

Year One	Term One		Term Two		Term Three	
Narrative	Stories with familiar setting	Traditional Tales/ Fairy stories	Stories involving fantasy	Stories written by a particular author: contemporary	Traditional Stories from other cultures	Adventure stories
Text Suggestions:	<p>Home/ school/ farm/ shops / playground / woods</p> <p>We're going on a ... Bear Hunt/Lion Hunt/Leaf Hunt</p> <p>Farmer Duck, Suddenly, On the way home, Peace at Last, Peepo!, Beegu, Dogger, Not Now Bernard, Gruffalo, Percy and the Park Keeper ...,Whatever Next, The Tiger who came for Tea.</p> <p>Catherine Rayner - Smelly Louie</p> <p>Sarah Garland - Eddie's Garden: and How to Make Things Grow</p>	<p>Cinderella, LRRH, Goldilocks & Three Bears, Three Little Pigs, Three Billy Goats Gruff, Jack and the Beanstalk, Gingerbread Man, Enormous Turnip</p> <p>Magic Porridge Pot, Rapunzel, Hansel & Gretel, The Frog Prince, Puss in Boots, Elves and the Shoemaker ...</p>	<p>Under the sea/ Underground /Space</p> <p>ORT books (various) The Little Mermaid, Octonauts, Q Pootle, The Way back Home, Something Else, The Bog Baby, Funny Bones</p>	<p>Julia Donaldson (Room on a Broom, Gruffalo, Stick Man, Smartest Giant in Town, What the Jackdaw saw)</p> <p>Quentin Blake (Mrs Armitage on Wheels, Mr Magnolia, Fantastic Daisy Artichoke, The Green Ship...)</p> <p>Kes Gray – Mum and Dad Glue, Eat your Peas, 006 and a bit</p> <p>Nick Sharratt, Mick Inkpen, Lydia Monks, Steve Smallman, Oliver Jeffers...</p>	<p>Link to cultures in own class (CLPE) Jamela's Dress, Grace and Family, The Colour of Home</p> <p>Handa's Surprise, Handa's Hen</p> <p>Buri and the Marrow/No Dinner!</p> <p>Cleversticks, Anancy and Mr Dry Bone, The Runaway Chapatti/Pancake</p> <p>The Dragon machine</p>	<p>(CLPE)</p> <p>Maurice Sendak -Where the Wild Things Are</p> <p>Julia Donaldson - The Snail and the Whale</p> <p>Mini Grey - Traction Man</p> <p>Helen Ward - The Dragon Machine</p>
Suggested Grammar Links:	<p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> <p>Year 1 Writing, leaving spaces between words; using capital letters for the</p>	<p>Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; joining words and joining clauses using 'and'; using a capital letter for names, days of the week, etc.</p> <p>Year 2: Learning how to use punctuation correctly,</p>	<p>Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.</p> <p>Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use</p>	<p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end; using an exclamation mark and a question mark correctly</p> <p>Year 2: Learning how to use punctuation correctly,</p>	<p>Year 1: Beginning to use capital letters from proper names; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> <p>Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or</p>	<p>Year 1 Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.</p> <p>Year 2 Learning how to use punctuation correctly, including capital letters, full stops, question or</p>

	names of people, places, days of the week, etc. Year 2 Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; beginning to understand the concept of a verb; using and distinguishing past tense	incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using apostrophes for contracted forms; using the grammar for Year 2 in appendix A	sentences with different forms: statement, question, exclamation, command	incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify	exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses	exclamation marks; beginning to understand the concept of a verb; using and distinguishing past tense
Non Fiction	Labels, Lists, Captions	Instructions	Recounts	Non Chronological Reports	Explanation	Reports
Text Suggestions:	Wonderwise (series) Mick Manning - Seasons Turning, When the Sun goes down (F)	ORT series -Grow a Pumpkin Annabel Karmel - Children's First Cookbook: Have Fun in the Kitchen! We're going on a bear hunt Shh! We have a plan	Link to theme/visits	Link to theme Ladybird First Fabulous Facts - Minibeasts, Planet Earth, My Body, Space, Dinosaurs ... DK - Dinosaurs a children's Encyclopaedia DK - First Facts (series) Melanie Walsh - Ten Things I Can Do to Help My World	Links to theme/science Lifecycles (series) Camilla de la Bedoyere - Egg to Chicken Vivian French - Growing Frogs Jeanne Willis - Tadpole's Promise (F)	Link to theme
Suggested Grammar Links:	Year 1 Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc. Year 2 Learning how to use punctuation correctly, including capital letters, full stops, question or	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use	Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; beginning to use past tense and to differentiate it from present tense Year 2: Learning how to use punctuation correctly, incl. capital letters, full	Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or	Year 1 Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, learning the grammar for Year 1 Year 2 Using sentences with different forms:	Year 1 Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2 Learning how to use punctuation correctly, including capital letters,

	exclamation marks; beginning to understand the concept of a verb; using and distinguishing past tense	sentences with different forms: statement, question, exclamation, command; use grammatical terminology	stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts	exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns	statement, question, exclamation, command, learning the grammar for Year 2.	full stops, question or exclamation marks; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns
Poetry	Repetitive Poems	Theme based poetry	Rhyming Poetry	Free verse: Vocabulary	Poems by the same poet	Calligrams
Text Suggestions:	Poems/songs Ten in the bed, Head, Shoulders, knees and toes, Hokey Cokey, Five Little Speckled Frogs, Ten Green Bottles ...	Fireworks / Light, Christmas, Festivals of Light ... Winter, snow ... Commotion in the Ocean, Rumble in the Jungle	Dr Seuss – One fish, two fish, red fish, blue fish ... Mrs White had a fright and other songs and chants (book) Traditional poem - Over in the Meadow Marianne Berkes - Over in the Jungle	(Onomatopoeia, alliteration?) Sensational! : Poems inspired by the senses	Allan Alhberg – Please Mrs Butler Tony Ross, Wes Magee, Julia Donaldson	Julia Donaldson - Wiggle and roar Madtail, minihwale and other shape poems Special shapes Colleen Thibaudeau – The Balloon
Suggested Grammar Links:	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc. Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use	Year 1: Using capital letters for names of people, places, days of the week, etc.; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters,	Year 1 Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.; beginning to use 'and' or 'but' or 'or' to join sentences Year 2 Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc. Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops,	Year 1: Using capital letters for the names of people, places, days of the week, the beginning of lines in poems; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learn how to use punctuation correctly, incl. capital	Year 1 Using capital letters for the start of lines/sentences, leaving spaces between words Year 2 Using both familiar and new punctuation correctly, using sentences of different forms: statements, exclamations, and questions

	sentences with different forms: statement, question, exclamation, command	full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology	correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command	question or exclamation marks; beginning to use present and past tenses correctly	letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology	
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Year Two	Term One		Term Two		Term Three	
Narrative	Myths (Creation stories)	Traditional Tales/ Fairy stories	Classic / Historical Stories	Stories written by a particular author	Traditional Stories from other cultures	Plays/Dialogue
Text Suggestions:	<p>E2BN website Link to RE/ theme Mayan, Maori, Greek, Egyptian, Chinese, Native American, Inuit ...</p> <p>Aboriginal / Dreamtime stories – Tidd lick the Greedy Frog, The Rainbow Bird, How kangaroos got their tails ...</p> <p>African - Fire Children, Enormous Elephant, Crafty Chameleon ...</p> <p>Jane Ray - Can You Catch a Mermaid?</p>	<p>Jim and the Beanstalk, The paper bag princess, The boy who cried wolf, Rumpelstiltskin, The Ugly Duckling, The Pied Piper of Hamelin ...</p> <p>Allan Ahlberg - The Jolly Postman</p> <p>Aubrey Davis - The Enormous Potato</p> <p>The Three Wolves and the Big Bad Pig, The True Story of the Three little Pigs</p>	<p>Beatrix Potter stories - Tale of Peter Rabbit</p> <p>Kenneth Grahame - Wind in the Willows</p> <p>AA Milne – Winnie the Pooh</p> <p>Rudyard Kipling – Just So Stories</p> <p>Michael Bond – Paddington Bear</p> <p>Judith Kerr – Mog stories Lynley Dodd – Hairy Maclary</p> <p>Shirley Hughes</p>	<p>Mini Grey – Traction Man series, Biscuit Bear, Space Dog, Three by the Sea ...</p> <p>Dick King-Smith – The Hodgeheg, The Sheep-Pig ...</p> <p>Jill Tomlinson - The Owl who was afraid of the dark, The Otter who wanted to know ...</p> <p>Roald Dahl – The Twits, Fantastic Mr Fox, George’s marvellous medicine</p> <p>Emily Gravett – Meerkat Mail, Little Mouse’s Big Book of Fears/Beasts ...</p>	<p>(CLPE) Mia’s story, The Princess and the White Bear King, A fistful of pearls</p> <p>Verna Aardema - Bringing the Rain to Kapiti Plain</p> <p>Mary Chamberlin - Mama Panya’s Pancakes</p> <p>Baba Yaga, Anansi stories</p> <p>Aleksei Tolstoy- The Gigantic Turnip</p>	<p>ORT & other reading schemes</p> <p>Julia Donaldson - Play time</p> <p>Steve Barlow- Time Switch</p> <p>Kaye Umansky - Let’s go to London</p>
Suggested Grammar Links:	<p>Year 1 Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2 Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use</p>	<p>Year 1 Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2 Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using expanded noun phrases to</p>	<p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end; using an exclamation mark and a question mark correctly</p> <p>Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using</p>	<p>Year 1 Punctuating sentences using a capital letter and a full stop, a question or exclamation mark</p> <p>Year 2 Learning how to use the past tense correctly and consistently, including the progressive form, using sentences with different forms: statement, question, exclamation, etc., using subordination</p>	<p>Year 1 Learning the grammar for Year 1, joining words and clauses using and</p> <p>Year 2 Learning how to use the past tense correctly and consistently, including the progressive form, using some features of written Standard English, learning the grammar for Year 2</p>	<p>Year 1: Writing, leaving spaces between words; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end; using an exclamation mark and a question mark correctly</p> <p>Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using</p>

	sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences	describe/specify; co-ordination: using conjunctions (and, or, but) to join simple sentences; using conjunctions (when, if, because, ...) to join subordinate clauses.	present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify	(using when, if, that, or because) and coordination (using or, and, or but)		present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify
Non Fiction	Reports	Instructions	Persuasion	Recounts	Explanation	Reports
Text Suggestions:	<p>Non chronological</p> <p>Nicola Davies - Surprising Sharks, Yucky Worms, What will I be?</p> <p>RSPCA Care for Your Puppy, RSPCA Care for your Kitten (Collins), Dogs (Usborne Spotter's Guide) by Harry Glover, How to Look After Your Pet Dog by David Alderton</p>	<p>Neil Gaiman – Instructions</p> <p>Recipes (e.g. Katharine Ibbs - Children's Cookbook)</p> <p>How to make ...</p>	<p>Link to theme</p> <p>Notes/letters</p> <p>Click, Clack, Moo Cow that Type (F)</p>	<p>Real recounts linked to theme/visit</p> <p>Diary of a wombat (F)</p>	<p>Link to science – flowcharts & life cycles</p> <p>Caterpillar to Butterfly</p> <p>Acorn to Oak</p> <p>Seed to Sunflower</p> <p>Sam Godwin - A Seed In Need</p>	
Suggested Grammar Links:	<p>Year 1</p> <p>Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> <p>Year 2</p> <p>Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; using expanded noun phrases to describe and specify, e.g.</p>	<p>Year 1</p> <p>Using capital letters for Proper names; demarcating sentences using capital letters, full stops, exclamation and question marks.</p> <p>Year 2</p> <p>Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using commas in lists; using apostrophes for contractions and</p>	<p>Year 1</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, joining words, phrases and sentences using 'and', using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Year 2</p> <p>Learning how to use new punctuation correctly</p>	<p>Year 1</p> <p>Punctuating sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Year 2</p> <p>Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; writing sentences with different forms: statement, question, command and exclamation; co-</p>	<p>Year 1</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, learning the grammar for</p> <p>Year 1</p> <p>Year 2</p> <p>Using sentences with different forms: statement, question, exclamation, command, learning the grammar for</p> <p>Year 2.</p>	<p>Year 1</p> <p>Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark</p> <p>Year 2</p> <p>Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; using expanded noun phrases to describe and specify, e.g.</p>

	adjectives to describe nouns	possessive singular; writing sentences with different forms: statement, question, exclamation, command	(including question marks, commas for lists), using sentences with different forms: statement, question, exclamation, command, expanding noun phrases to describe and specify	ordination: using conjunctions (and, or, but) to join simple sentences; using conjunctions (when, if, because, ...) to join subordinate clauses.		adjectives to describe nouns
Poetry	Narrative poetry	Poetry from around the world	Humorous Poetry	Riddles	Poems by the same poet: contemporary	Classic Poetry
Text Suggestions:	Edward Lear - The Owl and the Pussycat Pie Corbett - The Works Key Stage 1	Valarie Bloom – Granny Is ... Mique Moriuchi - My Village: Rhymes from Around the World Floella Benjamin - Skip Across the Ocean Wendy Cooling – All the Colours of the Earth	Ding Dong bell, what's that funny smell? Silly stuff, Michael Rosen's book of very silly poems, Who's been sleeping in my porridge? , Tongue twisters to tangle your tongue, Mrs White had a fright and other songs and chants, Laugh out loud: Kaye Umansky – My very first joke book Funny poems, Silly verse for kids	Pie Corbett - Raps, riddles and concrete John Foster - Crack another yolk: and other word play poems, Firewords: a book of word play poems Roald Dahl - Marvellous Joke Book Valarie Bloom – What am I?, Riddle 1 and 2 (website)	Brain Moses - Aliens stole my underpants, Walking with my Iguana Tony Mitton, Paul Cookson, John Foster Julia Donaldson - Shuffle and Squelch	Various – First Poems (e.g. The Owl and the Pussycat, I Love my darling tractor, The Horseman) Dr Seuss Roger McGough - 100 Best Poems for Children
Suggested Grammar Links:	Year 1 Using capital letters for the names of people, places, days of the week, etc.; punctuating sentences using a capital letter and a full stop, a question or exclamation mark. Year 2 Using expanded noun phrases to describe and	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc; leaving spaces between words Year 2: Using expanded noun phrases to describe	Year 1 Using capital letters for the names of people, places, days of the week, etc.; punctuating sentences using a capital letter and a full stop, a question or exclamation mark. Year 2 Using expanded noun phrases to describe and	Year 1 Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.; beginning to use 'and' or 'but' or 'or' to join sentences Year 2 Using expanded noun phrases to describe and	Year 1 Using a capital letter for the personal pronoun, leaving spaces between words Year 2 Learning how to use punctuation, including full stops, capital letters, exclamation marks and apostrophes for contracted forms, using	Year 1: Using capital letters for the names of people, places, days of the week, the beginning of lines in poems; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives

	<p>specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using apostrophes for contracted forms</p>	<p>and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks</p>	<p>specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using apostrophes for contracted forms</p>	<p>specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command</p>	<p>expanded noun phrases to describe and specify</p>	<p>to describe nouns; learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology</p>
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Year Three	Term One		Term Two		Term Three	
Narrative	Traditional Tales: alternative versions	Stories from other cultures	Legends	Stories from imaginary worlds: Science fiction	Stories by the same author: contemporary	Fables
Text Suggestions:	The Wolf's Story, Little Red, RRH was rotten ... The three horrid little pigs, The three little wolves and the big bad pig, Blow your nose big bad wolf ... The Truth About Hansel and Gretel, Mixed up Fairytales Cendrillon: A Caribbean Cinderella, Prince Cinders Laurence Anholt - Cinder Boy, Little Red Riding Wolf, Snow White and the seven Aliens ...	(CLPE) Gregory Cool Fly, Eagle, Fly! Tales of Wisdom and Wonder (7 folk tales) The Tiger Child Grandpa's Indian summer Encore Grace! Mufaro's beautiful daughters: an African tale Mitali Perkins - Rickshaw Girl	E2BN Marcia Williams - King Arthur and the Knights of the Round Table Sir Gawain and the Green Knight Robin Hood The Orchard book of swords, sorcerers & superheroes Percy Jackson stories Thor and the master of magic	Simon Bartram – Man on the Moon John Light - The Flower Eva Ibbotson – Dial a ghost David Solomans - My brother is a superhero Jim Smith - Future Ratboy and the Attack of the Killer Robot Grannies	Emily Gravett Jeremy Strong Anne Fine - The angel of Nitshill, Loudmouth Louis Fine, "It moved!" Michael Morpurgo – Tom's Sausage Lion, Conker, The Marble Crusher Jeanne Willis – Mayfly Day, Mole's Sunrise, Dr Xargles Book of ...	The Hare and Tortoise The Orchard book of Aesop's fables Aesop's funky fables - Vivian French How the whale became and other stories Chinese Fables – The Dragon Slayer Cressida Cowell - How to be a Viking Tomi Ungerer - Moon Man
Suggested Grammar Links:	Using past tense and the perfect form of verbs, using pronouns for cohesion and to avoid repetition and ambiguity, using dialogue punctuation	Using grammatical terminology, specifically using and recognising adjectives, nouns and prepositional phrases; using prepositions to express time, place and cause	Using powerful verbs/ beginning to recognise the concept of a verb; understanding that writing can be 3 rd or 1 st person; using and punctuating direct speech	Introducing the idea of tense in verbs; using pronouns for cohesion and to avoid repetition and ambiguity; using dialogue punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using and punctuating direct speech	Recognising simple sentences; beginning to recognise (Year 3) or revise (Year 4) compound and complex sentences; using conjunctions to express time or cause; learning how to use dialogue punctuation (Year 3) or revise this (Year 4)
Non Fiction	Instructions	Reports: Non Chronological	Persuasion	Explanations	Recounts: biography/ autobiography	Reports: Newspapers
Text Suggestions:	Jonathan Melmoth - Coding for Beginners: Using Scratch	Link to theme Fly on the Wall (series) -	Link to theme Dragon's Den style	Ask Dr K Fisher (letters) Wallace & Grommit Cracking Contraptions	Link to theme/ PSE/SMSC/RE Famous People, Famous	First News

	Nick Sharratt - How to Draw	Mick Manning - Roman Fort, Pharaoh's Egypt, Viking Longship Adrienne Barman - Creaturepedia Wayland - Radar (series) Board Sports, Freestyle BMX, Being a Stuntman, Being a Pro-Football ... Steve Backshall - Deadly 60 (series) Horrible Histories		Science Works (series) - The Rock Factory: A Story About Rocks and Stones Meredith Hooper - The Pebble in my Pocket: A History of Our Earth Conrad Mason - How Things Work Alan Snow - How Dogs Really Work, How cats really work, How dinosaurs really work ...	lives series – Anne Frank, Martin Luther King, Boudicca ... Roald Dahl – Boy, Going Solo Michael Rosen - Fantastic Mr Dahl Children’s Football (series) - The Flea: The Amazing Story of Leo Messi, Wayne Rooney: Captain of England, Raheem Sterling: Young Lion Laurence Anholt - Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis	
Suggested Grammar Links:	Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding that writing can be first or third person; using and understanding grammatical terminology	Extending the range of sentences with more than one clause: compound and complex sentences; using commas after or before phrases and clauses; using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Using a wide range of connectives to extend sentences to include more than one clause; using conjunctions; using commas after or before phrases and clauses; using and punctuating direct speech	Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding that writing can be first or third person; using and understanding grammatical terminology	Understanding grammatical terms: verb, noun, adjective, adverb, using adverbs and adverbials (prepositional phrases which act as adverbs), using past tense, beginning to understand the perfect form of verbs	Reinforcing understanding of past and present tenses, using the present perfect form of verbs in contrast to the past tense, using and punctuating direct speech, revising conjunctions, adverbs and prepositions to express time and cause
Poetry	 kennings (Riddles)	Structured Poems	Poetry for Rhythm	Vocabulary building: imagery	Humorous Poetry	Couplets (rhyme)
Text Suggestions:	Link to theme (Vikings/Anglo Saxons) Beowulf Paul Cookson - The Works	James Carter - Tree Peter Cole - Brothers Peter Cole – Waht	Valarie Bloom – Hot Like Fire and other poems Michael Rosen – Hand on the Bridge (website)	Bertrice Schenk de Regniers – Night comes Francesca Beard- I Speak the Language	Edward Lear - The Jumblies Brain Pattern – Fantastic friends Spike Milligan – Silly Verse for kids (e.g. On the ning	Stevie Smith – Fairy Story Brain Pattern – Mooning Robert Louis Stevenson – My Shadow

		Imtiaz Dharker - The Day the Marks Made Sense	Mandy Coe - The Cancan Brian Moses - Shopping Trolley	Sophie Hannah - The World is a Box Adrian Mitchell - Yes Kit Wright - The Magic Box	nang nong) Gervase Phinn - It Takes One to Know One (book) Roald Dahl – Marvellous Joke Book, Revolting Rhymes	Edward Lear – Limericks Tom Pow – Magpie Max Fatchen – Motorway Witch
Suggested Grammar Links:	Using grammatical categories: noun, adjective, verb, adverb and preposition, using prepositions to express time or place, writing sentences with more than one clause using a wider range of connectives	Using possessive apostrophe with singular/plural nouns; extending the range of sentences with more than one clause; using a wide range of conjunctions	Choosing and using pronouns appropriately for cohesion and to avoid repetition, using possessive apostrophe with singular and plural nouns	Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology	Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding and using adverbs, adverbials and fronted adverbials; using and understanding grammatical terminology	Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding and using adverbs, adverbials and fronted adverbials.

Year Four	Term One		Term Two		Term Three	
Narrative	Story settings	Stories from times past	Myths: quests	Plays/ Dialogue – fairy tales	Stories by the same author: classic	Adventure Stories
Text Suggestions:	<p>Grahame Baker Smith – Leon and the Place between</p> <p>Colin McNaughton - Once Upon an Ordinary School Day</p> <p>Helen Ward – The Tin Forest, Varmints</p> <p>Shaun Tan – The Rabbits</p> <p>Alvaro F. Villa - Flood</p> <p>Nicola Davies - The Promise</p> <p>Michael Foreman - A Child's Garden: A Story of Hope</p> <p>Richard Platt - The Vanishing Rainforest</p> <p>Jeannie Baker</p>	<p>Links to theme</p> <p>Colin Thompson - The Last Alchemist</p> <p>Terry Jones - Erik the Viking</p> <p>Michael Morpurgo - Beowulf</p> <p>Terry Deary stories</p> <p>Roald Dahl – Danny the Champion of the World</p> <p>Michael Morpurgo – The Butterfly Lion</p> <p>Christine Balit – Escape from Pompeii</p>	<p>The Orchard book of Roman myths</p> <p>The Orchard book of first Greek myths</p> <p>Marcia Williams - Greek myths</p> <p>Finn MacCool and the Giants Causeway</p> <p>Percy Jackson and the Lightening Thief</p>	<p>Anthony Browne – The Tunnel, Voices in the Park, Hansel and Gretel,</p> <p>Julia Donaldson - Bombs and Blackberries - A World War Two Play</p> <p>Philippa Pearce - The Battle of Bubble and Squeak</p> <p>Hiawyn Oram - Angry Arthur</p>	<p>Nina Bawden – Carrie’s War, The Peppermint Pig, The finding</p> <p>Mini Grey - The Pea and the Princess Paperback, The Adventures Of The Dish And The Spoon,</p>	<p>Eva Ibbotson - Journey to the River Sea</p> <p>William Joyce - The Fantastic Flying Books of Mr. Morris Lessmore</p> <p>Lemony Snicket – A Series of Unfortunate Events</p> <p>David Wiesner- Hurricane, Tuesday, Sector 5, Flotsam</p> <p>Aaron Becker - Journey, Quest</p> <p>Sarah Garland - Azzi in Between</p>
Suggested Grammar Links:	Using and recognising nouns, adjectives and prepositional phrases; using adverbs; using adverbs and prepositions to express time and place	Using and punctuating direct speech, indicating possession by using the possessive apostrophe with plural nouns	Using powerful verbs and adjectives, using the present perfect rather than simple past tense, understanding that writing can be 3 rd or 1 st person, using and punctuating direct speech, using	Understanding and using adverbs; using and punctuating direct speech; using powerful verbs; using and understanding grammatical terminology	Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using and	Extending sentences using adverbials and fronted adverbials; using commas to separate fronted adverbials; using and punctuating direct speech; using a wide range of connectives to create

			apostrophes in possessives		punctuating direct speech	sentences with more than one clause
Non Fiction	Reports: Non chronological	Discussion	Explanations	Persuasion	Reports: Chronological	Recounts
Text Suggestions:	Jenny Broom - The Wonder Garden Anna Claybourne - The Story of Inventions Brita Granström & Mick Manning - Wild Adventures Science Works (series) e.g. Jacqui Bailey - Charging About: The Story of Electricity A Street through Time	Gregory Rogers - Way Home (F)	Until I met Dudley Science Works (series) - A Drop in the Ocean: The Story of Water Meredith Hooper - The Drop in my Drink: The Story of Water on Our Planet Mick Manning - Wonderwise: Yum Yum: A book about food chains		Newspaper History – The Roman Record, The Greek Gazette, The Egyptian Echo ... Mick Manning - The Secrets of Stonehenge Meredith Hooper - Ice Trap!: Shackleton's Incredible Expedition William Grill - Shackleton's Journey	
Suggested Grammar Links:	Using the perfect form of verbs to mark relationships of time and cause; using commas after or before phrases and clauses; using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Learning the grammar for Years 3 and 4 in Appendix 2, using and punctuating direct speech, using the present perfect form of verbs in contrast to the past tense	Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; choosing nouns and pronouns for clarity and to avoid repetition	Using a wide range of connectives to extend sentences to include more than one clause; using conjunctions; using commas after or before phrases and clauses; using and punctuating direct speech	Reinforcing understanding of past and present tenses, using the present perfect form of verbs in contrast to the past tense, using and punctuating direct speech, revising conjunctions, adverbs and prepositions to express time and cause	Understanding grammatical terms: verb, noun, adjective, adverb, using adverbs and adverbials (prepositional phrases which act as adverbs), using past tense, beginning to understand the perfect form of verbs
Poetry	Tongue Twisters / Limericks	Poetry on a theme	Narrative Poems	Free verse: language features	Poems by the same poet	Rhythm (Syllabic poems: haiku & cinquains)
Text Suggestions:	Spike Milligan Pie Corbett - The Works Key Stage 2	Roger McGough - Sensational!: Poems Inspired by the Five Senses John Agard - We Animals Would Like a Word With	Hilaire Belloc – Jim, who ran away from his nurse, and was eaten by a lion	Brian Patten - The Puffin Book of Utterly Brilliant Poetry Michael Rosen's A-Z: The best children's poetry	Michael Rosen Steve Turner - The Day I Fell Down the Toilet and Other Poems	

		<p>You</p> <p>Michaal Harrison – Short Poems</p> <p>Wendy Cooling – All the Wild Wonders: Poems from our Earth</p>		<p>from Agard to Zephaniah</p>	<p>Brian Patten - Gargling with Jelly: A Collection of Poems, Thawing Frozen Frogs</p>	
<p>Suggested Grammar Links:</p>	<p>Recapping on grammar terminology from Year2 and using and understanding KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun, identifying and using fronted adverbials, using commas after fronted adverbials</p>	<p>Using and understanding LKS2 grammar accurately and appropriately, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, identifying and using fronted adverbials, using commas after fronted adverbials, using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Introducing the idea of tense in verbs; using prepositions to express time or place; writing sentences with more than one clause using a wider range of connectives</p>	<p>Using possessive apostrophe with singular/plural nouns; extending the range of sentences with more than one clause; using a wide range of conjunctions</p>	<p>Using adverbs and fronted adverbials; using commas after fronted adverbials; using grammatical terminology correctly and with confidence</p>	<p>Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding and using adverbs, adverbials and fronted adverbials.</p>

Year Five	Term One		Term Two		Term Three	
Narrative	Mystery Stories	Significant author	Tales from other cultures	Historic Stories	Classic Fiction	Stories with flashbacks
Text Suggestions:	<p>Neil Gaiman – The Graveyard Book</p> <p>Philip Pullman – Clockwork</p> <p>Louise Cooper - Short and Scary/Short and Spooky</p> <p>SF Said - Varjak Paw</p> <p>Susan Cooper - The Dark is Rising</p> <p>Lisa Evans -Small Change for Stuart</p> <p>Anthony Horowitz – The Diamond Brothers in The Falcon’s Malteser</p> <p>Brian Selznick - The Houdini Box</p>	<p>Philip Pullman - Firework Makers Daughter, Clockwork, I was a rat, Count Karlstein ...</p> <p>Michael Morpurgo – The Wreck of the Zanzibar, Waiting for Anya, Alone in a wide wide sea, Why the Whales came ...</p> <p>Shaun Tan – Eric, The Red Tree, Tales from Outer Suburbia</p> <p>Kevin Crossley Holland, Chris Van Allsburg, Helen Ward,</p> <p>Malorie Blackman -</p>	<p>Beverley Naidoo – Journey to Jo’burg, The other side of truth</p> <p>Elizabeth Laird - The Garbage King, Lost Raiders, The Fastest Boy in the world</p> <p>Morris Glietzman – Once, Now, Then, After Boy Overboard, Loyal Creatures</p> <p>Eoin Colfer – Once upon a place</p> <p>Louis Sachar – There’s a boy in the girls bathroom, Holes</p> <p>Mal Peet –Cloud Tea Monkeys</p> <p>Julie Ellis - What's Your Angle, Pythagoras?</p> <p>Philip Pullman – The Firework Maker’s daughter</p> <p>Gcina Mhophe - African Tales</p>	<p>Grahame Baker- Smith - Farther</p> <p>Hilary Robinson - Where The Poppies Now Grow</p> <p>Karen Hesse - The Cats in Krasinski Square</p> <p>Mordicai Gerstein - The Man Who Walked Between the Towers</p> <p>Joan Aitken - The Wolves of Willoughby Chase</p> <p>Ian Serraillier - The Silver Sword</p> <p>Berlie Doherty – Street Child</p> <p>Cruel times: a Victorian play</p>	<p>Marcia Williams – Oliver Twist and other great Dickens stories</p> <p>(Real Reads) Charles Dickens – A Christmas Carol</p> <p>Lewis Carroll – Alice in Wonderland, Through the Looking Glass</p> <p>Ted Hughes – Iron Man/Iron Woman</p> <p>David Almond – Skellig, My name is Mina, The Fire Eaters, Counting Stars, The boy who swam with piranhas</p> <p>Oscar Wilde / Michael Foreman - The Selfish Giant</p>	<p>Anne Fine - Step by Wicked Step</p> <p>Michael Morpurgo - The sleeping sword, The Mozart question</p> <p>Sonya Hartnett - The silver donkey</p> <p>Berlie Doherty - Children of winter</p>
Suggested Grammar Links:	Adverbials of time, place and number; using elaborated language of	Learning the grammar in Appendix 2 specifically using a range of	Learning the grammar in Appendix 2 specifically using a range of	Using a range of conjunctions to create compound and complex	Writing complex and compound sentences; using elaborated language	Adverbs, adverbials, including fronted adverbials, using commas

	description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses; using semi-colons to mark boundary between independent clauses	conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely	conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech	sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech	of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation	after fronted adverbials and to clarify meaning, using relative clauses beginning with who, whom, which, where, when, whose, that or with an implied relative pronoun
Non Fiction	Biography/ Autobiography	Discussion	Persuasion: Formal	Reports: Non chronological	Recounts	Explanations
Text Suggestions:	<p>Marcia Williams - Three Cheers for Inventors (comic)</p> <p>DK - 100 People Who Made History</p> <p>Michaela Morgan - Walter Tull's Scrapbook</p> <p>Who Was ...? (series) - Isaac Newton, Marie Curie, Charles Darwin, Galileo, Gandhi ...</p> <p>Time for Kids Biographies (series) - Thomas Edison, Rosa Parks, Louis Braille,</p> <p>Mick Manning - Charles Dickens: Scenes from an Extraordinary Life</p> <p>Chris Van Wyk - Long Walk to Freedom</p> <p>Karen Leggett Abouraya -</p>	<p>Chris Riddell - My Little Book of Big Freedoms</p> <p>Amnesty International - We Are All Born Free: The Universal Declaration of Human Rights in Pictures</p>		<p>Chris Woodford - Science A Children's Encyclopaedia</p> <p>DK - It Can't be True! DK - Strange But True!</p> <p>Jenny Broom- Animalium (Welcome to the Museum)</p> <p>Jo Nelson - Historium (Welcome to the Museum)</p> <p>Louie Stowell - The Usborne Official Astronaut's Handbook</p>	<p>Marcia Williams - Archie's War Paperback</p> <p>Mick Manning – Taff in the Waff, Tail End Charlie, Charlie's War</p> <p>Lynn Huggins-Cooper - One Boy's War</p>	<p>DK - Human Body A Children's Encyclopaedia</p> <p>DK - Why? Encyclopaedia</p> <p>Explosion Zone (series) - Faraday and the Science of Electricity</p> <p>Science Works (series)- Charging About: The Story of Electricity</p> <p>Carol A. Johmann - Bridges: Amazing Structures to Design, Build and Test</p> <p>Darcy Pattison - Burn: Michael Faraday's Candle</p>

	Malala Yousafzai: Warrior with Words					
Suggested Grammar Links:	Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely	Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning	Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct sentence punctuation	Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points in reports	Learning the grammar in Appendix 2 specifically using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using expanded noun phrases to convey complicated information concisely	Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently
Poetry	Narrative Poems	Structured poems: slam, rap, songs	Power of Imagery	Rhythm (Syllabic poems: tanga, renga)	Poetry on a theme	Free verse
Text Suggestions:	Lady of Shallot The Highwayman	Benjamin Zephaniah - I De Rap Guy Wes Magee - The Boneyard Rap Brian Moses - Shopping Trolley Coral Rumble - Detention Tension Watsky (Youtube – careful some, not all!) Songs Of World War 1 (CD)	Berlie Doherty – Mushrooms Diana Hendry - What Is the Pond Doing? Jared Louche - Colour Outside the Lines Paul Lyalls -Flashback in Winter Light Matt Simpson - Fifteen Ways of Looking at a Ladybird		Link to theme Innosanto Nagara - A is for Activist Ted Hughes - Collected Poems for Children Various poets - We Love Bugs: 31 Classic Insect Poems for Kids Various poets - The Truth About Teachers	Kit Wright - The Magic Box: Poems For Children Julia Donaldson - Poems to Perform: A classic collection chosen by the Children's Laureate Carol Ann Duffy - 101 Poems for Children Chosen by Carol Ann Duffy: A Laureate's Choice Roger Stevens - Off By Heart: Poems for Children to Learn and Remember
Suggested Grammar Links:	Using commas to clarify meaning; using elaborated language of description, including expanded noun phrases, adjectives,	Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this	Using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using	Dialogue, direct speech punctuation; using commas to clarify meaning; using and understanding	Using expanded noun phrases to convey complicated information concisely, using relative clauses beginning with	Revising grammatical categories: noun, adjective, verb, adverb and preposition, using expanded noun phrases

	adverbial and a variety of subordinate clauses, including relative clauses.	and spoken speech, including the use of contractions; using correct punctuation to indicate speech	elaborated description, including adjectives and adverbs, and subordinate clauses	grammatical terminology	<i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun, using semi-colons, colons or dashes to mark boundaries between main clauses	and adverbials, identifying and using relative clauses, using commas and semi-colons correctly
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Year Six	Term One		Term Two		Term Three	
Narrative	Stories with dilemmas	Traditional Tales	Significant author: Shakespeare	Science Fiction / Play scripts	Contemporary Fiction	Myths/ Legends
Text Suggestions:	<p>Clive King – Stig of the Dump</p> <p>David Almond – Skellig</p> <p>Malorie Blackman – Nought and Crosses, Pig Hearted Boy</p> <p>Frank Cottrell Boyce – Millions</p> <p>Michael Foreman - War and Peas (Fable?), War Game</p> <p>Jon J. Muth - Three Questions (Fable?)</p>	<p>Colin Stimpson - Jack and the Baked Beanstalk</p> <p>Jon Scieszka - The Stinky Cheese Man and Other Fairly Stupid Tales</p> <p>Fiona French - Snow White in New York</p> <p>Durant Collins - Cinderella</p> <p>Sally Gardner – Tinder</p> <p>Neil Gaiman – The Sleeper and the Spindle</p> <p>Philip Pullman - Grimm Tales</p> <p>Carol Ann Duffy – The Princesses Blankets, The Lost Happy Endings</p>	<p>Marcia Williams – Mr Williams Shakespeare’s plays (comic)</p> <p>Bravo, Mr Shakespeare (comic)</p> <p>Andrew Matthews – Shakespeare’s stories</p> <p>Geraldine McCaughrean – Stories from Shakespeare</p>	<p>Terry Pratchett, Harry Potter</p> <p>Doctor Who, Star Wars, Minecraft, Jurassic Park,</p> <p>Malorie Blackman – The Ripple Effect</p> <p>Marcus Sedgwick – Flood and Fang, Floodland, Siobhan Dowd – The London Eye Mystery</p> <p>Shaun Tan – The Viewer</p> <p>Paul Fleischman – The Matchbox Diary</p> <p>Neil Gaiman - Unnatural Creatures</p>	<p>David Walliams</p> <p>Iva Ibbotson</p> <p>Anthony Horowitz</p> <p>Shaun Tan</p> <p>Carol Ann Duffy</p> <p>Frank Cottrell Boyce</p>	<p>Arabian Nights</p> <p>Madhur Jaffrey - Seasons of Splendour: Tales, Myths and Legends of India</p>
Suggested Grammar Links:	Using dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understanding and using modal verbs	Using dialogue punctuation to indicate direct speech, recognising differences between spoken and written speech and between direct and indirect speech, formal and informal speech and writing, including the use of the subjunctive	Using dialogue, differences between spoken and written speech, punctuating to indicate direct speech; formal and informal speech and writing, using subjunctive forms; using commas to clarify meaning	Using dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understanding and using modal verbs	Using commas to clarify meaning or avoid ambiguity in writing, looking at the infinitive form of a verb, and the split infinitive, using expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs, using and understanding UKS2	Using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech

					grammar accurately and appropriately	
Non Fiction	Discussion: Argument and Debate	Journalistic Writing	Recounts: diaries	Persuasion	Instructions	Reports: Non chronological
Text Suggestions:	Ben Morley - The Silence Seeker (F)	Newspaper History – The Roman Record, The Greek Gazette, The Egyptian Echo ... Online newspapers Katie Scott - Story of Life: Evolution (Welcome to the Museum) Catherine Barr - The Story of Life: A First Book about Evolution Mick Manning - What Mr Darwin Saw	My story (series) Diary of ... Diary of Anne Frank (NF) Diary of a Wimpy Kid (F) Brilliant World of Tom Gates (F) Biography Mick Manning - William Shakespeare		Neil Ardley - 101 Great Science Experiments Roald Dahl - Revolting Recipes, Completely Revolting Recipes: A Collection of Delumptious Favourites Susan Akass - My First Origami Book	(series of books about 13 things ...) Angela Wenzel - 13 Artists children should know, 13 paintings children should know, 13 sculptures children should know ...
Suggested Grammar Links:	Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning	Understanding active and passive moods and when to use each one, recognising differences between direct and indirect speech, including punctuation, understanding the grammatical differences between spoken and written speech, including contractions	Using passive verbs to affect the presentation of information in a sentence, using hyphens to avoid ambiguity, using the perfect form of verbs to mark relationships of time and cause, using a colon to introduce a list, using and understanding UKS2 grammar accurately and appropriately	Recognising vocabulary and structures that are appropriate for formal speech and writing, using modal verbs in writing, using expanded noun phrases, using and understanding the grammatical terminology	Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently	Understanding active and passive moods and when to use each one, recognising differences between direct and indirect speech, including punctuation, understanding the grammatical differences between spoken and written speech, including contractions
Poetry	Classic Poems	Figurative language	Free verse: monologue	Poems by a significant poet	Poetry from different cultures	Visual poetry: concrete poems
Text Suggestions:	Robert Louis Stevenson - A Child's Garden of Verses	Sylvia Plath – Mirror	Link to Shakespeare	Ted Hughes - Collected	Grace Nichols	

	(e.g. From a Railway Carriage)	William Wordsworth – I wandered lonely as a cloud The car monster poem		Poems for Children Carol Ann Duffy		
Suggested Grammar Links:	Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using expanded noun phrases to convey complicated information concisely; using hyphens to avoid ambiguity	Using the perfect form of verbs to mark relationships of time and cause, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun LKS2 revision Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4), indicating possession by using the possessive apostrophe (Y3/4)	Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions; recognising and using the subjunctive forms of the verb; recognising and using apostrophes correctly; using expanded noun phrases in own writing	Using expanded noun phrases to convey complicated information concisely, using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun, using semi-colons, colons or dashes to mark boundaries between main clauses	Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using relative clauses correctly and appropriately; recognising and using the perfect form of verbs; identifying and using adverbials	Using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using elaborated description, including adjectives and adverbs, and subordinate clauses

Other Useful Links

<http://www.literacyshed.com/>

<http://www.bfi.org.uk/>

http://www.pixar.com/short_films/home

<http://childrenspoetryarchive.org>

<https://www.clpe.org.uk/library-and-resources>

<http://www.talk4writing.co.uk/>

http://www.suepalmer.co.uk/education_publications_skeletons.php

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	Narrative	Stories with familiar setting	Traditional Tales/ Fairy stories	Stories involving fantasy	Stories written by a particular author: contemporary	Traditional Stories from other cultures	Adventure stories
	Non Fiction	Labels, Lists, Captions	Instructions	Recounts	Non Chronological Reports	Explanation	Reports
	Poetry	Repetitive Poems	Theme based poetry	Rhyming Poetry	Free verse: Vocabulary	Poems by the same poet	Calligrams
Year Two	Narrative	Myths (Creation stories)	Traditional Tales/ Fairy stories	Classic / Historical Stories	Stories written by a particular author	Traditional Stories from other cultures	Plays/Dialogue
	Non Fiction	Reports	Instructions	Persuasion	Recounts	Explanation	Reports
	Poetry	Narrative poetry	Poetry from around the world	Humorous Poetry	Riddles	Poems by the same poet: contemporary	Classic Poetry
Year Three	Narrative	Traditional Tales: alternative versions	Stories from other cultures	Legends	Stories from imaginary worlds: Science fiction	Stories by the same author: contemporary	Fables
	Non Fiction	Instructions	Reports: Non Chronological	Persuasion	Explanations	Recounts: biography/ autobiography	Reports: Newspapers
	Poetry	Kennings (Riddles)	Structured Poems	Poetry for Rhythm	Vocabulary building: imagery	Humorous Poetry	Couplets (rhyme)
Year Four	Narrative	Story settings	Stories from times past	Myths: quests	Plays/ Dialogue – fairy tales	Stories by the same author: classic	Adventure Stories
	Non Fiction	Reports: Non chronological	Discussion	Explanations	Persuasion	Reports: Chronological	Recounts
	Poetry	Tongue Twisters / Limericks	Poetry on a theme	Narrative Poems	Free verse: language features	Poems by the same poet	Rhythm (Syllabic poems: haiku & cinquains)
Year Five	Narrative	Mystery Stories	Significant author	Tales from other cultures	Historic Stories	Classic Fiction	Stories with flashbacks
	Non Fiction	Biography/ Autobiography	Discussion	Persuasion: Formal	Reports: Non chronological	Recounts	Explanations
	Poetry	Narrative Poems	Structured poems: slam, rap, songs	Power of Imagery	Rhythm (Syllabic poems: tanga, renga)	Poetry on a theme	Free verse
Year Six	Narrative	Stories with dilemmas	Traditional Tales	Significant author: Shakespeare	Science Fiction / Play scripts	Contemporary Fiction	Myths/ Legends
	Non Fiction	Discussion: Argument and Debate	Journalistic Writing	Recounts: diaries	Persuasion	Instructions	Reports: Non chronological
	Poetry	Classic Poems	Figurative language	Free verse: monologue	Poems by a significant poet	Poetry from different cultures	Visual poetry: concrete poems

