








Our aim by the end of Y6 is that children can/are:

-  read easily, fluently and with good understanding
-  develop the habit of reading widely and often, for both pleasure and information
-  acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
-  appreciate our rich and varied literary heritage
-  write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
-  use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
-  competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Throughout the school, spelling is taught through Jolly Phonics, Letters & Sounds, spelling strategies and then rules for spelling. Children work progressively through these stages building on prior experience. They have spellings every week to learn which are often related to their topic.

Reading is taught through Letters and Sounds and supported through hearing individual readers, guided reading groups as well as reading in class throughout a range of subjects. Children are given books that are appropriate to their age and reading ability to take home to share and through the reading passport a dialogue between home and school is created. We have adopted the Accelerated Reader programme to help support the children with their comprehension. Books are chosen according to their zpd range and then the children do a quiz online after they've read the book to check their understanding. The school promotes the reading challenges that the local library holds during the holidays and we often have stories as part of our owl group curriculum.

Writing is taught through a method called Talk for Writing. This involves the class immersing themselves in a text, imitating parts of it and exploring ideas and different forms of writing and then having a go at writing their own version (innovation). The children cover a wide range of genres of writing every year with writing for a purpose and audience being key in their motivation.

We have visiting authors, take part in writing competitions, reading challenges, and visit the Literature festival amongst other things whenever we have the opportunity!

| | Reading (Guided Reading, shared reading & cross curricular work – at a challenging level) | Writing (For purpose – with reason – at least x number – some pieces being cross curricular) |
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| Rec | <p>Read and understand simple sentences in both fiction and non-fiction.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.</p> | <p>Writing to entertain – 4 x narrative</p> <p>Writing to inform – instructions recount non-chronological report</p> |
| Y1 | <p>Wide range of poems</p> <p>Wide range of stories including fairy & traditional tales</p> <p>Wide range of non-fiction</p> <p>Link what they read/hear to own experiences</p> | <p>Writing to entertain – 4 x narrative & poetry</p> <p>Writing to inform – recount, non-chronological report & instructions</p> <p>Other forms of writing evidenced through cross-curricular writing</p> |
| Y2 | <p>Wide range of poetry (contemporary & classic)</p> <p>Wide range of stories including fairy & traditional tales</p> <p>Wide range of non-fiction with different structures</p> <p>Expressing views on what they have read</p> | <p>Writing to entertain – 4 x narratives & poetry</p> <p>Writing to inform – recount, non-chronological report</p> <p>Other forms of writing evidenced through cross-curricular writing</p> |
| Y3 | <p>Wide range of poetry and understand structures</p> <p>Wide range of stories including fairy, myths & legends</p> <p>Wide range of non-fiction and reference books with different structures and purposes</p> <p>Using dictionaries</p> <p>Play scripts</p> <p>Identify themes and conventions within books</p> | <p>Writing to entertain – 3 x narratives, poetry & play script</p> <p>Writing to inform – non-chronological report & recount</p> <p>Writing to persuade – leaflet/advertisement</p> <p>Other forms of writing evidenced through cross-curricular writing</p> |
| Y4 | | <p>Writing to entertain – 3 x narratives & poetry</p> <p>Writing to inform – non-chronological report, recount & newspaper report</p> <p>Writing to persuade – letter</p> <p>Other forms of writing evidenced through cross-curricular writing</p> |
| Y5 | <p>Wide range of poetry (contemporary & classic)</p> <p>Wide range of stories including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>Wide range of non-fiction & reference books with different structures and purposes</p> <p>Play scripts</p> <p>Using dictionaries & thesauruses</p> <p>Recommending books for their peers</p> | <p>Writing to entertain – 3 x narratives & poetry</p> <p>Writing to inform – 1 x report (choice) & explanation</p> <p>Writing to persuade – advert/leaflet</p> <p>Writing to discuss – 1 x letter (viewpoint)</p> <p>Other forms of writing evidenced through cross-curricular writing</p> |
| Y6 | | <p>Writing to entertain – 3 x narratives, poetry & playscript</p> <p>Writing to inform – 1 x report (choice) & 1 x explanation</p> <p>Writing to persuade – 1 x letter</p> <p>Writing to discuss – 1 x discussion (balanced)</p> <p>Other forms of writing evidenced through cross-curricular writing</p> |

Recommended sequence for all writing - Plan → Draft → Write → Revise → Re-Write → Evaluate

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| KS1 | Year 1 | | | | | |
| | Land of the Giants | | Paddington Goes to London | | Captain and Compasses | |
| | Poetry – nursery rhymes Narrative – traditional tales (Jack and the Beanstalk) Instructions – how to trap a giant | | Narrative – Paddington Non-chronological report - Paddington | | Biography – Brunel Recount – ss Great Britain Narrative – Peter Pan | |
| | Year 2 | | | | | |
| | Land Before Time | Who lives in a house like this? | Land, Sea and Air | | Turrets and Tunnels | |
| Narrative Non-chron reports | Narrative Poetry Non-chron report | Independent writing Narrative Recount – newspaper Poetry | | Narrative Recount Poetry | | |
| KS2 | Year 3 | | | | | |
| | Awesome Egyptians | | Angry Earth | | Monolith to Metal | |
| | Narrative - Descriptive Language & settings – Egyptian Cinderella Poetry Non-chronological reports – River Nile Playscripts | | Narrative – characterisation – Charlie & the Chocolate Factory Persuasive Leaflets/Adverts Recounts | | Narrative – plot & diary – Stone Age Boy Non-chronological report – Scientific Enquiry | |
| | Year 4 | | | | | |
| | The World At Our Feet | | Groovy Greeks | | The Roaming Romans | |
| | Narrative – 5 minute fairy tale Newspaper Report – Everest Summit Poetry – T’was the night before Christmas Non-chronological reports – Severn Summits | | Narratives – Myths and Legends Persuasion | | Narratives Newspaper reports Poetry Recounts | |
| | Year 5 | | | | | |
| | All Aboard the Time Machine | | Out of This World | | Everywhere We Go! | Brilliant Brazil |
| | Narrative - Harry Potter and The Philosopher’s Stone Letter of complaint – swapping Hogwarts houses Play scripts, newspaper report - Macbeth Narrative - Oliver Twist | | Beowulf - Explanation text Narrative - The Watertower | | Journey to the River Sea /Skills from Brazil – Links to Geography | Non-chronological report based on Geography findings Leaflet persuading people to come to Brazil The Wonder Garden |
| | Year 6 | | | | | |
| | Vicious Vikings | | SPLASH! | | Marvellous Mayans | |
| Narrative – Stone Girl, Bone Girl Poetry Discussion – Creation vs Science | Narrative – Carrie’s War Non-chronological report | Explanation – water cycle Persuade - letter Narrative – Willy the Water Drop | | Narrative – Beowulf Poetry Playscript Discussion | | |