

Great Heath Academy's Literacy Curriculum

Intent

We believe that teaching a child to read and write will provide them with a lifelong skill and unlock future learning and opportunities. The skills of reading and writing go hand in hand. In order to read children need to learn the mechanics, decoding, and the skills to understand what they have read, comprehension. Similarly in order to write children need to learn the skill of how to write and form letters, words and sentences as well as develop the vocabulary and imagination to create an interesting piece of writing.

Learning to read (the mechanics)

Children begin their reading journey in Nursery where they focus on Phase One phonics. The skill of hearing individual sounds in words and understanding rhyme is vital to future reading success. The phonics journey continues into Reception where children follow a phonics program using LCP Phonics, based on Letters and Sounds. This systematic program teaches children the phonemes and their corresponding graphemes and is taught in a daily discrete phonics session. Children practise reading words and sentences to build accuracy and fluency. The phonics programme continues into Year 1 and 2. In Year 1 children continue to learn phonemes and alternate spellings of each phoneme. They have plenty of opportunities to apply their phonics reading and rereading a range of texts. In Year 2 children become fluent readers, relying less on sounding out individual words.

Decoding words and sentences alone does not make a child a reader. Alongside this skill children need to be able to understand what they have read. Our literacy lessons work around a core text. The children have opportunities to hear the text being read, talk about and question the text and undertake a variety of activities to develop their literacy skills. We believe that in order to develop comprehension children need to deepen their knowledge so they can talk about what they are reading and make links with other experiences and knowledge. The learning is supported by the teaching of related information and specific vocabulary.

Children are also heard to read by an adult at least weekly which takes place individually and/or in a small group. During these sessions the skills learnt in phonics are reinforced along with book and comprehension skills.

Once children have learnt to read independently, they will develop their comprehension skills through our Text Led Literacy Curriculum. Teaching and learning focuses on developing comprehension skills and writing. Learning is focused around carefully chosen high quality texts which vary in text type and include important and relevant authors. Throughout their time at the academy children are exposed to a range of authors and text types to provide them with a rich and varied literacy curriculum that builds knowledge, promotes a love of reading and deepens their comprehension skills. Questions are carefully planned to develop understanding of what they are reading. Vocabulary acquisition is a key component of the curriculum. The variety of texts and links to topic work enable children to encounter new words and lessons are carefully planned to allow children to use these in their speaking and listening and writing. Reading tasks and questions develop the children's' ability to understand what they have read both literally and to enable them to look for deeper meaning.

The academy recognises that children need as many opportunities to read as possible. Therefore opportunities are given in all lessons for children to read independently, as a group and as a class and discuss what they have read.

Lexia

Children access Lexia throughout their time in KS1 and KS2. This supports with all aspects of literacy. Lexia will continue to support children in KS2 who are not fluent readers with extra sessions for these children and intervention sessions working directly with an adult.

A love of reading

As well as the formal teaching of reading our aim is to promote a love of reading in all we do. Each class has a carefully stocked, inviting book corner where children can relax and read a book of their choosing. Books are organised in a way that promotes them being cared for. Children may borrow books to read at home to encourage a shared love of reading in families. As well as attractive and inviting book corners the school has a fantastic library that is well stocked with a wide variety of books. Children have the chance to use the library to share books as well as the opportunity to borrow library books.

Accelerated Reader

The academy uses Accelerated reader once children are deemed to be fluent readers. On some occasions children may access Accelerated Reader before they are fluent readers where it is used as an intervention to help children reach their full reading potential. Children read books at the correct level for their ability and at the end of the book answer a quiz to test their comprehension.

Rewards

Children in Reception and Key Stage One earn rewards for reading at home using our Red Ted scheme. In KS2 they follow the Read to Succeed system where they earn rewards for reading at home. In Key Stage 2 children also earn rewards for meeting their targets on Accelerated Reader. Once children have read a million words in KS2 they join the Millionaires club.

Author of the half term

Each half term the academy as a whole, or as key stages, focuses on the work of a particular author. Children learn about the author in an assembly and over the half term will have the opportunity to find out more about the author and read a range of their work. Children are encouraged to discuss and debate the authors and develop preferences.

Writing

Alongside the teaching of early reading children learn to form each grapheme correctly and begin to form words and sentences. They spend time orally rehearsing the sentence they want to write before using their phonics to record these.

The text led Curriculum allows children to develop competencies in two key areas- transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Carefully planned writing lessons ensure that children learn the grammatical devices they need for different pieces of writing. Children complete an extended piece of writing regularly for a variety of audiences and learn the techniques they

need to write with purpose. This writing can take place in literacy or topic sessions. The discussion the children have around the text provides the children with the vocabulary they need to write a varied and interesting piece. Children are taught the skills of editing and redrafting as well as proofreading.

Spelling, punctuation and grammar

Vocabulary is the key to writing imaginatively. Vocabulary comes from experience. Topic lessons give the children a variety of experiences and vocabulary relevant to the topic is introduced and modelled to children.

Spelling is taught from Year 2 upwards using no nonsense spelling. Spellings are taught in patterns and families and the use of these is reinforced in literacy lessons through modelled and shared writing and by being displayed on the working wall.

Throughout all literacy lessons children are encouraged and taught to explore vocabulary and the use of words. They also look at the spelling of words comparing new words to words they already know. Children are encouraged to play with and experiment with words as well as look at synonyms and antonyms for new words.

Grammar is taught during literacy lessons and children explore and use the grammar in speaking and listening, reading and writing activities. Children are taught to apply the grammar rules in their writing to embed the learning.

Speaking and listening

Strong speaking and listening skills are vital for a good development in reading and writing. Lessons are regularly planned to specifically develop speaking and listening skills. These might include performances, debates, drama activities and poetry recitals. Children are encouraged to orally rehearse what they want to write before writing.

Implementation

The implementation of the above curriculum will be what happens in each class during literacy lessons, other lessons that enable reading opportunities and reading time. Below is the curriculum map for the school broken down by year group.

Text Led Long Term Literacy Planner (Per Year Group – Collectively The Literacy Curriculum 'Map')

RECEPTION		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		PSE/Rules/Ourselves	Celebrations	Traditional Tales	Growing/Health	Animals	Summer Sun
Literacy Texts		Pete the Cat So Much Gruffalo Owl Babies Suddenly Paper Dolls	Little Red Hen When's My Birthday? Penguin Where Bear Whatever Next? Room on a Broom	Goldilocks Jack and the Beanstalk 3 Little Pigs 3 Billy Goats Gruff Chinese New Year	Handa's Surprise Titch Supertato The Hungry Caterpillar Sam and the Sunflower Baby Brains	Shark in the Park Oi Frog Lion Hunt The Tiger Who Came To Tea Squash and a Squeeze	The Tree A Bit Lost Pants Mr Gumpy
Writing Genres		Storytelling Retelling stories Sequencing Rhyme	Rhyme Labels Lists	CVC/Captions Stories with familiar settings	Simple sentence writing Instructions	Invitations Letters	Story writing
Skills	Communication and Language	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. 			<p>ELG-Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG-Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG-Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>		
	Reading	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 			<p>ELG—Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>		
	Writing	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 			<p>ELG- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	Peace at Last Man on the Moon Beegu	Out and About: A First Book of Poems Major Glad, Major Dizzy	Story Tree Goldilocks and Just the One Bear Dear Mother Goose	Dogger Rainbow Bear Charlie Cook's Favourite Book	Farmer Duck Funny Bones 10 Things I Can Do to Help My World	The Snail and the Whale Aesop's Fables
Writing Genres	Narratives Labels, Lists and Captions Stories about fantasy worlds	Poems on a theme	Traditional and Fairy Tales Stories with Familiar Settings Invitations	Non-Fiction Letters Instructions	Using the senses Character/setting description Pattern and Rhyme Information	Recounts Stories with Predictable and Patterned Language
Skills: Writing Reading Spoken Language	Saying out loud what they are going to write about. Leaving spaces between words. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies. Apply phonic knowledge. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Naming letters of the alphabet in order.	Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Being encouraged to link what they read or hear to their own experiences and to recite some by heart. Listening to and discussing a wide range of poems, learning to appreciate rhymes and explain clearly their understanding of what is read to them. Checking that the text makes sense to them as they read and correcting inaccurate reading.	Joining words and clauses together with 'and' Re-reading what they have written to check that it makes sense. Sequencing sentences into short narratives. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. recognising and joining in with predictable phrases.	Read aloud their writing clearly enough to be heard by their peers and the teacher. Understand which letters belong to which handwriting families and to practise these. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes. Write from memory simple sentences dictated by the teacher. Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. - Discussing word meanings, linking new means to those already known.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Discussing the significance of the title and events.	Discuss what they have written with the teacher or other pupils. Read words with contractions and understand that the apostrophe represents the omitted letters. Making inferences on the basis of what is being said and done.
SPAG Focus	Using a capital letter for the names of people, places, the days of the week, and the personal pronoun 'I'. Say the days of the week, in the right order.	Common exception words.	Using letter names to distinguish between alternative spellings of the same sound. Using the prefix -un.	Using -ing, -ed, -er and -est where no change is needed in the spelling of the root words. Using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs.		
IPC Links	A day in the life What's it made of	Time Detectives	Live and let live	Treasure Island	The Earth, Our home Push me, pull me	Hooray, Let's Go On Holiday Push me, pull me

Class Reader	Roald Dahl Texts (link with Roald Dahl day)	Poems to perform	Traditional fairy tales	Various pirate stories	Dinosaur Trouble	Aesop's Fables
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	Amazing Grace I am Henry Finch George's Marvellous Medicine	The owl who was afraid of the dark The robot and the bluebird	Ella Queen of Jazz Who's afraid of the big bad book	Growing Frogs Mr Wolf's Pancakes The Puffin book of fantastic first poems	The enchanted wood Flotsam	Meerkat Mail Lila and the secret rain
Writing Genres	Character description Letter	Story Description	← Recount Non-chronological report	Poetry Instructions Unaided writing for assessments.	→ Description Story Unaided writing for assessments.	Letter Recount Story
Skills: Writing Reading Spoken Language	Making connections Visualising Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.	Discuss the sequence of events in books and how items of information are related. Make inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far Write narratives about personal experiences and those of others (real and fictional) Plan or say out loud what they are going to write about	← Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Write poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Write poetry Proof-read to check for errors in spelling, grammar and punctuation Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	→ Evaluate their writing with the teacher and other pupils Write poetry Write narratives about personal experiences and those of others (real and fictional)	Be introduced to non-fiction books that are structured in different ways. Write about real events Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
SPAG Focus	Capital letters and full stops Sentence structure What is a verb/noun?	Question marks Exclamation marks Noun phrases	Apostrophes for contraction Sentence types/sentence structure Coordinating conjunctions	Apostrophes for possession Commas in lists Irregular past tense Subordinating conjunctions	Recap all for SATs	Present and past tense Using conjunctions and noun phrases.
IPC Links	Brainwaves Freeze-it	All Dressed Up	People of the past	We are what we eat	Green Fingers	The Magic Toymaker The Stories People Tell
Focus Author	Mary Hoffman		Lauren Child			Eileen Browne
Class Reader	The rhythm of the rain	Traditional tales Can't you sleep little bear?	Traditional Tales	Traditional Tales Pumpkin Soup	Gorilla	Stories from other cultures Grandad's Island

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	Winnie the Pooh (AA Milne) The Tunnel (Anthony Brown)	The Iron Man – Ted Hughes Poetry Chest – Performance Poems	The Abominals (Dick King Smith) The Lion, The Witch and the Wardrobe (C.S. Lewis)	One Hundred and One Dalmatians (Dodie Smith) Flat Stanley (Jeff Brown)	Matilda (Roald Dahl)	Chitty Chitty Bang Bang Flies Again (Frank Cottrell Boyce)
Writing Genres	Character settings and descriptions. Biography. Stories from familiar settings.	Fictional Diary Entries. Instructions. Shape poetry and calligrams/language play.	Myths and Legends. Adverts/Posters. Newspapers.	Character settings and descriptions. Adventure and Mystery. Recounts.	Dialogue and Plays. Poems to perform. Letters. Fictional Diary Entries.	Adventure and Mystery. Information/Explanation.
Skills: Writing Reading Spoken Language	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Discussing words and phrases that capture the reader’s interest and imagination.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>					
	<p>Predicting what might happen from details stated and implied.</p> <p>Retrieve and record information from non-fiction.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Spell further homophones.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Read aloud their own writing, to a group or the whole class,</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>In non-narrative material, using simple organisational devices [for example, headings</p>	<p>Retrieve and record information from non-fiction.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings]</p>

		using appropriate intonation and controlling the tone and volume so that the meaning is clear.			and sub-headings]. Assessing the effectiveness of their own and others' writing and suggesting improvements. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
SPAG Focus	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 in English Appendix 2. Indicating possession by using the possessive apostrophe with plural nouns. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.					
	Using and punctuating direct speech.	Using conjunctions, adverbs and prepositions to express time and cause.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using conjunctions, adverbs and prepositions to express time and cause. Using and punctuating direct speech.	Using and punctuating direct speech.	Using the present perfect form of verbs in contrast to the past tense. Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech.	Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech.
IPC Links	GH – Scavengers and Settlers	GH – They were Bright Sparks.	GH – Active Planet		GH – Chocolate Milkshake BR – Ancient Egypt	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	The Velveteen Rabbit (Margery Williams) Magic Box (Kit Wright)	A Bear called Paddington (Michael Bond) The Sheep-Pig (Dick King-Smith)	How to train your dragon (Cressida Cowell)	Wind in Willows (Kenneth Grahame)	Bill's New Frock (Anne Fine) I was a Rat (Philip Pullman)	The Butterfly Lion (Michael Morpurgo) The Borrowers (Mary Norton)
Writing Genres	Biography Character/Settings descriptions Poetry Poems to perform Language play	Information/Explanation Adverts/Posters Letters Character/Settings	Narratives – stories with a historical setting Instructions Note writing Stories set in an Imaginary world Exploring Form	Newspaper Play scripts Narratives writing from different viewpoints	Poetry Chest – Poetry Anthology	
Skills: Reading Spoken Language Writing	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Understand what has been read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied. Listen and respond appropriately	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Participating in discussions about books that are read to them Increasing their familiarity with a wide range of books, including myths, legends..... Asking questions to improve their understanding	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Participating in discussions about books that are read to them Continue to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Participating in discussions about books that are read to them Identifying how language, structure and presentation contribute to meaning	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Participating in discussions about books that are read to them Identifying how language, structure and presentation contribute to meaning	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying and discussing themes and conventions in/across a wide range of Writing Continue to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes



	<p>to adults and their peers Use relevant strategies to build vocabulary</p> <p>Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Using fronted adverbials • Discussing and recording ideas • In narratives, creating settings, characters and plot 	<p>Ask relevant questions to extend understanding and knowledge</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Using conjunctions, adverb and prepositions to express time and cause. 	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • Using and punctuating direct speech • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Increase the legibility, consistency and quality of their handwriting 	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Articulate and justify answers, arguments and opinions Gain, maintain and monitor the interest of the listener(s) Participate in discussions, presentations, performances,</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Increase the legibility, consistency and quality of their handwriting</p>	<p>Speak audibly and fluently with an increasing command of Standard English Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Gain, maintain and monitor the interest of the listener(s) Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Using fronted adverbials • Discussing and recording ideas • In narratives, creating settings, characters and plot
<p>SPAG Focus</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Learning the grammar for Years 3 and 4 in English Appendix 2 • Indicate grammatical and 				<p>Proposing changes to grammar</p>	

	other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials 		Indicating possession by using the possessive apostrophe with plural nouns		and vocabulary to improve consistency, including the accurate use of pronouns in sentences Using the present perfect form of verbs in contrast to the past tense	
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Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Literacy Texts	<i>Stig of the Dump</i> – Clive King	<i>Scribbleboy</i> – Phillip Ridley	<i>Tom's Midnight Garden</i> – Philippa Pearce	<i>The Works</i> – Poetry Anthology	<i>Oliver Twist</i> (Abridged version) – Marcia Williams	<i>Flour Babies</i> – Anne Fine	<i>Railway Children</i> – E Nesbitt	<i>FARTHER</i> – Grahame Baker-Smith	<i>Peter Pan</i> – J M Barrie	<i>Wolf Brother</i> – Michelle Paver	<i>The Boy Who Sailed the Ocean in an Armchair</i> – Lara Williamson	<i>Black Beauty</i> – Anna Sewell
Writing Genres	Character / settings descriptions Stories from other Cultures Autobiographies / biographies	Explanation Letters Fictional diary entries	Newspapers Persuasion	Performance Poetry Poetic Style Narrative Poetry	Character / settings descriptions Stories with historical settings Play Scripts	Fictional diary entries	Character / settings descriptions Stories with historical settings	Factual diary entries Newspaper	Performance poetry Reports Persuasion	Fables, Myths and Legends Letters	Fictional Diary Entries Reports	Film Narrative Explanation

Skills: Writing / Reading / Spoken / Language	<p>Evaluate and edit; Assessing effectiveness of writing Proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a range of books, including myths, legends and traditional stories. Modern fiction, fiction from our literary heritage and books from other cultures and traditions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Recognise vocab and structures that are appropriate for formal... Use the first three or four letters of a word to check spelling, meaning or both in a dictionary Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Listen and respond appropriately to adults and their peers Use spoken language to develop understanding through speculating, hypothesis, imagining and exploring ideas.</p>	<p>...example headings, bullet points, underlining. Identifying and discussing themes and conventions in/across a wide range of writing. Distinguishing between statements of fact and opinion Identifying how language, structure and presentation contribute to meaning. Select and use appropriate registers for effective communication</p>	<p>Draft and write by: Selecting appropriate grammar and vocab, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Use a thesaurus. Retrieving, recording and presenting information from non-fiction. Asking questions to improve their understanding. Providing reasoned justifications for views. Speak audibly and fluently with an increasing command of Standard English. Articulate and justify answers, arguments and opinions. Ask relevant questions to extend understanding and knowledge.</p>	<p>In writing, considering how authors have developed characters and settings in what... Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Making comparisons within and across books. Participating in discussions about books that are read to them and these they can read for themselves, building on their own and others' ideas and challenging views courteously. Use relevant strategies to build vocabulary.</p>	<p>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Discussing and evaluating how authors use language, considering impact on readers. Understanding what has been read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Maintain attention and participate actively in collaborative conversations, staying on topic and.... Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s).</p>	<p>Precising longer passages Recommending books that they have read to their peers, giving reasons for their choices. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic using notes where necessary. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>		
SPAG Focus	<p>Using a wide range of devices to build cohesion within and across paragraphs. Use expanded noun phrases to convey complicated information</p>	<p>Use the perfect form of verbs to mark relationships of tie and cause Use modal verbs or adverbs to indicate degrees of possibility Use brackets, dashes or commas for parenthesis</p>	<p>Choosing the writing implement that is best suited for a task. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.</p>	<p>Speech and writing, including subjunctive forms Use dictionaries to check the meaning of words Use semi-colons, colons or dashes to mark boundaries between clauses. Ensuring the consistent and correct tense in writing Note and develop initial ideas, use reading and research</p>	<p>Use hyphens to avoid ambiguity Use colons to introduce a list Punctuate bullet points consistently Use further prefixes and suffixes and understand guidance for adding</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader Use passive verbs to affect the presentation of information in a sentence</p>		
IPC Links	The Great, the Bold and the Brave			Extreme Survivors	Weather and Climate	What a Wonderful World	Being Human	From Bronze to Bioplastic	Making New Materials
	Vikings		Extreme Earth	WW2	USA vs UK	Ancient Egypt		Africa	

YEAR 6	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
Literacy Texts	Modern Fiction: Holes (Louis Sachar)	Fictional & factual Diaries/ Stories with a historical setting: Carrie's War (Nina Baldwin) The Diary of Anne Frank *A Christmas Carol (Charles Dickens)??	Modern fiction: Clockwork (Philip Pullman)	The Power of Imagery/ Reading Poems/ Narrative Poetry: The Works – Poetry Anthropology	Classic Fiction – literary heritage: Treasure Island (RL Stevenson)	Classic Fiction – literary heritage: The Jungle Book (Rudyard Kipling)	Classic Fiction – literary heritage: The Secret Garden (Frances Hodgson Burnett)	

Writing Genre <i>(all genres repeated wherever possible for variety of evidence in their portfolios for moderation)</i>	<p>Newspaper reports Narrative speech/presentation Script Persuasive writing</p>	<p>Diary writing Letter writing Newspaper Argument</p>	<p>Explanations biographies</p>	<p>poetry</p>	<p>Diary writing Informal letter Advert description</p>	<p>description</p>	<p>Fill in missing genres for writing portfolio for moderation.</p>	
Skills: Writing Reading Spoken Language	<p>Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Figurative language Increasing familiarity Understand what reading Inferencing/Justifying Predicting Fact/opinion Identify language & structure Formal presentation & debate Ask relevant questions Relevant strategies to build vocabulary Well-structured descriptions, explanations and narratives Use spoken language to develop understanding.. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc Consider and evaluate different view points</p>	<p>Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Wide range of genres Increasing familiarity Understand what reading Inferencing/justifying Predicting Fact/opinion Identify language & structure Retrieving & recording Ask relevant questions Relevant strategies to build vocabulary Articulate and justify answers, arguments & opinions Well-structured descriptions, explanations and narratives Use spoken language to develop understanding.. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc Consider and evaluate different view points</p>	<p>Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Figurative language Wide range of genres Increasing familiarity Understand what reading Inferencing/justifying Predicting Fact/opinion Identify language & structure Retrieving & recording Formal presentation & debate Ask relevant questions Relevant strategies to build vocabulary Articulate and justify answers, arguments & opinions Well-structured descriptions, explanations and narratives Use spoken language to develop understanding.. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc Consider and evaluate different view points</p>	<p>Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Wide range of genres Increasing familiarity Understand what reading Inferencing//justifying Predicting Fact/opinion Identify language & structure Retrieving & recording Formal presentation & debate Ask relevant questions Relevant strategies to build vocabulary Articulate and justify answers, arguments & opinions Well-structured descriptions, explanations and narratives Use spoken language to develop understanding.. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc Consider and evaluate different view points</p>	<p>Summarising Comparisons across texts discussing themes & conventions</p>	<p>MCA TRANSITION WRITING Y6 LEAVERS PLAY</p>		

SPaG Focus	No Nonsense Spellings/old SATS spelling tests REVISION OF SPAG WITH SCAFFOLDED SUCCESS CRITERIA: Direct/reported speech Expanded noun phrases Modal verbs Adverbs/adverbials Main/subordinate/relative clauses Subordinating conjunctions Formal & informal writing Passive verb Lists using colons & semi colons Homophones & silent letters Singular & plurals Rules of prefixes and suffixes Punctuation – brackets, dashes, hyphens			No Nonsense Spellings/old SATS spelling tests GAPS/MISCONCEPTIONS FOR INDIVIDUALS FOLLOWING ANALYSIS OF MOCK SATS PAPERS: OWNERSHIP OF PERSONAL SUCCESS CRITERIA: Separating clauses (commas, semi colons & dashes) Subjunctive verb forms Perfect & progressive tenses Consistency of bullet points.				MCA TRANSITION WORK Y6 LEAVERS PLAY
IPC Units	Full Power!	Space scientists	The Time Tunnel	Go with the flow			Out of Africa	Look Hear!
IPC Links & Literacy Shed	War of the Worlds Dragon Den Information booklet Science experiment Biographies (scientists)		Argument Biographies (historical figures) Narrative - flashbacks	Persuasive/Argument News script (flooding) Water cycle – narrative (water droplet) River/Bridge booklet Recount – entry point			Trip to Abbey Gardens - recount	Science instructions of experiments Biographies (blind /deaf figures)
Author Focus	Change every half term in school			Change every half term in school WORLD BOOK DAY			Change every half term in school	
Class Reader *class input & link with school author focus	War of the Worlds (HG Wells) Cosmic – it’s one giant leap for all boy-kind (Frank Cottrell Boyce)		Goodnight Mister Tom (Michelle Magorian)			Wind in the Willows (Kenneth Grahame)		

Impact

The aim of the curriculum is to improve standards in literacy across the school. While some impact will be measurable using statutory testing there will also be an impact on the culture of the school and the views of the children, staff and parents. The impact will be a positive reading culture seen across the academy. Children will talk enthusiastically about their reading experiences; books they have read and authors they know about. The learning environment across the whole academy will promote books and a love of reading. Children will accumulate reading rewards and demonstrate a positive attitude towards reading. The impact will also be seen in other curriculum areas; with interesting writing where they write with the reader in mind. The children will also have a thirst for knowledge as they use their reading skills to develop their knowledge in all areas of the curriculum.

The impact of the above curriculum will be seen in improved results in statutory testing years. As the reading ability and comprehension skills of children improve the end of Key Stage results will subsequently improve. These will specifically be:

Y1 phonics screening will be at or above the national average

Y2 assessments will be at or above national for reading

Y6 SATs assessments will be at or above national for reading and writing

In addition to this the progress children will make while at the academy will be better than average with children leaving the academy more than ready for the next stage in their education.

Appendix 1

Book Lists

Nursery	<p>Where's Spot? (Eric Hill) We're Going on a Bear Hunt (Michael Rosen) Brown Bear, Brown Bear, What Do You See? (Bill Martin) The Very Hungry Caterpillar (Eric Carle) Dear Zoo (Rod Campbell) Each Peach Pear Plum (Janet and Allan Ahlberg) The Train Ride (June Crebbin) The Oxford Treasury of Nursery Rhymes Dinosaur Roar (Paul and Henrietta Stickland) Walking Through the Jungle (Julie Lacome) Animal Boogie (Debbie Harter) Ten Little Fingers and Ten Little Toes (Mem Fox) Here we go round the Mulberry Bush (Sophie Fatus) If You're Happy and You Know it! (Anna McQuinn) Tanka Tanka Skunk! (Steve Webb) Ten in the Bed (Penny Dale) Rosie's Walk (Pat Hutchins) Dot. (Randi Zuckerberg)</p>
Reception	<p>The Gruffalo (Julia Donaldson) Owl Babies (Martin Waddell) Shark in the Park (Nick Sharratt) Titch (Pat Hutchins) A Bit Lost (Chris Haughton) Penguin (Polly Dunbar) A Squash and a Squeeze (Julia Donaldson) So Much (Trish Cooke) Mr Gumpy's Outing (John Burningham) Handa's Surprise (Eileen Browne) All Join In (Quentin Blake) Pants (Giles Andreae) We're Going on a Lion Hunt (David Axtell) Where Bear? (Sophy Henn) The Tree (Neal Layton) You Choose (Pippa Goodhart) When's My Birthday? (Julie Fogliano) Oi Frog (Kes Grey) The Tiger Who Came to Tea (Judith Kerr) Traditional Tales Paper Dolls (Julia Donaldson)</p>
Year 1	<p>Funny Bones (Alan Ahlberg) Rainbow Bear (Michael Morpurgo) Dinosaur Trouble (Dick King Smith) It was a Dark and Stormy Night (Janet Ahlberg)</p>

	<p>Peace at Last (Jill Murphy) Beegu (Alexis Deacon) Man on the Moon (a day in the life of Bob) (Simon Bartram) Farmer Duck (Martin Waddell) Poems to Perform (Julia Donaldson) Goldilocks and Just the One Bear (Leigh Hodgkinson) It Starts with a Seed (Laura Knowles) The Snail and the Whale (Julia Donaldson) Dogger (Shirley Hughes) 10 Things I Can Do To Help My World (Melanie Walsh) Out and About: A First Book of Poems (Shirley Hughes) Dear Mother Goose (Michael Rosen) CHARlei Cook's Favourite Book (Julia Donaldson) Aesop's Fables Major Glad, Major Dizzy (Jan Oke) Story Tree (Hugh Lupton)</p>
Year 2	<p>The Owl Who Was Afraid of the Dark (Jill Tomlinson) Amazing Grace (Mary Hoffman) Growing Frogs (Vivian French) The Puffin Book of Fantastic First Poems (June Crebbin) The Enchanted Wood (Enid Blyton) Gorilla (Anthony Brown) Pumpkin Soup (Helen Cooper) The Man Who Wore All His Clothes (Allan Ahlberg) George's Marvellous Medicine (Roald Dahl) Meerkat Mail (Emily Gravett) Lila and the Secret of Rain (David Conway) Mr Wolf's Pancakes (Jan Fearnley) The Robot and the Bluebird (david Lucas) The Rhythm of the Rain (Grahame Baker-Smith) Who's afraid of the big bad book (Lauren Child) Flotsam (David Wiesner) Grandad's Island (Benji Davies) I am Henry Finch (Alexis Deacon) Ella Queen of Jazz (Helen Hancocks)</p>
Year 3	<p>The Iron Man (Ted Hughes) The Lion, the Witch and the Wardrobe (C.S. Lewis) The Abominables (Dick King-Smith) The Battle of Bubble and Squeak (Phillippa Pearce) The Firework Maker's Daughter (Philip Pullman) The Tunnel (Anthony Browne) One Hundred and One Dalmatians (Dodie Smith) Winnie the Pooh (AA Milne) Matilda (Roald Dahl) Flat Stanley (Jeff Brown) Chitty Chitty Bang Bang flies again (Frank Cottrell Boyce) Poetry Chest – Poetry Anthology (Performance Poems - Raps?)</p>
Year 4	<p>Bill's New Frock (Anne Fine) I Was a Rat (Philip Pullman) Why the Whales Came (Michael Morpurgo)</p>

	<p>Voices in the Park (Anthony Browne) How to Train your Dragon (Cressida Cowell) Magic Box – Poem (Kit Wright) Poetry Chest – Poetry Anthology Charlotte's Web (E.B. White) The Sheep-pig (Dick King-Smith) The BFG (Roald Dahl) Pippi Longstocking (Astrid Lindgren) A Bear called Paddington (Michael Bond) Wind in the Willows (Kenneth Grahame) The Butterfly Lion (Michael Morpurgo) The Borrowers (Mary Norton) The Velveteen Rabbit (Margery Williams)</p>
Year 5	<p>Railway Children (E Nesbitt) Wolf Boy (Michelle Paver) Scribbleboy (Philip Ridley) Tom's Midnight Garden (Phillippa Pearce) FARThER (Grahame Baker-Smith) Stig of the Dump (Clive King) Oliver Twist – Abridged version by Marcia Williams Black Beauty (Anna Sewell) Flour Babies (Anne Fine) The Works (Poetry Anthology) Peter Pan (J.M. Barrie) The Boy Who Sailed the Ocean in an Armchair (Lara Williamson)</p>
Year 6	<p>Clockwork (Philip Pullman) Holes (Louis Sachar) Carrie's War (Nina Baldwin) The Hobbit (JRR Tolkein) Skellig (David Almond) The Jungle Book (Rudyard Kipling) Treasure Island (RL Stevenston) Long Walk to Freedom: Nelson Mandela / Boy (Roald Dahl) The Secret Garden (Frances Hodgson Burnett) The Works (Poetry Anthology) Swallows and Amazons (Arthur Ransome) Who Let the Gods Out? (Maz Evans) A Christmas Carol (Charles Dickens) The Diary of Anne Frank</p>

Appendix 2
Intended Literacy Development

Reading	Phonics phase 1 Children have favourite stories, join in with repeated words and refrains and know some nursery rhymes	Phonics phase 2 – 4 ORT stages 1 - 3 Book bands lilac – yellow Lexia stage 1 Children use phonic knowledge to decode words and read some irregular, common words and read simple sentences. They talk to others about what they have read	Phonics phase 4 -5 Reading books ORT stages 4 – 6 Book bands blue – orange Lexia stages 2 – 5 Children are familiar with key stories and join in with repetitive phrases; explain what is read to them, make inferences and predict what might happen based on own knowledge. They explore new words in books	Phonics phase 6 Reading books ORT stages 7 - 11 Book bands turquoise – lime Lexia stages 6 – 9 Accelerated reader 1-2 Children become fluent in reading, relying less on blending each word. They hear and discuss texts beyond the level they can read independently They ask and answer questions on texts	Y3 Lexia stages 10–12 Y4 Lexia stages 13-14 Accelerated reader 2-4 Children develop comprehension rather than decoding and listen to and read a variety of texts. Vocabulary is developed through a wide range of reading and discussion.	Y5 Lexia stages 15–16 Y6 Lexia stages 17–18 Accelerated reader 4-6 Children continue to read a wide range of texts and compare what they have read to other texts. They explore the use of language in texts.
Writing	Children mark make in a variety of ways, forming some letters They develop gross and fine motor skills.	Children write words using phonics as well as some irregular, common words They write simple sentences that others can read.	Children spell words using phonemes learnt, forming letters in the correct direction using handwriting families. They say a sentence, write it and re-read it, using capital letters and full stops and join clauses using 'and'.	No nonsense spelling Y2 Children write simple sentences dictated to them They start joining letters using diagonal and horizontal strokes They plan, write, proof read and evaluate their writing They write in the correct tense using subordination and coordination and a variety of sentences.	No nonsense spelling Y3-4 Children join letters. They plan, draft, write, evaluate and edit writing. They use varied grammatical features to make writing interesting and discuss the grammatical choices they have made.	No nonsense spelling Y5-6 Children apply spelling rules they have learnt. They write legibly and fluently. They plan, draft, write, evaluate and edit writing They use a wide range of grammar techniques in writing and discuss the grammatical choices they have made
	Nursery 3-4 Year Olds	Reception 4-5 Year Olds	Year 1 5-6 Year Olds	Year 2 6-7 Year Olds	LKS2 7-9 Year Olds	UKS2 9-11 Year Olds