

Year N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Who do I see in the Mirror? Feelings Incy Wincy Spider Twinkle Twinkle Little Star Baa Baa Black Sheep	What can you see in Autumn? Non-fiction Celebrations Goldilocks and the Three Bears The Three Little Pigs	What can you see in Winter? Penguin Miss Polly had a Dolly Five Little Monkeys We're going to the Dentist Postman Bear Busy People Books	What can you see in Spring? Old McDonald had a Farm Jack and the Beanstalk The Family Book	The Very Hungry Caterpillar Handa's Surprise Dear Zoo	What can you see in Summer? We're Going on a Bear Hunt The Train Ride First Day at Bug School
<b>Genre</b>	Fiction Nursery Rhymes	Non-Fiction Traditional Tales	Non-Fiction Nursery Rhymes	Non-Fiction Traditional Tales	Fiction	Fiction Non-Fiction
<b>C&amp;L / Reading Outcome</b> <b>Writing outcome</b>	<i>Begin to use large-muscle movements to wave flags and streamers.</i>  Join in with rhymes/songs	<i>Use large-muscle movements to paint and make marks.</i>  <i>Use one-handed tools and equipment.</i>  Begin to retell a story through play	<i>Add some marks to their drawings, which they give meaning to.</i>  Retell a rhyme/story/song through play	<i>Make marks on their picture to stand for their name.</i>  Re-tell a familiar, simple story.  <i>Recognises their own name and letters of their name.</i>	Re-tell a familiar, simple story in their own words.  <i>Show a preference for a dominant hand.</i>  <i>Use a comfortable grip with some control when holding pens and pencils.</i>  <i>Writes some or all their name.</i>	Re-tells stories and events.  <i>Use a comfortable grip with good control when holding pens and pencils.</i>  <i>Forms some letters and writes their name correctly.</i>
<b>Key Areas of Learning linked to texts</b>	PSED, C&L, UTW, EAD, MD	PSED, C&L, UTW, EA, MD	PSED, C&L, UTW, EA, MD	PSED, C&L, UTW, EA, MD	PSED, C&L, UTW, EA, MD	PSED, C&L, UTW, EA, MD



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	The Gruffalo The Very Busy Spider	Handa's surprise The snowman	Paddington Dogger	Princess Smartypants Izzy Gismo	The lighthouse keeper's lunch Billy goats gruff	Hairy McClary
<b>Genre</b>	Fiction	Fiction Poetry	Fiction	Fiction Poetry	Fiction Traditional Tales	Fiction
<b>Outcome 1 incl audience and purpose</b>	Character description Poster to describe The Gruffalo to the other characters.  Other Gruffalo characters.	Poetry Perform to Year 2  Year 2	Instructions To provide instructions to make a marmalade sandwich.  Mr Brown	Rhyming riddles To entertain the reader using rhyme, repetition and rhythm.  Ms Smith	Discussion To persuade others.  PLT	Character description To entertain the reader.  The reader
<b>Outcome 2 incl audience and purpose</b>	Information Text Inform the reader about spiders.  Reception	Letter to Father Christmas  A letter to inform Father Christmas about the elf.  Father Christmas	Wanted poster  To help other children around the school look for Wolfy.	Instructions  To invent an alternative way for the crow to fly  Mrs Wolf	An alternative ending  The troll feels sad and wants to make friends with the goats. Can they be friends?  The troll	
<b>Grammar</b>	Simple sentences. Using adjectives Capital letters Full stops Spacing between words	Using adjectives Punctuate sentences using capital letters, full stops and a exclamation mark. Spacing between words	Punctuate sentences using capital letters, full stops and question marks. Plural noun suffixes Spacing between words Capital letters for names Joining clauses using 'and'	Punctuate sentences using capital letters, full stops question marks and exclamation marks. Plural noun suffixes Joining clauses using 'and' Spacing between words Prefix 'un' Using adjectives Using adjectives	Punctuate sentences using capital letters, full stops, question marks and exclamation marks. Joining clauses using 'and' Spacing between words Prefix 'un' Using adjectives Capital letters for names.	Punctuate sentences using capital letters, full stops, question marks and exclamation marks. Joining clauses using 'and' Spacing between words Prefix 'un' Using adjectives Capital letters

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	The Tiger who Came to Tea Not Now Bernard	Goldilocks and the Three Bears The Gruffalo's Child	Jack and the Beanstalk	The Proudest Blue The Pirates Next Door	The Highway Rat The Magic Paintbrush	Owl Babies Don't put the Finger in the Jelly Nelly
<b>Genre</b>	Fiction	Traditional Tale Fiction	Traditional Tale	Fiction	Fiction	Fiction Poetry
<b>Outcome 1 incl audience and purpose</b>	Narrative with an alternative character - to entertain To read to Year 1 children	Persuasive text in the form of a letter A letter from Goldilocks to the 3 Bears	Story with an alternative ending - to entertain To read to reception children	Narrative in the form of a character description To entertain To create an image in the readers mind	Instructions - how to be a Highway Rat Miss Lambert to learn how to be a Highway Rat	Recount in the form of a diary entry Siblings who need to support each other
<b>Outcome 2 incl audience and purpose</b>	Fact File of the monster or Bernard To inform Parents in the story	Narrative - character description To entertain To create an image in the readers mind		Letter of apology The Pirates	Information text in the form of a fact file about Hong Kong People that like to travel and visit Hong Kong	Own free verse poem to perform to an audience - To perform to Year 3
<b>Grammar</b>	Simple sentences - capital letters and full stops Past tense. Noun phrase  Sentences - questions Present tense Noun, verb, adjective Present tense	Sentences with co-ordination Expanded noun phrase Past tense  Adjectives using suffixes - ful and less Expanded noun phrases Similes	Sentences with subordination exclamation Apostrophes for omission Past tense Nouns using suffixes ness and er	Sentences with subordination and coordination Expanded noun phrases Similes Past tense  Awareness of 1 <sup>st</sup> and 3 <sup>rd</sup> person	Sentences as a command and as a question Present tense Awareness of 2 <sup>nd</sup> person Adverbs Suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs  Commas in a list Present tense	Apostrophes for omission Past and present tense in the progressive form Awareness of 1 <sup>st</sup> and 3 <sup>rd</sup> person Time adverbials Sentences with subordination and coordination

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Diary of a Killer Cat	The Lorax T'was the night before Christmas	The Fox and the Ghost King	The Stone Age Boy	George's Marvellous Medicine	Lob Noah Scape Can't stop repeating myself
<b>Genre</b>	Modern fiction	Free verse modern poetry Narrative classic poem	Modern fiction	Modern fiction	Established Fiction Fantasy	Modern Fantasy Modern Fiction
<b>Outcome 1 incl audience and purpose</b>	Recount (diary) <b>The author</b> To record events.	Poetry <b>KS1 children.</b> To entertain.	Recount (Newspaper article) <b>Leicester city locals.</b> To inform and report on current events.	Non-chronological report ( information leaflet) <b>Year 2 children</b> To inform about life in the Stone Ages.	Instructions (recipes) <b>George.</b> To instruct how to make a marvellous medicine.	Narrative (Character description) <b>KS2 children</b> To describe a character.
<b>Outcome 2 incl audience and purpose</b>	Non-chronological report <b>Animal lovers</b> To inform.	Performance <b>Year 1/2 children</b> To entertain.	Narrative (character dialogue) <b>Class teacher</b> To write direct speech.	Narrative (setting description) <b>Year 3 Children</b> To write a story setting.	Persuasive (advertisement) <b>PLT</b> To persuade others.	Recount <b>To a friend.</b> To record events.  Discussion <b>Talk partner</b> To recount events.
<b>Grammar</b>	Conjunctions Punctuation Past tense First and third person Paragraphs	Punctuation Adjectives	Direct speech Inverted commas Punctuation	Adjectives Adverbs Preposition Punctuation	Adjectives Adverbs Prepositions Punctuation Imperatives verbs	Punctuation Adjectives Adverbs
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Long /ei/ sound spelt with 'ei', 'ey' and 'ai'.</li> <li>/e/sound spelt 'ear'.</li> <li>Homophones and near homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Creating adverbs using the suffix 'ly'.</li> <li>Statutory words.</li> </ul>	<ul style="list-style-type: none"> <li>Short /i/ sound spelt with 'y'.</li> <li>Suffixes 'er', 'ed' and 'ing'</li> <li>prefixes 'mis' and 'dis'.</li> <li>/k/ sound spelt 'ch'.</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near homophones.</li> <li>Prefixes 'bi' and 're'.</li> <li>/g/ sound spelt 'gue'</li> <li>/k/ sound spelt 'que'.</li> <li>/sh/ sound spelt 'ch'.</li> <li>Statutory words.</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in 'ary'.</li> <li>Short /u/ sound spelt with 'o' and 'ou'.</li> <li>Common word families - how words are related in form and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Suffix 'al'</li> <li>Words ending with /zher/ sound spelt with 'sure' and /cher/ sound spelt with 'ture'.</li> <li>Silent letters revision.</li> </ul>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Charlie and The Chocolate Factory	Harry Potter- ATPS	Michael Rosen	The Iron Man	The Vanishing Rainforest	Can you see me now?
Genre	Established Fiction	Modern Fantasy	Mordern Poetry	Established Fiction	Semi- Documentary	Modern Fiction
Outcome 1 incl audience and purpose	<b>Recount</b> in the form of a diary entry <b>The Author</b> Record key personal events, thoughts and emotions	<b>Narrative</b> to build suspense and tension <b>Children aged 9-11</b> To entertain.	<b>Performance poetry</b> group performance <b>Record a video</b> Entertain	<b>Narrative</b> Character description <b>Children aged 9-11</b> To create an image in the readers' mind.	<b>Information text</b> Non- Chronological report <b>Children aged 9-11</b> To inform with facts about the rainforests	<b>Information text</b> In the form of a guide to <b>Peers</b> To inform with strategies and facts to support with friendship
Outcome 2 incl audience and purpose	<b>Narrative</b> setting description <b>Children aged 9-11</b> To create an image in the readers' mind.	<b>Instruction text</b> <b>Hogwarts pupils</b> To instruct children on what they will need to begin their first day at Hogwarts	<b>Poetry</b> in form of a nonsense poem <b>Children aged 9-11</b> To entertain	<b>Information text</b> Newspaper report <b>Local people</b> To inform, and report on current events	<b>Persuasive Text</b> (Letter) <b>Navie people</b> To persuade them to protect the rainforests	<b>Discussion Text-</b> link with Oracy <b>Peers</b> To persuade others
Grammar	Plural and Possessive Verb inflection (we were not we was) Inverted commas Noun phrase Paragraphs Cohesion: verb and person, pronouns	Noun phrase Inverted commas Plural and Possessive Fronted adverbials Paragraphs Cohesion: verb and person, pronouns	Cohesion: verb and person, pronouns	Fronted adverbials Plural and possessive Inverted commas Verb inflection (we were not we was) Paragraphs Cohesion: verb and person, pronouns	Paragraphs Cohesion: verb and person, pronouns	Paragraphs Cohesion: verb and person, pronouns
Spelling	/aw/ augh or au Prefix in, im, il, Homophones/ near homophones /shun/ sion, ssion	/shun/ tion, cian, ough, Homophones/ near homophones Suffix ation Prefix sub	Plural possessive apostrophes /s/ sc Soft c ce, ci, Prefix inter	Prefix anti, auto, ex, non	Ending in ar, er, Suffix ous	Adverbials: frequency, possibility, manner, /aw/ augh or au Prefix in



Year 5	Autumn		Spring		Summer	
<b>Text</b>	The Witches	Alex Rider - Stormbreaker Highwayman	Kensuke's Kingdom	No Man's Land	The who stole the elephant	Edward Lear
<b>Genre</b>	Fantasy/Fiction	Action/Fantasy Poetry	Fantasy	Action	Action	Poetry - Limerick
<b>Outcome 1 incl audience and purpose</b>	Non-chronological report - writing a guide to fellow pupils on how to spot a witch.	Newspaper Article - to report the class teacher what happened to Alex Rider.	Recount - diary entry to retell the events as Micheal whilst being stranded on the island.	Discussion text - to have a balanced argument on 'Should medicine be free'.	Setting Description - to describe to the teacher what the jungle looks like.	Children to create their own limericks for other children in their class.
<b>Outcome 2 incl audience and purpose</b>	Narrative (character description) - writing a character description for the author to describe the Grand High Witch.	Letter - writing a letter to the MI5 agency to why you should be employed for the job as a spy.  Performance Poetry - to write a poem using 'The Highwayman'.	Character description in form of a letter. To share with Micheal what Kensuke was like.	Diary Entry - as Aisha sharing her experience of her journey.	Fact File - the children are creating a fact file of Sri Lanka for tourists.	
<b>Grammar</b>	Present tense Fronted adverbials Parenthesis (brackets) Relative clauses Relative pronouns Expanded Noun Phrases Embedded clause	Basic punctuation for poetry Standard English Inverted commas Parenthesis - dashes and commas Subordinate clauses Past perfect Apostrophes Subjunctive form	Fronted adverbials Apostrophes Embedded clause Semi colon and colon Punctuation – paragraph Plural possession	Degree of possibility A or an Homophones Tense - past Parenthesis	Conjunctions Sentence starters Inverted commas	Commas Suffixes Prefixes Modal verbs Rhyming words
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Sound like shuhs spelt with cious/tious/iuous</li> <li>Vowel sound I spelt with y</li> </ul>	<ul style="list-style-type: none"> <li>Silent letters</li> <li>Modal verb s</li> <li>Words ending in ment</li> <li>Adverbs -possibility</li> </ul>	<ul style="list-style-type: none"> <li>Ship suffix</li> <li>Ity suffix</li> <li>Ness suffix</li> <li>Homophones/near</li> </ul>	<ul style="list-style-type: none"> <li>Sound spelt with or/au</li> <li>Adjectives in to verb using the suffix -</li> </ul>	<ul style="list-style-type: none"> <li>Ere sound with an/ear</li> <li>Adverbials place</li> <li>Ough</li> <li>Adverbials of time</li> </ul>	<ul style="list-style-type: none"> <li>Unstressed vowels</li> <li>Adding verb - de/are/ove</li> <li>Adding suffix ive/al</li> </ul>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Matilda	There's a Boy in the Girl's Bathroom	Varmints <b>The Gulf</b>	The Tyger	Beowulf	The Boy in the Tower
<b>Genre</b>	Fiction	Fiction	Fiction	Poetry	Historical Fiction	Fiction
<b>Outcome 1 incl audience and purpose</b>	Recount <b>The Author</b> Record key personal events, thoughts and emotions	Narrative in the form of a short story building tension and characterisation <b>Children aged 9-11</b> To entertain.	Narrative <b>Year 4 class</b> To create an image in the readers' mind.		Character description <b>Class Readers</b> To create an image in the readers' mind.	Setting description <b>The Author</b> To entertain
<b>Outcome 2 incl audience and purpose</b>	Persuasive letter <b>The DfE</b> Highlight inappropriateness of Trunchbull	Instructions <b>Peers</b> To welcome new members into class.	Narrative to continue a story. <b>Record a video for another year group</b> To entertain		Non-Chronological Report <b>School Library</b> To provide facts and information.	Balanced argument/discussion <b>Peers</b> To show both viewpoints.
<b>Grammar</b>	Y6 -use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. <b>Y6 Relative clauses</b> Use expanded noun phrases to convey complicated information concisely <b>Y6 Expanded noun phrases</b> Use modal verbs or adverbs to indicate degrees of possibility <b>Y6 modal verbs</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <b>Y6 formal language</b> Use passive verbs to affect the presentation of information in a sentence <b>Y6 Passive voice</b> Cohesive devices <b>Standard English</b> Using a thesaurus Précising Proofreading	Cohesive devices Use expanded noun phrases to convey complicated information concisely <b>Y6 Expanded noun phrases</b> Punctuate bullet points consistently <b>Y6 Bullet points</b> Use a colon to introduce a list <b>Colons for lists</b> Use semi-colons, colons or dashes to mark boundaries between clauses. <b>Imagery - figurative language</b>  <b>Using a thesaurus</b> Précising Proofreading Dictionary skills	Use expanded noun phrases to convey complicated information concisely <b>Y6 Expanded noun phrases</b> Use commas to clarify meaning or avoid ambiguity in writing <b>Y6 commas to clarify meaning</b> Use brackets, dashes or commas to indicate parenthesis <b>Y6 parenthesis</b>  <b>Using a thesaurus</b> Précising Proofreading Dictionary skills	<b>Y6 Figurative language</b>  <b>Imagery</b> Personification  <b>Using a thesaurus</b> Précising Proofreading Dictionary skills	Use passive verbs to affect the presentation of information in a sentence <b>Y6 Passive voice</b> Use semi-colons, colons or dashes to mark boundaries between clauses. Use the perfect form of verbs to mark relationships of time and cause <b>Y6 Perfect verb form</b> Use a colon to introduce a list <b>Colons for lists</b>  <b>Using a thesaurus</b> Précising Proofreading Dictionary skills	Use commas to clarify meaning or avoid ambiguity in writing <b>Y6 commas to clarify meaning</b> Use brackets, dashes or commas to indicate parenthesis <b>Y6 parenthesis</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <b>Y6 formal language</b> Use semi-colons, colons or dashes to mark boundaries between clauses.
<b>Spelling</b>	Ambitious Synonyms: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity	Words ending in -able Words ending in -ably Word families based on common words, Prefixes micro- or mini-	Suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce	Nouns and verbs Statutory words -ible -ibly 'ou' and 'ow'	Synonyms and Antonyms Review