesting and surprising facts

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						contribute these pages to a class book.	a different [Roman] innovation.		about it throughout history.
<b>Key grammatical vocabulary</b>	narrative character plot structure imagery noun pronoun cohesion fronted adverbials inverted commas	non-chronological report glossary paragraphs cohesion bullet points headings subheadings captions passive voice modal verbs	instructions formal informal audience purpose second person command imperative verbs conjunction clause	non-chronological report paragraphs subheading heading adverb conjunction clause subordinate clause determiner pronoun adverbial relative clause parenthesis bracket dash cohesion ambiguity	cohesion narrative plot quest resolution conjunctions subordinate clause direct speech inverted commas adverb, preposition, conjunction determiner, pronoun, adverbial	poetry poetic form stanza rhyme alliteration repetition preposition determiner noun phrase ambiguity brackets dash cohesion colon semi-colon hyphen	non-chronological report paragraphs topic sentence supporting information conclusion bullet points adverbials commas  subject object active passive cohesion	narrative setting character plot adverbials conjunctions hyphen comma power of three verbs	adverb preposition determiner adverbial noun phrase
<b>Year 3 Objectives</b>  <i>Children will be taught to:</i>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. In narratives, creating settings, characters and plot.  Choose nouns or pronouns appropriately for clarity and cohesion	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Organise paragraphs around a theme.	Identify how language, structure and presentation contribute to meaning.  Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if,	Construct noun phrases using determiners, adjective and nouns. Choose nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition.	Use conjunctions (e.g. <i>when, before, after, while, so, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i> ) and <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> ) to express time, place and cause.	Learn how to use familiar punctuation correctly [and effectively], including commas for lists.  Prepare poems and play scripts to read aloud and to perform, showing understanding	Organise paragraphs around a theme.  In non-narrative material, using simple organisational devices.  Use fronted adverbials.  Retrieve and record information	In narratives, create settings, characters and plot.  Discuss words and phrases that capture the reader's interest and imagination  Use fronted adverbials.  Use conjunctions, adverbs and prepositions to	Use the present perfect form of verbs instead of the simple past tense.  Use conjunctions (e.g. <i>when, before, after, while, so, because</i> ), adverbs (e.g. <i>then, next, soon, therefore</i> ) and prepositions (e.g. <i>before,</i>

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	<p>and to avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Recognise some different forms of poetry.</p>	<p>In non-narrative material, using simple organisational devices.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>because, although.</p> <p>Use fronted adverbials.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use a comma after a fronted subordinate clause.</p>	<p>Use conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) and prepositions (e.g. <i>before, after, during, in because of</i>) to express time, place and cause.</p> <p>Begin to use fronted adverbials Use commas after fronted adverbials.</p> <p>Use paragraphs as a way to group related material.</p> <p>Use headings and subheadings to aid presentation.</p>	<p>Use inverted commas to punctuate speech.</p> <p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p>	<p>through intonation, tone, volume and action.</p> <p>Compose and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Choose vocabulary with care to hint at the narrator's feelings, e.g. use more positive or negative words and phrases to describe the objects.</p>	<p>from non-fiction.</p> <p>Write more than one paragraph within a section of text, organising information appropriately in paragraphs.</p> <p>Edit and improve their work independently, justifying and explaining the changes they have made.</p> <p>Show awareness of the audience for whom they are writing.</p> <p>Use a wider range of more complex sentence structures and ways of opening sentences.</p>	<p>express time and cause.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use commas after fronted adverbials.</p> <p>Begin to use commas appropriately to separate clauses.</p>	<p><i>after, during, in because of</i>) to express time, place and cause.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i>) (</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Engage the reader's by including interesting and surprising details.</p> <p>Use subheadings to capture the reader's interest and give appropriate clues to the content of each section of text.</p>
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<p><b>Year 4 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Express time, place and cause using prepositions.</p> <p>Use commas after fronted adverbials.</p> <p>Expand noun phrases by modifying adjectives, nouns and prepositional phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and punctuate direct speech.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Organise paragraphs around a theme.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use commas after fronted adverbials.</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases eg the teacher expanded to the strict maths teacher with the curly hair).</p>	<p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Use conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) and prepositions (e.g. <i>before, after, during, in because of</i>) to express time,</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Pupils should be taught to use: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i>).</p> <p>Create settings and plot within narratives.</p> <p>Organise paragraphs around a theme.</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i>).</p> <p>Compose and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Choose vocabulary with care to hint at the narrator's feelings, e.g. use more positive or negative words</p>			<p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use the present perfect form of verbs instead of the simple past tense.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in because of) to express time, place and cause. Begin to use paragraphs as a way to group related material.</p>
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				<p>place and cause.</p> <p>Use commas after fronted adverbials.</p>		<p>and phrases to describe the objects.</p>			<p>Use inverted commas to include a relevant quote.</p> <p>Engage the reader's by including interesting and surprising details.</p> <p>Use subheadings to capture the reader's interest and give appropriate clues to the content of each section of text.</p>
<p><b>Year 5 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use the perfect form of verbs to mark</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied (i.e. omitted) relative pronoun.</p>	<p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>In narratives, describe settings, characters and atmosphere and integrating dialogue to</p>	<p>Structure poems in appropriate ways.</p> <p>Use expanded noun phrases to convey complicated information concisely. (Yr5/6)</p> <p>Use commas and semi-colons to clarify meaning or avoid ambiguity</p>	<p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Ensure the consistent and correct use of tense</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use a colon to introduce a list.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use devices to build cohesion</p>

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	<p>using singular and plural.</p> <p>Link ideas across paragraphs <b>using adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he <i>had</i> seen her before).</p>	<p>relationships of time and cause.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use <b>brackets</b>, dashes or commas to indicate parenthesis.</p> <p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p>	<p>convey character and advance the action.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied (i.e. omitted) relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p>	<p>in writing <i>very complex lists</i>.</p> <p>Use hyphens to avoid ambiguity. (Y6)</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p><i>had</i> seen her before.)</p> <p>Ensure consistent and correct use of verb tenses across their writing.</p>	<p>throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he <i>had</i> seen her before).</p>
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<p><b>Year 6 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Link between and across paragraphs using words related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>	<p>Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: <i>He's your friend, isn't he?</i>, ...)</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs, such as repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis.</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Recognise vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech).</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Use layout devices (e.g. headings,</p>	<p>Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>retrieve, record and present information from non-fiction.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>	<p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a</p>	<p>Use expanded noun phrases to convey complicated information concisely. (Yr5/6)</p> <p>Use commas and semi-colons to clarify meaning or avoid ambiguity in writing <i>very complex lists</i>.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use a colon to introduce a list.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical</p>	<p>Use the passive voice to affect the presentation of information in a sentence.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis.</p> <p>Use layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text).</p>		<p>Use the passive to affect the presentation of information in a sentence</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis.</p> <p>Use layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text).</p> <p>Use semicolons, colons or dashes to mark</p>
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	Use semi-colons, <b>colons</b> or <b>dashes</b> to mark boundaries between independent clauses.  Use a colon to introduce a list.	subheadings, columns, bullets, or tables to structure text).	Use layout devices (e.g. <b>headings, subheadings,</b> columns, bullets, or tables to structure text).  Use semi-colons, colons or <b>dashes</b> to mark boundaries between independent clauses.  Use expanded noun phrases to convey complicated information concisely.	word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ), and ellipsis.	connections and ellipsis.			boundaries between independent clauses.
<b>Spelling</b>	No Nonsense Spelling Block 1 &2		No Nonsense Spelling Block 3 & 4		No Nonsense Spelling Block 5 & 6			
<b>Handwriting</b>	Teach Handwriting - review and practise joins		Handwriting linked to spelling		Handwriting linked to reading – practise for consistency			
<b>Links to Guided &amp; Class Reading</b>	See Reading Curriculum Plan for suggested texts from Literacy Shed + for Guided Reading in each year group .							
	<b>Books to be read to the class:</b> <b>Stig of the Dump</b> by Clive King <b>Stone Age Boy</b> by Satoshi Kitamura <b>The First Drawing</b> by Mordicai Gerstein <b>The Stolen Spear</b> by Saviour Pirotta and David Ortu <b>(Wolf Brother</b> by Michelle Paver)		<b>Books to be read to the class:</b> <b>Into the Volcano</b> by Jess Butterworth		<b>Books to be read to the class:</b> <b>The Thieves of Ostia</b> by Caroline Lawrence			

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<b>Suggested texts for additional sequences</b>	Poetry Pie – edited by Roger McGough	Ripley's Believe It Or Not! Mighty Machines by Ian Graham	Marvin and Milo – write up an experiment/ investigation using cartoons and explanatory text Head in the Sand – a Roman play by Julia Donaldson Weslandia by Paul Fleischmann – Write a short story about a character's time in another civilisation.
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Cycle B	Autumn			Spring			Summer		
<b>Topic</b>	<b>Invasion</b> <ul style="list-style-type: none"> <li>Warp and Weft</li> <li>Food and the Digestive System</li> <li>Sound</li> <li>Contrast and Complement</li> <li>Fresh Food, Good Food</li> <li>Interconnected World</li> </ul> Warm and Cool Colours			<b>Misty Mountain, Winding River</b> <ul style="list-style-type: none"> <li>Vista</li> <li>Animal</li> <li>States of Matter</li> <li>Grouping and Classifying</li> </ul> Functional and Fancy Fabrics			<b>Ancient Civilizations</b> <ul style="list-style-type: none"> <li>Tomb Builders</li> <li>Electrical Circuits and Conductors</li> <li>Statues, Statuettes and Figurines</li> </ul> Islamic Art		
<b>Progression of Core Texts</b>	How to Train your Dragon by Cressida Cowell  linked to the Babcock sequence: 'The Dragon Machine'	Dare to Care: Pet Dragon by Mark Robertson and Sally Symes (Y3/4)	Beowulf by Kevin Crossley-Holland	Everest by Sangma Francis/ Lisk Feng	'One Well' by Rochelle Strauss and Rosemary Wells with 'Should we build houses on flood plains?' – text from Curriculum Maestro	A River – Marc Martin	How to Make an Egyptian Mummy by Ruth Owen  linked to Babcock sequence: '101 Things to Do to Become a Superhero...or Evil Genius' Richard Horne and Helen Szirtes'	Cinderella of the Nile by Beverley Naidoo	I am Cat by Jackie Morris
<b>Additional texts to support differentiation</b>	How to Be a Viking picture book by Cressida Cowell	Dragonology: The Complete Book of Dragons by	Monster Slayer by Chris Riddell	Explorers Wanted in the Himalayas by Simon Chapman	Are Humans Damaging the Atmosphere?		You wouldn't want to be an Egyptian	Adelita by Tomie DePaola	

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<p>in a mixed-age class</p>		<p>Dugald Steer, Helen Ward and Douglas Carrel (Y5/6)</p>			<p>By Catherine Chambers (Y5/6)</p>		<p>mummy by David Stewart You wouldn't want to be an Egyptian pyramid builder by Jacqueline Morley</p>	<p>The Rough-Face Girl by Rafe Martin  Cendrillon – A Caribbean Cinderella by Robert D. San Souci  Mufaro's Beautiful Daughters by John Steptoe</p>	
<p>Genre</p>	<p>Narrative – fantasy adventure/ quest</p>	<p>Instructions/ Explanation/ report</p>	<p>Fiction narrative poetry- overcoming the monster (classic text)</p>	<p>Report/ explanation</p>	<p>Newspaper report/ persuasion/ balanced argument/ debate</p>	<p>Poetry</p>	<p>Instructions</p>	<p>Narrative – Traditional tale</p>	<p>Poetry</p>
<p>Key Tasks/ outcomes, including independent purposeful writing outcomes</p>	<p>Write a story about a character who develops through a challenging adventure.</p>	<p>Write an 'o- logy' book about an area of interest/ Write own page of advice on looking after a creature or an object (real or fantasy).</p>	<p>Write a story about overcoming a monster.</p>	<p>Write one or more sections to contribute to a class book that provides information about different aspects of a very special place, e.g. a river.</p>	<p>Write a persuasive report or debate speech about an area of environmental concern.</p>	<p>Write about a journey through different landscapes.</p>	<p>Write instructions (eg. about how to make a pyramid)</p>	<p>Write an alternative version of a well-known traditional tale in a different context</p>	<p>Write a first- person descriptive poem in the voice of an animal or object.</p>
<p>Key vocabulary</p>	<p>narrative dialogue inverted commas conjunctions modal verbs adverbs</p>	<p>paragraphs adverb conjunction clause subordinate clause determiner pronoun</p>	<p>narrative poem legend overcoming a monster plot characters context setting verb tenses</p>	<p>report explanation conjunctions prepositions adverbs present perfect tense determiners</p>	<p>narrative atmosphere building tension inverted commas conjunctions prepositions adverbs apostrophes</p>	<p>agony aunt correspondence formal/ informal clause, subordinate clause multi-clause sentences</p>	<p>clause phrase paragraphs cohesion expanded noun phrases hyphens synonyms first person</p>	<p>formal/ informal fronted adverbials commas headings subheadings bullet points</p>	<p>fairy tale cultural context possessive apostrophe singular/ plural nouns inverted commas</p>

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		possessive pronoun adverbial parenthesis	past tense present perfect hyphen noun phrase semi-colons	pronoun, possessive pronoun noun phrase adjectives relative clause	contractions dialogue	subordinating conjunctions complex sentence	alliteration 'power of three'		
<p><b>Year 3 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use inverted commas in direct speech.</p>	<p>Organise paragraphs around a theme.</p> <p>In non-narrative material, using simple organisational devices.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use conjunctions, adverbs and</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Use inverted commas to punctuate speech.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophes for contractions (revise from Y2)</p>	<p>Retrieve and record information from non-fiction.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p> <p>Use a range of sentence types including statements, questions, exclamations etc.. (from KS1)</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>In non-narrative material, use simple organisational devices.</p>	<p>Use the present perfect form of verbs instead of the simple past tense.</p> <p>Use conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in because of) to express time, place and cause.</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Use inverted commas to punctuate speech.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>

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<p><b>Year 4 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use inverted commas and other punctuation to punctuate direct speech.</p>	<p>Use commas after fronted adverbials.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>prepositions to express time and cause.</p> <p>In narratives, create settings, characters and plot.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Expansion of noun phrases using adjectives</p>	<p>Use inverted commas to punctuate speech.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p> <p>Use a range of sentence types including statements, questions, exclamations etc.. (from KS1)</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Organise paragraphs around a theme</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>In non-narrative material, use simple organisational devices.</p>	<p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use inverted commas to punctuate speech.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Use commas after fronted adverbials.</p> <p>Use paragraphs to organise ideas around a theme.</p>
<p><b>Year 5 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Use commas in complex sentences, especially when beginning with a subordinate clause or</p>	<p>Use pairs of dashes, commas or brackets for parenthesis.</p> <p>Use expanded noun phrases to convey</p>	<p>In narratives, consider how authors have developed characters and settings in what they have read.</p>	<p>Expansion using relative clauses.</p> <p>Cohesion using different ways to refer to something.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey</p>	<p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader.</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use a colon to introduce a list.</p>

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	<p>fronted adverbial.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p>	<p>complicated information concisely.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use semi-colons to mark boundaries between clauses.</p> <p>Use hyphens to avoid ambiguity.</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list.</p> <p>Expansion using relative clauses</p>	<p>character and advance the action.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Use hyphens to avoid ambiguity.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Understand how words are related by meaning as synonyms.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>	<p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p>
<p><b>Year 6 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Select appropriate grammar and vocabulary,</p>	<p>Develop assured and conscious control over levels of formality.</p> <p>Use organisational and presentational</p>	<p>Expand noun phrases to convey complicated information concisely.</p>	<p>Expansion using relative clauses.</p> <p>Cohesion using different ways to refer to something.</p> <p>Ensure the consistent and correct use of</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ensure correct subject and verb agreement when using</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Understand how words are related by meaning as synonyms.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p>

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	<p>understanding how such changes can enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>	<p>devices to structure text and to guide the reader.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</p>		<p>tense throughout a piece of writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list.</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Use hyphens to avoid ambiguity.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>	<p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p>
<b>Spelling</b>	No Nonsense Spelling Block 1 & 2			No Nonsense Spelling Block 3 & 4			No Nonsense Spelling Block 5 & 6		
<b>Handwriting (Following Letter-join Scheme)</b>	Follow Letter Join and Teach Handwriting - review and practise joins			Follow Letter Join and Handwriting linked to spelling			Follow Letter Join and Handwriting linked to reading – practise for consistency		
<b>Links to Guided &amp; Class Reading</b>	See Reading Curriculum Plan for suggested texts from Literacy Shed + for Guided Reading in each year group .								
	<p><b>Books to be read to the class:</b></p> <p><b>How to Train Your Dragon</b> by Cressida Cowell  <b>Anglo-Saxon Boy</b> by Tony Bradman  <b>The Saga of Erik the Viking</b> by Terry Jones</p>			<p><b>Books to be read to the class:</b></p> <p><b>King of the Cloud Forests</b> by Michael Morpurgo  <b>The Abominables</b> by Eva Ibbotsen</p>			<p><b>Books to be read to the class:</b></p> <p><b>The Phoenix Code</b> by Helen Moss</p>		

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			<p><b>The Stinky Cheese-man and other fairly stupid tales</b> by Jon Scieszka</p> <p><b>The Time-travelling Cat and the Egyptian Goddess</b> by Julia Jarman</p>
<b>Suggested texts for additional sequences</b>	<p><b>The saga of Erik the Viking</b></p> <p><i>The Genius Of The Ancients</i> series by Izzi Howell and Sonya Newland.</p>	<p>Everest by Alexandra Stewart – Write an account of a significant expedition</p> <p>Ask Dr K Fisher</p>	<p>The Long-lost Secret Diary of the World's Worst Egyptian Tomb Hunter (by Tim Collins/ Isobel Lundie) The Egyptian Echo? (Usborne)</p> <p>Ancient Egypt – Tales of Gods and Pharaohs by Marcia Williams</p> <p>Egyptian Things to Make and Do by Emily Bone-Instructions</p> <p>The Scarab's Secret – Nick Would and Christina Balt</p>

Cycle C	Autumn			Spring			Summer		
<b>Topic</b>	<p>Sow, Grow and Farm</p> <ul style="list-style-type: none"> <li>Nature's Art</li> <li>Eat the Seasons</li> <li>Line, Light and Shadow</li> <li>Human Reproduction and Ageing</li> </ul>			<p>Off With Her Head – <i>The Tudors</i></p> <ul style="list-style-type: none"> <li>Why Does a Compass Always Point North?</li> </ul>			<p>Groundbreaking Greeks</p> <ul style="list-style-type: none"> <li>Architecture</li> <li>Properties and Changes of Materials</li> <li>Mixed Media</li> <li>Expression</li> </ul>		
<b>Progression of Core Texts</b>	Where My Wellies take Me 1	Where My Wellies take Me 2	<p>Window by Jeannie Baker</p> <p>linked to the Babcock sequence: 'The Chronicles of Harris Burdick'</p>	Henry VIII By Richard Brassey	<p>Anne Boleyn's letter from the Tower/ Mary Queen of Scots persuasive article (from Sue Palmer's Persuasion PPT)</p>	<p>Short by Kevin Crossley Holland</p> <p>linked to the Babcock sequence: 'The Shadow Cage' by Philippa Pearce</p>	Greek Gazette – Usborne Publishing	Aesop's Fables by Beverley Naidoo and Pet Groller	Paint me a poem by Grace Nicholls
<b>Additional texts to support differentiation in a mixed-age class</b>			Windows by Julie Denos	Various other biographies of Henry VIII, including	Range of other persuasive texts and letters.			Alternative versions of the fables to compare Eg. The Very Best of Aesop's Fables	

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				some online texts.				by Margaret Clark and Charlotte Voake	
<b>Genre</b>	Recount	Poetry	Narrative – descriptive writing	Biography	Persuasive writing	Narrative – ghost stories	Newspaper report	Narrative - Myths and legends	Poetry writing
<b>Key Tasks/ outcomes, including independent purposeful writing outcomes</b>	Write a detailed, descriptive recount based on a walk around the local area.	Collect and write poems based on observations of the local area.	Write a story based on the development of a landscape and the changes that take place within it.	Research and write the biography of a famous Tudor person, such as one of the wives of Henry VIII.	Write a persuasive speech or letter in role as a historical figure.	Write an effective short story that creates a tense or spooky atmosphere.	Write a newspaper report about a school or local event or linked to a well-known story.	Write a story that uses animal characters to convey a moral lesson, in the style of Aesop’s fables.	Write a poem based on a work of art.
<b>Key vocabulary</b>	recount relative clause dash semi-colon formal/ informal first person narrator	poem poetic form rhyme rhythm imagery simile metaphor alliteration	nouns pronouns prepositions cohesion determiners adjectives expanded noun phrases inverted commas.	biography quotations author viewpoint subject object active passive	persuasive argument supporting evidence rhetoric rhetorical debate reason conjunction independent clauses semi-colon colon dash parenthesis	short story atmosphere tension cohesion passive/ active	report The 5 Ws: <i>who, what, when, where, why</i> quotes inverted commas parenthesis relative clause relative pronouns	fable moral narrative dialogue description plot character verbs adverbs	poem rhythm rhyme alliteration poetic form synonym antonym similes expanded noun phrases adjectives preposition phrases
<b>Year 3 Objectives</b>  <i>Children will be taught to:</i>	In narratives, create settings, characters and plot.  Use fronted adverbials.  Discuss writing similar to that which they are	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Prepare poems and play scripts to read aloud	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Indicate possession by using the possessive	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	In non-narrative material, using simple organisational devices.  Use the present perfect form of verbs in contrast to the past tense.	Discuss writing similar to that which they are planning to write in order to understand and learn from its	Organise paragraphs around a theme.  Use the present perfect form of verbs in contrast to the past tense.	In narratives, creating settings, characters and plot.  Use inverted commas to punctuate speech. Increase their familiarity with a wide range of	Recognise some different forms of poetry. Use similes  Expand noun phrases by modifying adjectives, nouns and prepositional phrases (e.g. <i>the</i>

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	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>apostrophe with singular and plural nouns.</p> <p>Use inverted commas to punctuate speech.</p> <p>Use preposition phrases.</p> <p>Use expanded noun phrases.</p> <p>Indicate possession by using the possessive apostrophe with singular nouns.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Organise paragraphs around a theme.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p>	<p>structure, vocabulary and grammar.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Use an increasing range of conjunctions, adverbs and prepositions to express time and cause.</p>	<p>books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Indicate possession by using the possessive apostrophe with singular nouns.</p> <p>Use and punctuate direct speech.</p>	<p><i>strict maths teacher with curly hair</i>)</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary.</p> <p>Propose changes to vocabulary, grammar and punctuation to improve it.</p>
<p><b>Year 4 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Organise paragraphs</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Organise paragraphs around a theme.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with singular</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use commas after fronted adverbials.</p> <p>In non-narrative material, using simple</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify how language, structure, and presentation</p>	<p>Recognise some different forms of poetry.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss writing similar to that</p>

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	<p>Use fronted adverbials. Use commas following fronted adverbials.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p>	<p>Use inverted commas to punctuate speech.</p> <p>Use preposition phrases.</p> <p>Use expanded noun phrases.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p>	<p>around a theme.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>and plural nouns.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Use and punctuate direct speech.</p>	<p>organisational devices.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>contribute to meaning.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Use and punctuate direct speech.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p>	<p>which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>
<p><b>Year 5 Objectives</b></p> <p><b>Year 6 Objectives</b></p> <p><i>Children will be taught to:</i></p>	<p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Use semi-colons, colons or dashes to mark boundaries</p>	<p>Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Participate in discussions about books that are read to them and those they can read</p>	<p>Use features of descriptive writing, such as similes, metaphors, alliteration, personification.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun.</p>	<p>Use devices to build cohesion within a paragraph.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Understand the difference between vocabulary typical of informal speech and</p>	<p>Use of a dash for parenthesis or an afterthought.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use a wide range of devices</p>	<p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Vary the length and structure of sentences for</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Précis longer passages.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Ensure the consistent and correct use of tense throughout a</p>	<p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to.</p> <p>Increase their familiarity with a wide range of books, including myths, legends</p>	<p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the</p>

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	<p>between independent clauses.</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i> or with an implied (i.e. omitted) relative pronoun.</p> <p>Revise commas in lists and inverted commas.</p>	<p>for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>vocabulary appropriate for formal speech and writing including using passive verbs to affect the presentation of information in a sentence.</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>to build cohesion within and across paragraphs.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	<p>dramatic effect.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>	<p>piece of writing.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Use hyphens to avoid ambiguity.</p>	<p>and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>	<p>impact on the reader.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
<b>Spelling</b>	No Nonsense Spelling Block 1 & 2			No Nonsense Spelling Block 3 & 4			No Nonsense Spelling Block 5 & 6		
<b>Handwriting (Following Letter-Join Scheme)</b>	Follow Letter Join and Teach Handwriting - review and practise joins			Follow Letter Join and Handwriting linked to spelling			Follow Letter Join and Handwriting linked to reading – practise for consistency		
	See Reading Curriculum Plan for suggested texts from Literacy Shed + for Guided Reading in each year group .								

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<b>Links to Guided &amp; Class Reading</b>	<b>Books to be read to the class:</b> <b>The Scarecrow and His Servant</b> by Phillip Pullman <b>Fantastic Mr Fox</b> by Roald Dahl <b>The Sheep-pig</b> by Dick King-Smith <b>Daffodils</b> by William Wordsworth <b>(Farm Boy</b> by Michael Morpurgo)	<b>Books to be read to the class:</b> <b>My Friend Walter</b> by Michael Morpurgo or <b>Treason</b> by <b>Berlie Doherty</b>	<b>Books to be read to the class:</b> <b>Percy Jackson and the Lightning Thief</b> by Rick Riordan <b>Who Let the Gods Out</b> by Maz Evans
<b>Suggested texts for additional sequences</b>	<b>Grow Your Own Lettuce - instructions</b> <b>Rainforest Rough guide - To write a guide to the plants and animals found in a familiar (farming) locality - Hybrid – diary, letter, information</b> Leaflets about the local area <b>Research and write a report about farming in the local area eg. From Field to Plate by Michael Bright</b>	<b>Riddles – see Curriculum Maestro</b> <b>Tales from Shakespeare by Marcia Williams and The Shakespeare Stories by Andrew Matthews and Tony Ross</b>	<b>The Story of Antigone by Ali Smith – Write a section of text to finish the story</b>

Cycle D	Autumn			Spring			Summer		
<b>Topic</b>	<b>Britain at War</b> <ul style="list-style-type: none"> <li>• Make Do and Mend</li> <li>• Light Theory</li> <li>• Evolution and Inheritance</li> <li>• Distortion and Abstraction</li> </ul> <b>Bees, Beetles and Butterflies</b>			<b>Frozen Kingdom</b> <ul style="list-style-type: none"> <li>• Can We Slow Cooling Down?</li> </ul> <b>How Do Animals Stay Warm?</b>			<b>Maafa</b> <ul style="list-style-type: none"> <li>• Trailblazers, Barrier Breakers</li> <li>• Circulatory System</li> <li>• Tints, Tones and Shades</li> <li>• Food for Life</li> <li>• Our Changing World</li> </ul> <b>Colour and Style</b>		
<b>Progression of Core Texts</b>	<b>My Secret War Diary by Flossie Albright</b>	<b>Propoganda posters and speeches of Winston Churchill</b>  <b>linked to Babcock sequence: 'Persuasive Letter'</b>	<b>Cloudbusting by Malorie Blackman</b>	<b>Shackleton's Journey (Y 5/6)</b>	<b>The Ice Bear by Jackie Morris</b>	<b>An Anthology of Intriguing Animals (DK)</b>	<b>River of Stories: poems and tales from across the Commonwealth</b>	<b>Stuff You Should Know by Farndon and Beattie (Y5/6)</b>	<b>Out of Wonder: Poems Celebrating poets</b> <b>Link to Babcock sequence</b> <b>The Works</b>

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<b>Additional texts to support differentiation in a mixed-age class</b>	When Hitler Stole Pink Rabbit – Judith Kerr/ Carrie’s War – Nina Bawden (extracts) Anne Frank’s Diary	Other famous speeches – Read Write Perform ‘A Battle Cry’?	What are we Fighting For? By Brian Moses and Roger Stevens	<b>Meet the Artist: Alexander Calder (Y3/4)</b> <i>Could also make use of CM ideas on chronological reports linked to the Titanic in this sequence</i> The Story of Titanic for Children by Je Fuller	<b>Lord of the Forest by Caroline Pitcher (Y3/4)</b>	<b>Animalium (Welcome to the Museum) by Jenny Brown</b>		<b>Wheels – Cars, cogs, carousels and other things that spin by Tracey Turner, ill. Fatti Burke (Y3/4)</b>	
<b>Genre</b>	<b>Recount - diary</b>	<b>Persuasive writing</b>	<b>Narrative through poetry</b>	<b>Non-fiction: Biography/ Recount</b>	<b>Fiction- myth and legend</b>	<b>Non-fiction: non-chronological report</b>	<b>Narrative –</b>	<b>Non-fiction- explanation</b>	<b>Poetry</b>
<b>Key Tasks/ outcomes, including independent purposeful writing outcomes</b>	Write a diary account in role as a World War 2 pilot or paratrooper around the events of D-Day. Or Write a letter in role as an evacuee.	Write a persuasive speech or create a persuasive leaflet to encourage people to support a new war effort campaign.	Tell a story using a series of poems of different styles	Create a book about a significant event/s in a person’s life.	Write a story that shows the links between humans, animals and nature.	Write an information text about 3 different animals (linked to the Frozen Kingdom topic) organised in a specific way (or contribute to group or class book about animals).	Write a story in the style of the River of Stories collection.	Write an explanation about how something works, linked to work in Science, such as explaining how the circulatory system works.	Write and present a presentation about a favourite poem.  Write a poem in one of the poetic forms studied.
<b>Key vocabulary</b>	recount nouns pronouns fronted adverbials commas Standard English formal/ informal	persuasion rhetoric rhetorical discursive persuasive devices paragraphs conjunctions adverbs prepositions	narrative poetic form mood rhyme rhythm alliteration rhyming couplets haiku imagery	biography autobiography recount simple past progressive past past perfect conjunction, adverbial, preposition	narrative, cohesion subject, object, paragraphing for impact, expanded noun phrases, nouns, noun phrases,	conjunction clause subordinate clause possessive apostrophe pronoun possessive pronoun	narrative setting plot character dialogue synonym antonym conjunctions clauses phrases	explanation persuasive conjunctions clauses subordinate clauses paragraphs cohesion	free verse ellipsis imagery metaphor simile personification preposition phrases determiners

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		modal verbs adverbs	comma ambiguity	parenthesis, bracket, cohesion, ambiguity subject, object, active, passive, synonym, antonym	speech, preposition, prepositional phrase, inverted commas (or speech marks)		subordinate clause complex sentences multi-clausal sentence apostrophe	adverb, preposition, conjunction, adverbial modal verb, relative pronoun, relative clause, cohesion subject object active passive	adverbials adverbs conjunctions clauses subordinate clauses
<b>Year 3 Objectives</b>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. In narratives, creating settings, characters and plot.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials.</p> <p>Use apostrophes for</p>	<p>Organise paragraphs around a theme.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p>	<p>Recognise some different forms of poetry. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Use a wider range of conjunctions, including <i>when, if, because and although</i>.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use inverted commas for quotes.</p> <p>Express time, place and cause using conjunctions, adverbs and/or prepositions.</p> <p>Use commas to separate items</p>	<p>Begin to use inverted commas to punctuate direct speech.</p> <p>Use preposition phrases to describe aspects of a setting or express place.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>.</p> <p>Use <b>conjunctions</b> (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) and prepositions (e.g. <i>before, after, during, in, because of</i>) to express time, place and cause.</p> <p>Pupils should be taught to use: Begin to use paragraphs as a way to group related material.</p>	<p>In narratives, create settings, characters and plot.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use inverted commas to punctuate speech.</p>	<p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Organise paragraphs around a theme.</p> <p>Use a range of present tense verbs to write an explanation, including simple, progressive and perfect forms as appropriate.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Recognise some different forms of poetry.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Experiment with a range of poetic forms and/or devices to create particular</p>

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	contraction and possession.			in a list (revision of Yr2)  Recognise and use simple past tense and progressive past tense verbs.		Use headings and subheadings to aid presentation.		avoid repetition.  Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i> .  Use conjunctions (e.g. <i>when, before, after, while, so, because</i> ), adverbs (e.g. <i>then, next, soon, therefore</i> ) and prepositions (e.g. <i>before, after, during, in, because of</i> ) to express time, place and cause.	effects or emotions Choose and arrange words for deliberate impact on the reader.
<b>Year 4 Objectives</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for	Organise paragraphs around a theme.  Use conjunctions, adverbs and prepositions to	Recognise some different forms of poetry.  Discuss writing similar to that which they are planning to write in order to understand	Indicate possession by using the possessive apostrophe with singular and plural nouns.	Use commas after fronted adverbials.  Choose nouns or pronouns appropriately for clarity and cohesion and to	Extend the range of sentences with more than one clause by using a wide range of conjunctions, including <i>when, if, because, although</i>	Use conjunctions, adverbs and prepositions to express time and cause.  Choose nouns or pronouns appropriately	Organise paragraphs around a theme.  Use a range of present tense verbs to write an explanation, including	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation,

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	<p>expressing feelings.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials. Use commas after fronted adverbials.</p>	<p>express time and cause.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>.</p>	<p>and learn from its structure, vocabulary and grammar.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Use inverted commas and other punctuation to punctuate direct speech.</p> <p>Use fronted adverbials with commas.</p> <p>Organise paragraphs around a theme.</p> <p>Recognise and use simple past tense and progressive past tense verbs.</p>	<p>avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Begin to build a sense of character through language choice in dialogue.</p>	<p>Use simple organisational devices.</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p>	<p>for clarity and cohesion and to avoid repetition.</p>	<p>simple, progressive and perfect forms as appropriate.</p> <p>Use conjunctions, adverbs and prepositions to express time and <b>cause</b>.</p> <p>Use a range of adverbials to provide precision and clarity and to order the explanation with commas where necessary.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i></p> <p>Use commas after fronted adverbials.</p>	<p>tone, volume and action.</p> <p>Recognise some different forms of poetry.</p> <p>Experiment with a range of poetic forms and/or devices to create particular effects or emotions.</p> <p>Choose and arrange words for deliberate impact on the reader.</p>
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<p><b>Year 5 Objectives</b></p>	<p>Use brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses.</p> <p>Use Standard English forms for verb inflections instead of local spoken forms.</p> <p>Use a range of sentence constructions (revision Y3/4).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal writing.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Plan writing by identifying audience and purpose, select appropriate form and use similar writing as models for their own writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use dashes to indicate parenthesis.</p> <p>Use expanded noun phrases to convey complicated</p>	<p>Use commas in complex sentences, especially when beginning with a subordinate clause or fronted adverbial.</p> <p>Use <b>brackets</b>, dashes or commas to indicate parenthesis.</p> <p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Link ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text).</p> <p>Vary sentence length and paragraph length for impact.</p> <p>Use vocabulary precisely, including imagery, such as metaphor, simile or personification, to build atmosphere.</p> <p>Propose changes to vocabulary, grammar and punctuation to</p>	<p>Use commas to clarify meaning and avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun.</p> <p>Use further organisational and presentational devices to structure text and guide the reader.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) to indicate degrees of possibility.</p> <p>Use brackets, dashes or <b>commas</b> to indicate parenthesis.</p> <p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he <i>had</i> seen her before).</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses beginning with <i>who, which, where, when,</i></p>	<p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Experiment with a range of poetic forms and/or devices to create particular effects or emotions.</p> <p>Choose and arrange words for deliberate impact on the reader.</p>

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			information concisely .	<i>had</i> seen her before). Use the perfect form of verbs to mark time and cause.	enhance effects and clarify meaning.			whose, that, or with an implied ( ie omitted ) relative pronoun.	
<b>Year 6 Objectives</b>	<p>Identify the audience and purpose of writing, selecting the appropriate form and using similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Understand the difference between structures typical of</p>	<p>Assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Identify the audience for</p>	<p>Plan writing by identifying audience and purpose, select appropriate form and use similar writing as models for their own writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use dashes to indicate parenthesis.</p> <p>Use expanded</p>	<p>Use the passive to affect the presentation of information in a sentence.</p> <p>Pupils should be taught to use:</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, <b>grammatical connections</b> (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis.</p> <p>Use layout devices (e.g. headings, subheadings,</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Develop assured and conscious control over levels of formality.</p> <p>Use organisational and presentational devices to structure text and to guide the reader.</p> <p>Use vocabulary precisely, including imagery, such as metaphor, simile or personification, to build atmosphere.</p>	<p>Use commas to clarify meaning and avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun.</p> <p>Use further organisational and presentational devices to structure text and guide the reader.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Use the passive to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Link ideas across</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so</p>

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	informal speech and structures appropriate for formal writing.	and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Note and develop initial ideas, drawing on reading and research where necessary.	noun phrases to convey complicated information concisely .	columns, bullets, or tables to structure text).  Use words related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i> ).	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ), and ellipsis.	Use layout devices (eg headings, sub headings, columns, bullets or tables to structure text).	that meaning is clear.
<b>Spelling</b>	No Nonsense Spelling Block 1 & 2		No Nonsense Spelling Block 3 & 4			No Nonsense Spelling Block 5 & 6			
<b>Handwriting (Following Letter-Join Scheme)</b>	Follow Letter Join and Teach Handwriting - review and practise joins		Follow Letter Join and Handwriting linked to spelling			Follow Letter Join and Handwriting linked to reading – practise for consistency			
<b>Links to Guided &amp; Class Reading</b>	See Reading Curriculum Plan for suggested texts from Literacy Shed + for Guided Reading in each year group .								
	<b>Books to be read to the class:</b>  <b>My Secret War Diary</b> by Flossie Albright <b>Cloudbusting</b> by Malorie Blackman <b>Mohinder's War</b> by Bali Rai <b>(In Flanders Field</b> - John MacCrae)		<b>Books to be read to the class:</b>  <b>Sky Song</b> by Abi Elphinstone <b>The Last Polar Bears</b> by Harry Horse <b>(The Polar Bears Explorers Club</b> by Alex Bell and Tomislav Tomik)			<b>Books to be read to the class:</b>  <b>Journey to Jo'burg</b> by Beverley Naidoo <b>Jummy at the River School</b> by Sabine Adeyinka <b>(Cameron Battle and the Hidden Kingdoms</b> by Jamar J. Perry) <b>(The Akimbo Adventures</b> by Alexander McCall Smith)			
<b>Suggested texts for additional sequences</b>	The Tunnel – Pie Corbett Goodnight Mr Tom – Narrative Dialogue (see Curriculum Maestro)		Earth Verse by Sally M. Walker, illustrated by William Grill Archipelago: An Atlas of Imagined Islands by Huw Lewis-Jones - Invent their own island and write about its discovery, features and island life as part of a class Atlas of Imagined Islands			What a wonderful word by Nicola Edwards – words from other cultures			

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		How the Whale Became and other stories by Ted Hughes - Write a 'How the' story based on something related to the ocean.	
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