



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Lost and Found by Oliver Jeffers	Nibbles by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
1/2	Lost and Found by Oliver Jeffers	Nibbles by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
2	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
KS1 SSC Robins	Familiar Stories Writing a simple story	Fairy Tales Re-telling a simple story	Let's Go to the Artic Non-fiction labelling and writing	Favourite authors Writing simple stories Non-fiction writing about plants	Mini-beasts Non-fiction labelling and writing	The Seaside Poetry and rhymes
3	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
4	Gorilla by Anthony Browne	Leon and the place between	Escape From Pompeii by Christina Balit	When the Giant stirred by Celia Godkin	Where the Forest Meets the Sea	Blue John by Berlie Doherty





		by Graham Baker- Smith			by Jeannie Baker & 100 facts - Rainforests by Miles Kelly	
LKS2 SSC Kingfishers	Lost and Found by Oliver Jeffers.	Nibbles by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
5	Queen of the falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd- Stanton	The Darkest Dark by Frank Cottrell Boyce	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
6 SS	Star of Hope, Star of Fear by Jo Hoestlandt	Can we save the tiger? by Martin Jenkins	Selfish Giant by Oscar Wilde	Jemmy Button by Alix Barzelay	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll (transition unit)
6 GT	Star of Hope, Star of Fear by Jo Hoestlandt	Can we save the tiger? by Martin Jenkins	Selfish Giant by Oscar Wilde	Jemmy Button by Alix Barzelay	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll (transition unit)
UKS2 SSC Owls	Troll Swap by Leigh Hodgkinson (Y2)	The Owl who was afraid of the dark by Jill Tomlinson (Y2)	Seal Surfer by Michael Foreman (Y3)	Winter's Child by Angela McAllister (Y3)	Stone Age Boy by Satoshi Kitamura (Y3)	Big Blue Whale by Nicola Davies (Y3)





Year One

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	What can we find in our school?		What would you put in your own museum?		Where would you travel to?	
Text	Lost and Found	Nibbles	The Lion Inside	The Curious Case of the Missing Mammoth	Toys in Space	Goldilocks and Just the One Bear
Writing Outcome	Fiction: story based on the structure of Lost and Found	Recount: diary	Fiction: story based on the structure of <i>The Lion</i> Inside.	Fiction: story based on the structure of The Curious Case of the Missing Mammoth.	Fiction: story based on the structure of Toys in Space. Extension: Instructions Greater Depth	Fiction: story based on the structure of Goldilocks and just the one bear. Extension: Non- chronological report
	Greater Depth: Change the setting of the story	Greater Depth Add in further details about other characters' feelings	Greater Depth Change both animals in the story	Greater Depth Change the setting of the story.	Choose their own toy to write about and change the space creature.	Greater Depth Change the animal and the setting





C English nks –	Retell stories and	- C 111 1.1		•		Reading
_		Become familiar with	Link what is read or	Retell stories and	Learn to appreciate	Become familiar with
	consider their particular	key stories, fairy stories	heard to own	consider their particular	rhymes and poems	key stories, fairy storie
eading	characteristics	and traditional tales	experiences	characteristics	Recite some rhymes and	and traditional tales
caumg	Discuss word meanings,	Retell stories and	Retell stories and	Learn to appreciate	poems by heart	Retell stories and
	linking new meanings to	consider their particular	consider their particular	rhymes and poems	Discuss word meanings,	consider their particula
	those already known	characteristics	characteristics	Recite some rhymes and	linking new meanings to	characteristics
	Discuss the significance	Make inferences on the	Discuss word meanings,	poems by heart	those already known	Make inferences on th
	of the title and events	basis of what is being	linking new meanings to	Draw on what they	Make inferences on the	basis of what is being
	Make inferences on the	said and done	those already known	already know	basis of what is being	said and done
	basis of what is being	Predict what might	Draw on what they	Check that the text	said and done	Predict what might
	said and done	happen on the basis of	already know	makes sense	Predict what might	happen on the basis of
	Predict what might	what has been read so	Discuss the significance	Make inferences on the	happen on the basis of	what has been read s
	happen on the basis of	far	of the title and events	basis on what is being	what has been read so	far
	what has been read so		Make inferences on the	said and done	far	Participate in discuss
	far		basis of what is being	Predict what might	Participate in discussion	about what has been
	Participate in discussion		said and done	happen on the basis of	about what has been	read
	about what has been		Predict what might	what has been read so	read	
	read		happen on the basis of	far	Explain clearly	
			what has been read so		understanding of what is	
			far		read	
			Participate in discussion			
			about what has been			
			read			
			Explain clearly			
			understanding of what is			
			read			





NC Links – Spoken Language	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Ask relevant questions Articulate and justify answer Build vocabulary Use spoken language: speculating, imagining and exploring ideas	Spoken Language Build vocabulary Articulate and justify answers Give well- structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates
NC Links - Writing	_	•	• •	Word Add suffixes where no change is needed to the root of the word e.ged, -ing, -er, -est es to teach and apply word common exception wo		Word Not a main teaching and learning focus in this book
	Sentence Combine words to make sentences	Sentence Join words using and	Sentence Join words and clauses using and	Sentence Join words and clauses using and	Sentence Join words and clauses using and	Sentence Join words and clauses using and Use simple description
	Text Not a main teaching and learning focus in this book	Text Sequence sentences to form short narratives (link ideas or events by pronoun)	Text Not a main teaching and learning focus in this book	Text Not a main teaching and learning focus in this book	Text Not a main teaching and learning focus in this book	Text Sequence sentences to form short narratives (link ideas or events by pronoun)





	Punctuation Leave spaces between	Punctuation Punctuate sentences	Punctuation Punctuate sentences	Punctuation Punctuate sentences	Punctuation Punctuate sentences	Punctuation Use a capital letter for			
	words Begin to use capital letters and full	using a capital letter and a full stop Use a	using a capital letter and a full stop, some	using a capital letter and a full stop,	using a capital letter and a full stop,	places and days of the week Punctuate			
	stops Use a capital letter for names of people and the	capital letter for names of people	question marks and exclamation marks	question mark or exclamation mark	question mark or exclamation mark	sentences using a capital letter, full stop, question mark or			
	personal pronoun 'l'					exclamation mark			
Revisit and	Gateway Keys (non-	negotiables/basic ski	lls) for each unit are l	isted at the start of th	ne planning documen	ts for each book.			
review	These should be pra	These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).							
opportunities									
Curriculum	Aspirational	Adventurers Explorers	& Hea		Clear	Global Citizens			
Driver Links	Learners A				222				
Learning Behaviours	Ownership	Responsibility	Friendship	Questioning	Anticipation	Relationships			
Vocabulary	Vocabulary to explo	re within each unit is	available in the planr	ning documents for e	ach book.				





Year Two

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	Where do owls live?		What can we learn from events in the past?		How can we look after our environment and community?	
Text	Troll swap	The Owl who was afraid of the dark	Dragon Machine	Major Glad, Major Dizzy	The Last Wolf	Grandad's Secret Giant
Writing Outcome	Fiction: story with focus on characters	Non-chronological report: report about owls	Fiction: story with adventure focus Extension: Instructions	Recount: diary entry from point of view of a toy	Letter: letter in role as the character persuading to save the trees	Fiction: story with moral focus
	Greater Depth: Story about two independently invented contrasting characters who swap places	Greater Depth: Alter the layout to include own subheadings and extra features	Greater Depth: Story written in 1st person	Greater Depth: Recount: diary entry from point of view of one of the children	Greater Depth: Real life letter to specific audience e.g. local MP	Greater Depth: Story from the point of view of the giant





NC English	Discuss the sequence	Discuss the sequence	Check the text makes	Read non-fiction	Listen to, discuss and	Listen to, discuss and
_	of events in books and	of events in books and	sense Make	books that are	express views about a	express views about a
Links –	how items of	how items of	inferences on the	structured in different	wide range of books	wide range of books
Reading	information are	information are	basis of what is being	ways	at a level beyond that	at a level beyond that
	related	related	said and done	Discuss and clarify the	which can be read	which can be read
	Make inferences on	Read non-fiction	Answer and ask	meaning of words	independently	independently
	the basis of what is	books that are	questions	Answer and ask	Become familiar with	Discuss the sequence
	being said and done	structured in different	Predict what might	questions	and re-tell a wider	of events in books and
	Answer and ask	ways	happen on the basis	Predict what might	range of traditional	how items of
	questions Predict	Draw on what is	of what has been read	happen on the basis	tales	information are
	what might happen on	already known or on	so far	of what has been read	Recognise simple	related
	the basis of what has	background		so far	recurring literary	Make inferences on
	been read so far	information and		Explain and discuss	language	the basis of what is
	Participate in	vocabulary provided		their understanding of	Draw on what is	being said and done
	discussion about	by the teacher		books, poems and	already known and on	Ask and answer
	books, poems and	Make inferences on		other material	background	questions
	other works Explain	the basis of what is			information and	Predict what might
	and discuss their	being said and done			vocabulary provided	happen on the basis
	understanding of	Answer and ask			by the teacher	of what has been read
	books, poems and	questions			Predict what might	so far.
	other material	Participate in			happen on the basis	
		discussion about			of what has been read	
		books, poems and			so far	
		other works				
		Explain and discuss				
		their understanding of				
		books, poems and				
		other material				





NC English	Listen and respond	Listen and respond	Ask relevant questions	Listen and respond	Articulate and justify	Listen and respond		
Links –	Build vocabulary	Ask relevant questions	Build vocabulary	Ask relevant questions	answers	Ask relevant questions		
Spoken	Give well-structured descriptions,	Build vocabulary Maintain attention	Articulate and justify answers	Build vocabulary Participate in	Maintain attention and participate in	Give well-structured descriptions,		
-	explanations and	and participate	Use spoken language:	discussions,	collaborative	explanations and		
Language	narratives Participate in discussions, presentations, performances, role play, improvisations and debates	actively in collaborative conversations	speculating, hypothesising, imagining and exploring ideas	presentations, performances, role play, improvisations and debates	conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates	narratives Participate in discussions, presentations, performances, role play, improvisations and debates		
NC Feelish	Word	Word	Word	Word	Word	Word		
NC English	Not a main teaching	Add -ly to turn	Not a main teaching	Not a main teaching	Add -er and -est to	Add suffixes to spell		
Links –	and learning focus in	adjectives into	and learning focus in	and learning focus in	adjectives Use	longer words (e.g -		
Writing	this book	adverbs	this book	this book	homophones and near homophones	ment,- ful)		
	Word Throughout each unit of Pathways to Write there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words							
	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence		
	Use subordination	Use co-ordination	Write sentences with	Use subordination	Use subordination (if,	Use subordination		
	(because) and co-	(but, or)	different forms:	(apply because, when;	that)	(when, if, that,		
	ordination (and) Use		statement, question,	introduce that)		because) and		
	expanded noun phrases to describe		exclamation, command Use			coordination (or, and, but) Use expanded		
	and specify		subordination (apply			noun phrases to		
	and specify		because, introduce			describe and specify		
			when)			. ,		





	Text Not a main teaching and learning focus in this book	Text Not a main teaching and learning focus in this book	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text Not a main teaching and learning focus in this book	Text Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation Not a main teaching and learning focus in this book
Revisit and review opportunities		-negotiables/basic ski actised/revisited befo				
Curriculum Driver Links	Aspirational Learners	Adventurers	11111	ithy cates Co	Clear	Global
Learning behaviours	Diversity	Perseverance	Resilience	Flexibility	Making links and connections	Collaboration
Vocabulary	Vocabulary to explo	ore within each unit is	available in the planr	ning documents for ea	ach book.	





Year Three

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Questions/ headings	Water, water everywhere One little drop Rivers, lakes, oceans and seas Where my wellies take me		What's below the surface? Deep, deep down		Journeys Voyages and discoveries	
Text	Seal Surfer	Winter's Child	Stone Age Boy	Big Blue Whale	Journey	Zeraffa Giraffa
Writing Outcome	Recount: letter in role recounting events of the story	Fiction: fantasy story based on a fable	Fiction: historical narrative set in the Stone Age	Persuasion: informative article persuading for the protection of the blue whale	Fiction: adventure story based on Journey using the language of Berlie Doherty	Persuasion: tourism leaflet for the Jardin des Plantes in Paris
	Greater Depth: Write a letter from Grandad in response to one of his grandson's letters	Greater Depth: Narrative from a different point of view	Greater Depth: Write from the point of view of a person from the Stone Age	Greater Depth: Include a fact file about other endangered sea creatures	Greater Depth: Include a new setting route to lead from one place into another	Greater Depth: Include a section of a researched Paris landmark





NC English	Use dictionaries to	Use dictionaries to	Read for a range of	Read for a range of	Identify themes and	Read for a range of
_	check the meanings of	check the meanings of	purposes	purposes	conventions	purposes
Links –	words	words	Use dictionaries to	Predict from details	Discuss words and	Use dictionaries to
Reading	Prepare poems to	Identify themes and	check the meanings of	stated and implied	phrases that capture	check the meanings of
J	read aloud and	conventions	words	Identify main ideas	the reader's interest	words
	perform	Discuss words and	Explain meaning of	drawn from more	and imagination	Explain meaning of
	Recognise different	phrases that capture	words in context	than one paragraph	Explain meaning of	words in context
	forms of poetry	the reader's interest	Draw inferences	and summarise	words in context	Ask questions to
	Check text makes	and imagination	(characters' feelings,	Identify how	Draw inferences	improve
	sense	Recognise different	thoughts and	language, structure	(characters' feelings,	understanding of a
	Ask questions to	forms of poetry	motives); justify with	and presentation	thoughts and	text
	improve	Explain meaning of	evidence	contribute to meaning	motives); justify with	Draw inferences
	understanding of a	words in context	Predict from details	Retrieve and record	evidence	(characters' feelings,
	text	Draw inferences	stated and implied	information from non-	Predict from details	thoughts and
	Draw inferences	(characters' feelings,	Identify main ideas	fiction	stated and implied	motives); justify with
	(characters' feelings,	thoughts and	drawn from more	Participate in	Participate in	evidence
	thoughts and	motives); justify with	than one paragraph	discussion about	discussion about	Predict from details
	motives); justify with	evidence	and summarise	books	books	stated and implied
	evidence	Predict from details	Retrieve and record			Identify how
	Predict from details	stated and implied	information from non-			language, structure
	stated and implied		fiction			and presentation
	Participate in					contribute to meaning
	discussion about					Retrieve and record
	books					information from non-
						fiction





NC English Links – Spoken Language	Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Listen and respond Build vocabulary Ask relevant questions Participate in discussions, presentations, performances, role play, improvisations and debates	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Select appropriate registers for effective communication	Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of listener(s) Select and use appropriate registers for effective communication
NC English Links - Writing	Word Not a main teaching and learning focus in this book	Word Use a or an according to whether the next word begins with a vowel or consonant	Word Form nouns with a range of prefixes	Word Not a main teaching and learning focus in this book	Word Use a or an according to whether the next word begins with a vowel or consonant	Word Not a main teaching and learning focus in this book
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence Not a main teaching and learning focus in this book	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures
	Text Group related ideas into paragraphs Build	Text In narratives, create characters, settings and plot	Text Use present and past tenses correctly and consistently including	Text Use headings and subheadings to aid presentation Assess	Text Group related ideas into paragraphs Use the present perfect	Text Use present and past tenses correctly and consistently including





	a varied and rich vocabulary		the progressive and present perfect forms Build a varied and rich vocabulary	the effectiveness of own and others' writing	form of verbs in contrast to the past tense	the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and subheadings to aid presentation
	Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)	Punctuation Not a main teaching and learning focus in this book	Punctuation Not a main teaching and learning focus in this book	Punctuation Not a main teaching and learning focus in this book
Revisit and review opportunities		-	ills) for each unit are li ore pupils move onto N		· -	
Curriculum Driver Links	Aspirational Learners	Adventurers	Advo	1000	Clear ommunicators COO	Global Citizens
Learning behaviours	Collaboration	Friendship	Flexibility	Responsibility	Imagination	Resourcefulness
Vocabulary	Vocabulary to explo	re within each unit is	available in the planr	ning documents for e	ach book.	





Year Four

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry	Let me entertain yo	ou!	Growing up global		Forests or caves: where would you like	
Question:	That's entertainme	That's entertainment		orld	to live?	
	The greatest show		Natural disasters		Save our environme	ent
	Should you keep a g	gorilla in a zoo?			Rainforests and roc	ks
					Planet Earth	
Text	Gorilla	Leon and the	Escape from	When the Giant	Where the Forest	Blue John
		Place Between	Pompeii	Stirred	Meets the Sea &	
					100 facts -	
					Rainforests	
Writing	Fiction:	Recount:	Fiction:	Fiction:	Non-chronological	Explanation:
Outcome	fantasy story	diary from Leon's	historical narrative	adventure story	report:	letter in role as a
	based on Gorilla	point of view	from character's	from point of view	information board	caving expert,
			point of view	of the boy	for a rainforest	including an
					exhibit	explanation
	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:
	Re-tell the story	Write from Abdul	Write from the	Write from the	Include an	Include a
	from the animal's	Kazam's point of	point of view of	point of view of	interactive	persuasive section
	viewpoint and	view	the captain	the God	element	about Treak Cliff
	include speech					Caverns



Participate in discussion about

books



NC English	Read for a range of	Read for a range of	Read for a range of	Use dictionaries to	Read for a range of	Identify themes and
	purposes Identify	purposes	purposes	check the meaning of	purposes	conventions
Links –	themes and	Discuss words and	Discuss words and	words	Use dictionaries to	Discuss words and
Reading	conventions	phrases that	phrases that capture	Identify themes and	check the meaning of	phrases that capture
J	Discuss words and	capture the reader's	the reader's interest	conventions	words	the reader's interest
	phrases that capture	interest and	and imagination	Check text makes	Explain meaning of	and imagination
	the reader's interest	imagination	Check text makes	sense	words in context	Explain meaning of
	and imagination	Draw inferences	sense	Draw inferences	Predict from details	words in context
	Recognise different	(characters'	Ask questions to	(characters' feelings,	stated and implied	Draw inferences
	forms of poetry	feelings, thoughts and	improve	thoughts and	Identify main ideas	(characters' feelings,
	Check text makes	motives);	understanding of a	motives); justify with	drawn from more	thoughts and
	sense	justify with evidence	text	evidence	than one paragraph	motives); justify with
	Explain meaning of	Predict from details	Draw inferences	Predict from details	and summarise	evidence
	words in context	stated and	(characters' feelings,	stated and implied	Identify how	Predict from details
	Ask questions to	implied	thoughts and	Identify main ideas	language, structure,	stated and implied
	improve	Identify main ideas	motives); justify with	drawn from more	and presentation	Identify main ideas
	understanding of a	drawn from	evidence	than one paragraph	contribute to meaning	drawn from more
	text	more than one	Predict from details	and summarise	Retrieve and record	than one paragraph
	Draw inferences	paragraph and	stated and implied	Participate in	information from non-	and summarise
	(characters' feelings,	summarise	Participate in	discussion about	fiction	Identify how
	thoughts and	Identify how	discussion about	books		language, structure,
	motives); justify with	language, structure,	books			and presentation
	evidence	and presentation				contribute to meaning
	Predict what might	contribute to				Retrieve and record
	happen from what is	meaning				information from non-
	stated and implied					fiction
	Retrieve and record					
	information from non-					
	fiction					





NC Englis	Listen and respond Ask relevant questions	Build vocabulary Articulate and justify	Listen and respond Ask relevant questions	Build vocabulary Articulate and justify	Listen and respond Ask relevant questions	Ask relevant questions Articulate and justify
Links –	Maintain attention	answers	Build vocabulary	answers	Give well-structured	answers
Spoken	and participate	Maintain attention	Articulate and justify	Use spoken language:	descriptions,	Give well-structured
Language	actively in collaborative conversations Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations	and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Use Standard English Participate in discussions, presentations, performances, role	answers Give well-structured descriptions, explanations and narratives Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates	speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates	explanations and narratives Maintain attention and participate actively in collaborative conversations Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers	descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations
	and debates Consider and evaluate different viewpoints	play, improvisations and debates Consider and evaluate different viewpoints	Consider and evaluate different viewpoints		for effective communication	and debates
NC Englis Links – Writing	Not a main teaching and learning focus in this book	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Use Standard English forms for verb inflections	Word Not a main teaching and learning focus in this book	Word Recognise the grammatical difference between plural and possessive 's'	Word Not a main teaching and learning focus in this book
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and	Extend the range of sentences with more than one clause by using a wider range of conjunctions including	Sentence Not a main teaching and learning focus in this book	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Not a main teaching and learning focus in this book	Sentence Build a varied and rich vocabulary and an increasing range of sentence structures





	prepositional phrases Use fronted adverbials	when, if, because, although				
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary Use paragraphs to organise information and ideas around a theme Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns	Text Use paragraphs to organise information and ideas around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
Revisit and review	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters) ach unit are listed at the s	Punctuation Use and punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation Not a main teaching and learning focus in this book
opportunities			tery Keys (year group NC		nents for each book. The	se siloulu be
Curriculum Driver Links	Aspirational Learners	Adventurers Explorers	& Hea		Clear	Global
Learning behaviours	Reflectiveness	Creativity	Strength	Challenge	Questioning	Resilience
Vocabulary	Vocabulary to explo	re within each unit is	available in the planr	ning documents for ea	ach book.	





Year Five

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Questions/	Rebel girls Tra la la America!	1		covory	One world	
headings	Tra la la America:		Exploration and dis	covery	Caring for our work	lu
Text	Queen of the falls	The Lost Happy Endings	Arthur and the Golden Rope	The Darkest Dark	The Paperbag Prince	Radiant Child
Writing	Recount:	Fiction:	Fiction:	Recount:	Persuasion/	Information:
Outcome	series of diaries	traditional tale	myth Create heroes, villains and monsters	biography	information: Hybrid leaflet	text suitable for an art gallery
	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:
	Series of diaries	Traditional tale	Vary the	A first-person	Write an oral	Plan structure and
	with viewpoint of	from another	viewpoint from	recount with an	presentation for a	layout of
	other characters	character's POV	which the myth is	experience from	TV or online	information text
			told	the person's life within the	broadcast as expert	
				biography		





NC English
Links –
Reading

Draw inferences (characters feelings. thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views

Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Explain and discuss understanding of reading Participate in discussion about books Provide reasoned iustifications for views

Identify and discuss themes and conventions Make comparisons within and across texts Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings. thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading

Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives): justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and noinigo Retrieve, record and

present

fiction

information from non-

Make comparisons within and across texts Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion Retrieve, record and present information Explain and discuss understanding of reading Provide reasoned justifications for views

Make comparisons within and across books Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from details stated and implied Evaluate authors' language choice Participate in discussion about books Provide reasoned *iustifications* for views





NC English Links – Spoken Language	Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Word	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for communication	Listen and respond Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for communication	Listen and respond Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints Word
NC English Links – Writing	Not a main teaching	Not a main teaching	Not a main teaching	Not a main teaching	Not a main teaching	Not a main teaching
	and learning focus in	and learning focus in	and learning focus in	and learning focus in	and learning focus in	and learning focus in
	this book	this book	this book	this book	this book	this book





	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
	Not a main teaching and learning focus in this book	Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Use modal verbs to indicate degrees of possibility	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures	Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Text Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Recap: Use of inverted commas and other punctuation to punctuate direct speech	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation Not a main teaching and learning focus in this book
Revisit and review opportunities	, , ,	otiables/basic skills) for earling re pupils move onto Mast		, -	ments for each book. The	se should be
Curriculum Driver Links	Aspirational Learners	Adventurers Explorers	& Heal		Clear mmunicators	Global Citizens
Learning behaviours	Perseverance	Imagining	Enthusiasm	Independence	Reciprocity	Reasoning
Vocabulary	Vocabulary to explo	re within each unit is	available in the planr	ning documents for ea	ach book.	





Year Six-

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
Topic Enquiry Questions/ headings	Conflict and resolution Is it ever right to fight?			Evolution and inheritance Have we always looked like this? Seeds of change		Can we change the world? Hopes and dreams Dream big/sky-high thinking	
Text	Star of Hope, Star of Fear	Can we save the tiger?	Selfish Giant	Jemmy Button	Manfish	Transition unit	
Outcome	Flashback story Information text	Hybrid text: information and explanation	Classic fiction: Explanation	Journalistic Discussion	Biography /hybrid text	Narrative Fiction: Autobiography	
	Greater Depth: write a narrative with a flashback	Greater Depth: Write a Newsround TV style story	Greater Depth: Write the narrative from a different viewpoint	Greater Depth: Write a magazine article/hybrid text	Greater Depth: Add in a script commentary about role in conservation debate	Greater Depth: Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography	





NC English	Identify and discuss	Prepare poems and	Identify and discuss	Make comparisons	Identify and discuss	Recommend books to
_	themes	plays for	themes and	within and	themes and	peers
Links –	and conventions	performance	conventions	across texts	conventions	Learn poetry by heart
Reading	Ask questions to	Check sense, discuss	Make comparisons	Check sense, discuss	Check sense, discuss	Prepare poems and
	improve	understanding	within and	understanding and	understanding and	plays for
	understanding	and explore meaning	across books	explore	explore	performance
	Draw inferences	of words in	Ask questions to	meaning of words in	meaning of words in	Draw inferences
	(characters'	context	improve	context	context	(characters'
	feelings, thoughts and	Summarise main	understanding	Ask questions to	Ask questions to	feelings, thoughts and
	motives); justify with	ideas, identifying	Draw inferences	improve	improve	motives);
	evidence	key details	(characters	understanding	understanding	justify with evidence
	Predict from details	Identify how	feelings, thoughts and	Draw inferences	Predict from details	Summarise main
	stated and	language, structure	motives);	(characters,	stated and	ideas,
	implied	and presentation	justify inferences with	feelings, thoughts,	implied	identifying key details
	Summarise main	contribute to	evidence	motives);	Identify how	Evaluate authors'
	ideas,	meaning	Predict from details	justify with evidence	language,	language
	identifying key details	Retrieve, record and	stated and	Predict from details	structure and	choice
	Identify how	present	implied	stated and	presentation	Participate in
	language,	information from non-	Summarise main	implied	contribute to meaning	discussion about
	structure and	fiction	ideas,	Summarise main	Evaluate authors'	books
	presentation	Explain and discuss	identifying key details	ideas, identifying	language	
	contribute to meaning	understanding	Evaluate authors'	key details	choice	
	Provide reasoned	of reading	language	Identify how	Distinguish between	
	justifications, for		choice	language, structure	fact and	
	views		Distinguish fact and	and presentation	opinion	
			opinion (GD)	contribute to	Retrieve, record and	
			Participate in	meaning	present	
			discussion about	Evaluate authors'	information from non-	
			books	language choice	fiction	
			Explain and discuss	Retrieve, record and	Participate in	
			understanding of	present	discussion about	
			reading	information from non-	books	
			Provide reasoned	fiction	Provide reasoned	
			justifications		justifications	
			for views		for views	





NC English Word Not a main teaching and Word Not a main teaching and Word Not a main teaching and Word Recognise vocabulary for Word Not a main teaching and Word Not a main teaching and		
Writing Sentence Recap: Use expanded noun phrases to convey complicated information learning focus in this book learning focus in this book formal speech and writing Sentence Recap: Use modal verbs or adverbs to indicate degrees of possibility learning focus in this book learning focus in this book	Links – Writing	Word Recognise vocabulary for formal speech and writing Sentence Recognise structures for formal speech and writing, including subjunctive forms





	Text Link ideas across paragraphs using a wider range of cohesive devices Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text Identify the audience and purpose for writing Choose the appropriate register		
	Punctuation Punctuate bullet points consistently Additional writing: Use a colon to introduce a list	Punctuation Recap: Use brackets, dashes or commas to indicate parenthesis	Punctuation Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses		
Revisit and review opportunities	Gateway Keys (non-negotiables/basic skills) for each unit are listed at the start of the planning documents for each book. These should be practised/revisited before pupils move onto Mastery Keys (year group NC expectations).							
Curriculum Driver Links	Aspirational Learners	Adventurers Explorers	& Heal		Clear mmunicators OOO	Global		
Learning behaviours	Empathy	Responding	Optimism	Connecting	Engagement	Ambition		
Vocabulary	Vocabulary to explo	re within each unit is	available in the planr	ning documents for ea	ach book.			





SSC1 - Robins (KS1 pupils)

Our main English focus is speaking and listening. We sometimes use PECs (picture exchange communication system) and sign language to help the children in our class to communicate.

We follow the EYFs Development Matters Curriculum for Literacy until our children are ready to start National Curriculum Year 1 targets:

When writing, our children will be encouraged to think of words, phrases and sentences and to try and remember them. We use sound buttons to help with this. At first, all writing tasks are highly supported although we do encourage markmaking in different areas around the classroom.

The children will start by mark-making, then use initial letters to represent words, moving on to using their phonic knowledge to start writing whole words independently. As our children progress, some of them will be able to think of and write a number of sentences independently. We introduce children to punctuation as part of their reading programme and teach it directly as part of writing when each child is ready.

SSC3 – Owls (UKS2 pupils)

Within the UKS2 small class, the majority of pupils are working well below age related expectations in both reading and writing. We provide daily phonics lessons in streamed ability groups, using the Little Wandle scheme and for those that are already secure with phonetic knowledge, daily spelling lessons (Phase 6) where the focus is on spelling patterns/rules and developing of reading skills (comprehension, prediction and inference etc). Some members of the class are fluent readers and use the Star Literacy assessment tool, choosing reading books that relate to their ZPD score. Pupils complete the quizzes on Accelerated Reader upon completion of their books. The children that are not quite ready to access this use Star Early Literacy instead and are provided with a reading book based on their phonic level (hard copy and access to Collins ebook library). Little Wandle assessments are used for these pupils. We also use the Salford Reading test to assess word reading skills of pupils. Children partake in 3 reading lessons a week in line with the Little Wandle scheme and our





less fluent readers read with adults in school daily. Further assessments for reading, writing and spoken language are recorded using B-Squared Connecting Steps to show progress made by pupils.

Pupils in the SSC3 now have access to Spelling Shed, and have opportunities to complete spelling tasks during morning registration, in spelling lessons and as part of their English homework. Handwriting and letter formation are taught explicitly, as well as forming part of phonics lessons and a small number of our pupils complete daily handwriting intervention. With regards to writing, we currently follow Pathways2Write. We started following Year 2 units, as objectives covered during these units were the best fit for the class. As many of our pupils remain in the UKS2 small class for two years, we will soon be moving on to the Year 3 units. We also provide weekly 'speech and language' intervention for our pupils, based on recommendations from the SALT specialist, Penny Moran.