



# English Policy

"For I know the plans I have for you ... plans to prosper you and not to harm you, plans to give you hope and a future." — Jeremiah 29:11

## **Mission Statement**

At our Parochial school we aim to develop independent, lifelong learners by providing a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

## **Aims**

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating effort, resilience and a lifelong love of learning.
- Valuing the opportunities we have to serve our school, our community and the wider world.
- Offering wide ranging quality experiences that stimulate and challenge children's minds.
- Encouraging respect, tolerance and a habit of service and justice.
- Building strong links between school, home, church and community.
- Preparing children for future challenges in a rapidly changing real and virtual world.

We wish every child to take with them happy memories of Whickham Parochial into their future life.

## **Curriculum Intent**

Our curriculum is driven by our Christian values and our strong desire to develop in our pupils the characteristics of successful learners.

At Parochial we recognise that the majority of our pupils come from an area of low deprivation, from loving and successful families who are supportive and encouraging but often limited in the time they can spend with their children due to pressure from work etc. We also recognise that our pupils have very little experience of diversity of all types and that lack of this exposure could lead to lack of understanding or tolerance. As a Christian school, we want our children to be happy and nurtured, but we need them also to be challenged and to be supported in developing a resilient and robust attitude to learning.

Through our carefully planned curriculum, we intend to represent and celebrate the diversity we see in the UK, including diversity of race, culture, religion, ability, finance and family.

Additionally, we want our pupils to see themselves as powerful and precious, providing them with opportunities to develop their self-worth and find ways to keep themselves safe and happy in our changing world. An aspect of this is encouraging pupils to see how powerful they are in their ability to serve others in their school, their community and in the wider world. We do this by building and celebrating opportunities to serve others throughout the school year, and by providing models of advocacy through our curriculum.

By the completion of their Primary Education we aim for children to be able to:

- speak clearly and audibly, and to take account of their listeners.
- listen with concentration in order to identify the main points of what they have heard.
- adapt their speech to a wide range of circumstances and demands.
- recognise and use effective verbal and non-verbal communication through a variety of drama activities.
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

## **Curriculum Design in English**

In English our aims for pupils align with the national curriculum aims outlined in Appendix 1, which are Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Birth to Five document.

We also found opportunities to develop our values of respect, empathy and tolerance by providing texts that illuminate the lives of people from diverse backgrounds and cultures and highlight some of the broad spectrum of struggles encountered by others. Additionally, we give opportunities for pupils to serve justice by speaking up for others using increasingly powerful and effective language, setting them up to be advocates now and in later life. We support our pupils in becoming discerning readers, questioning what they have read and the source materials in order to be safe, well informed and open-minded.

## **Subject organisation**

The English Curriculum is delivered using the Programme of Study which builds skills, knowledge and experiences of all elements of English from the 2014 National Curriculum. In our Reception class, the Birth to Five document is used. Early Learning Goals are worked towards to ensure continuity and progression

from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In the Foundation Stage children’s learning and competence in communicating, speaking and listening, being read to and beginning to read and write is supported and extended. They are provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so. Children are supported in developing their English skills through the planning of appropriate activities, the provision of an enabling environment, and through the development of positive relationships with supporting adults.

The subject is organised in highly inter-related strands (please click on the strand for more information):

<p><b><u>Phonics</u></b> Early readers access phonic sessions daily. These are applied through reading, writing and spelling.</p>		<p><b>Speaking and listening</b> The objectives for speaking and listening permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.</p>
<p><b><u>Spelling</u></b> Spelling works within Phonics and then follows on from it. We have a programme of study for spelling and it is organised in order to support working memory, with opportunities for low stakes testing and spaced retrieval. Spelling is taught discreetly and applied across the curriculum. We anticipate that the spelling programme will be completed by</p>		
<p><b><u>Grammar, Punctuation and Vocabulary</u></b> GPV is taught discreetly and then reinforced with morning challenges each day. Children are given explicit instruction in the application of GPV in reading and writing lessons.</p>		
<p><b><u>Genre Units</u></b> We apply reading and writing skills through teaching blocks which focus on a text, a text type or a genre.</p>	<p><b><u>Reading</u></b> Reading is taught explicitly in whole class reading sessions, lessons focused on the text/genre unit, guided reading and in individualised instruction.</p> <p><b><u>Writing</u></b> The building blocks of writing are explicitly taught through our GPV lessons, but this is embedded and applied through our exploration of and creation of texts in our genre units.</p>	

**Phonics**

Phonics is taught on a daily basis in the Foundation Stage and Key Stage One, and continue to be taught daily wherever children require further support in moving successfully through the phases of our systematic programme. We have developed a systematic phonic scheme based on best practice, which meets the needs of our children and leads to increasingly independent and confident readers and writers. The program incorporates elements of Jolly Phonics with some aspects of Letters and Sounds. Our practice is developed from the methods used by Ann Smalberger. The school system is rigorous and pacy. Every member of staff who uses it has been trained and adheres to the system. At Parochial we are determined that every pupil will learn to read, prioritising reading as a foundation for future learning, and enabling children to access the rest of the curriculum and avoid falling behind. A high degree of fidelity is seen between phonic ability, instruction, guided reading sessions and the home reading book. Our staff are supported in matching texts to the child’s stage of phonic development. Our books are organised and labelled to match our programme of phonics, followed by a carefully banded system of ‘real’ and scheme books to ensure ongoing reading progress throughout KS2. Please see Appendix 1 for phonic programme and Appendix 2 and our Early Reading Policy for further information about the methods used and the structure of our lessons.

## Spelling

Spelling works alongside Phonics. Once children reach the end of the phonic programme, they move to the spelling patterns and these are taught in very much the same way as phonics, with opportunities to use sounds, sound buttons, quick write and alternative phonemes. In KS1, once children reach Phase 4 (usually early in Y1), a spelling list is sent home each week. This includes the tricky / common exception words identified in our phonic and spelling programme plus words from the previous week of phonic instruction. Once children reach phase 6 (usually Year 2) spellings are given on day one of the weekly programme and are explicitly taught. In the next days, these spellings are practised using various activities. During the week, teachers plan for children to revisit spellings from a previous unit in order to provide an opportunity for retrieval. Please see Appendix 3 for our spelling overview.

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
Introduce new spelling pattern – , use PowerPoint, add to dictionaries, do LSCWC	Quick Write with sound buttons (inc. some of last week's words)	Spelling task from Spelling Menu	Revision of spelling pattern currently causing errors	Spelling test (low stakes but recorded). Children mark own tests – not swapped

## Grammar Punctuation and Vocabulary

In KS1, GPV is very much the building blocks of writing and is taught both discreetly and also as part of the writing process. In KS2 where writing becomes more complex and increasingly focused on specific features, GPV is taught discreetly on day one of the week. Previously taught skills are reinforced and revisited each morning using morning challenges. Skills taught in these sessions are applied in genre units.

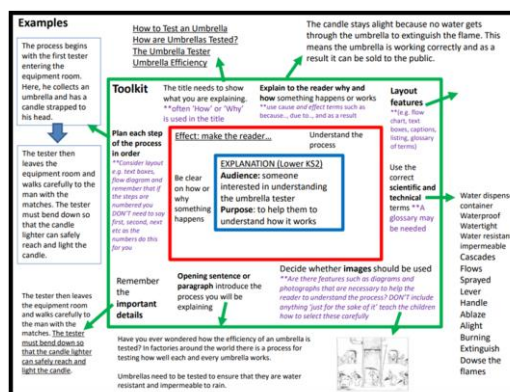
Day 1	Day 2	Day 3	Day 4	Day 5
<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>
New grammar teaching from Deepening Understanding Mastery Units. This teaching will provide a structured approach to grammar.	Deepening Understanding Grammar and Punctuation Morning task. These tasks review what has been learned in a low stakes memory task. They should be completed independently and be used as in informal gap analysis			

Please see Appendix 3 for GPV programme of study.

## Genre Units / Writing

Please see Appendix 5 for the Genre and Text Map.

Quality texts are usually used as the basis for our teaching blocks. The teaching block takes up most of the remaining 4 days once day 1 has explicitly focused on spelling and GPV. The teaching blocks are built around reading, exploring, planning, structuring, writing and editing a text. Pupils should have the opportunity to use content that interests them. They should be exposed to good quality models of the text type they are aiming to produce. In the course of structuring the writing, grammar and punctuation elements will be explored, but this is in addition to the Day 1 structured programme and should be linked directly to the intended writing outcome in regard to text features and content. This can be planned separately from the Grammar, punctuation and spelling and can be structured in units rather than weeks if this helps. Planning should mirror the audience and purpose based approach from LA which



helps to focus the children on the intention for writing and how the author has demonstrated this in the models they see. In classes from Year 2 upwards, this model should be displayed as a working wall.

In order to develop sentence structure, we have introduced DADWAVERS from the English Shed and we also use Alan Peat's range of 'exciting sentences'. Writing is treated as a process. Work is habitually assessed, edited and redrafted both with the teacher, with peers and independently. This contributes to our 'Growth Mindset' attitude to learning and improving.

Handwriting is taught during our basic skills sessions. The school uses the Nelson Handwriting teaching programme (see appendices for font sample). New skills in handwriting are expected to be applied across the curriculum. The importance of a clear and attractive handwriting style is conveyed to children through adult expectation and example, and given worth through its use in displays and classroom signs.

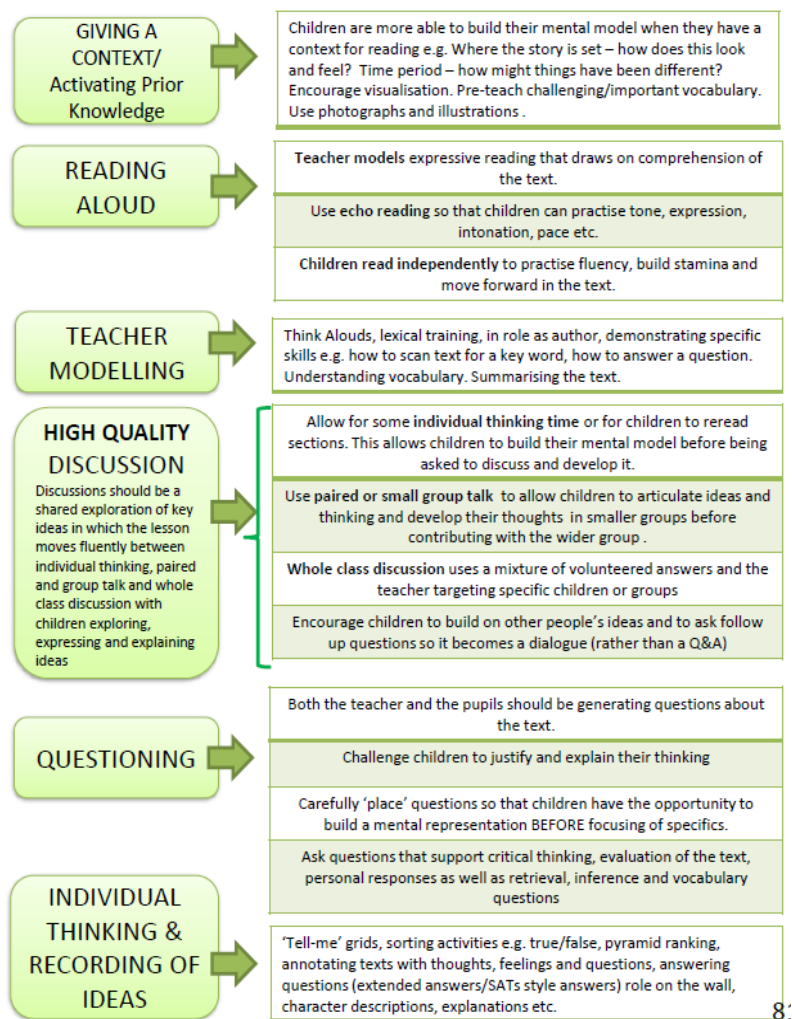
## **Reading**

**Small Group Instruction:** In Year 1 and Reception, small group instruction is delivered. This is closely matched to the phonic phase that the child is working on. When children are in the early stages of acquiring word reading skills and are practising applying their phonics and building fluency, the children in one class can be at very different stages in the journey; therefore, the books they are able to access and read are often very different from group to group. Small group guided reading allows the teacher to carefully match the book with the reading stage of the children (phonically matched for most and matched to maturity, fluency needs etc for children who are applying their phonics confidently).

The books are explored during a group guided reading session (very early readers read individually or 1:2 for their first read), then once again, either in a small group or individually. The book is then sent home to be practiced. Children who do not often read at home, or who are experiencing barriers to their reading progress, will be given additional support with their reading book.

**One-to-One Reading** As described above, all children working on phonic decoding have a book which is matched to their phonic ability. Once children have reached the end of stage 5 and can confidently use phonics to decode, the children are moved to our banded books; again, these are closely matched to ability and regular running records are carried out to ensure that readers are around 95% successful in their decoding (this is enough to provide challenge whilst allowing sense to be made of the text). This book is first introduced and read at school and then at home. The books are colour banded and come from a wide range of 'real' and scheme books.

**Whole class reading:** From Year 2 onwards, once word reading is established for the majority of children, we teach Whole Class Reading sessions. Teaching the whole class together means that children are working on improving their reading skills every day with the adult 'expert' reader who can explain, model, question and feedback. These sessions may include some aspects of the following:



Whole class sessions may be supplemented by group work if some pupils require small group support. Children accessing whole class reading will also have an individual reading book.

**Exploring a text:** Reading is also an integral part of our exploration of text in our teaching blocks. In order to support with the acquisition of concepts about print, and to encourage early reading, our Reception and KS1 classes have sets of core books. Core books refer to a reading spine of good quality texts which are specifically chosen to enhance communication and English skills. These texts are appealing, well written and most contain elements of rhythm, rhyme and repetition. We try to ensure that multiple copies of the book are made available to children in their continuous provision areas. Core books are read sufficiently often that children become familiar with the text and are able to participate in the reading and retelling of the story. This has the advantages of encouraging children to use narrative language and to use vocabulary beyond their years. Where resources are offered, children will sometimes role play the book, as their knowledge of the text provides them with a 'script' with which they can engage with their peers. Core texts provide invaluable practice of book behaviours such as orientating the book, directionality and recognition that print has meaning. It builds confidence and success into the children's very early experience of literature, which has future implications for their engagement in, and love of, reading.

As children progress into Y2 and beyond, they explore texts in their English lesson by discussing intention, grammatical features, use of language and vocabulary, all of which give readers the opportunity to apply and develop their skills.

**Reading for Pleasure:** Reading for pleasure is encouraged through the development of attractive reading areas, both inside and outside; well-chosen free-reading books; the 'Three o'clock stop' for storytime or the class novel; and our reading for pleasure parent scheme. Children who are reading a banded book below 'brown' or who are accessing phonically matched books, also take home a 'sharing' book which

they choose themselves from our classroom libraries. These books are good quality fiction and non-fiction books and includes stories, poems, rhymes and information books. Parents are supported in understanding that these books are to be read to the child and shared with them for pleasure rather than for reading instruction.

Our school also has a Book Week each year during which there is an opportunity to select from a wide range of good quality, appealing books for sale. During this week we also do a celebration day to coincide with World Book Day.

Parental engagement with the 'love of reading' is encouraged through our 'book logs'. Logs are filled out by the parent whenever they read a book to their child for fun (as opposed to hearing them read).

Completed logs are rewarded with chocolate and the log becomes a raffle ticket for a family day out.

### **Assessment**

English skills are continually being assessed by teachers and TAs in order to best provide for our children, to move them forward and address any learning gaps. However, more formal assessment takes place three times each year, with the exception of EYFS (in which a baseline is carried out) and for SEND children, who will be assessed more regularly.

Assessment of phonic skills is completed on a continuous basis in the Foundation Stage and Key Stage One, and on any children who are still working within or below phase 6. Phonics testing resources can be found on our network.

Assessment of spelling is linked to the spelling skills being covered in the unit plans and is completed informally, often in pairs or small groups (with the exception of end of key stage year groups, in which there is an end of year formal assessment).

Assessment of reading in KS1 and for SEND children is completed using short comprehension tasks and the PM Benchmarking kit. In Year Two some more formal assessment will be done in the Spring term to judge readiness for SATs. In KS2 reading assessment is completed using the more formal, SATs-like reading tests from NFER to inform teacher judgement, which also comes from the continual assessment being carried out during guided sessions.

The subject leader keeps samples of work exemplifying age related expectations in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the STA and the DfES

### **Inclusion and Access for all Pupils**

At our inclusive school we intend all pupils to access a rich and varied curriculum. In order for this to happen we ensure that teachers know their pupils well and are cognizant of any potential barriers to learning. Wherever it is possible we aim for SEND pupils to engage with the same aims and objectives as their peers and have the opportunity to be successful. We achieve this through the use of scaffolds such as vocabulary mats, writing frames, spelling and recording support, varying pace, explicit instruction, TA support and differentiation of expectation. Our ethos of praising and rewarding effort and engagement is ideal for all children but is especially supportive of SEND children, giving them opportunities to succeed and be celebrated for the same learning behaviours as their peers

### **Intervention Programmes**

Intervention programmes are used wherever assessment indicates that a group of children have a similar gap in their knowledge or skills. The intervention programmes used in our school are:

- Phonics Intervention)
- Reading Partnerships (based on principles of Reading Recovery)
- Fast Forward from Nelson, a reading intervention programme for KS2 children, providing high interest books in a levelled programme of work.
- Homework Club for children whose parents or carers are time limited and unable to provide sufficient Home Reading support

- Reading Plus – an online programme which supports speed of reading and comprehension

The effectiveness of the intervention programmes is reviewed annually and the children's progress is assessed at the end of the intervention timetable.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Role of Subject Leader:**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Monitoring pupil progress
- Evaluating and improving provision (including Intervention and Support programme)
- Supporting in improvement of the quality of the Learning Environment
- Taking the lead in policy development and Action planning
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments and disseminating this to other staff.

### **Parental Involvement**

Parents are kept up to date with their child's progress in English through regular reports and open evenings. We encourage parents to support progress in reading through the Home Reading scheme. During book week parents have access to the Book Fair. We also provide parent training to assist in the support of developing readers in EYFS and Year 1.

### **Conclusion**

This policy is in line with other school policies and therefore should be read in conjunction with the following:

Teaching for Learning Policy

Early Reading and Phonics Policy

Handwriting Policy

Assessment and Record Keeping

Feedback / Marking policy

Special Educational Needs Policy

Inclusion Policy

This policy will be reviewed every two years or in the light of changes to legal requirements.

Mrs R Walton

February 2022

### **Appendices:**

**Appendix 1 Phonic and spelling programme**

**Appendix 2 Structure of a phonic session**

**Appendix 3 Letter formation**

**Appendix 4 Spelling overview**

**Appendix 5 Grammar, punctuation and vocabulary overview**

**Appendix 6 Genre and Text Map inc. reading spine**





**Whickham Parochial Church of England Primary School Reception and Key Stage 1  
Phonics and Spelling Programme**

This pack has all planning needed to teach phase 2-5 phonics. After each phase has been completed you will need to assess children to see if they can move to the next phase. The phonics files (in cupboard) have all picture prompts needed, you will need to write your own cards for reading.

<b>Phase 2 (up to 6 weeks)</b>	<ul style="list-style-type: none"> <li>* Children to be taught the phase 2 phonemes in the following order alongside the written grapheme: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>* Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</li> <li>* Children to be taught tricky words: the, I, go, no, to and into</li> <li>* Children to be taught to blend and read the following high frequency words alongside the set of phonemes: a, at, as, is, it, in, an, and, on, not, can, get, got, back, put, his, him, of, dad, mum, up</li> <li>* Children to also learn the alphabet and the correlation between phoneme and letter name. When teaching a sound teach the letter name too.</li> </ul>
<b>Phase 3 (up to 10 weeks)</b>	<ul style="list-style-type: none"> <li>* Children to be taught the phase 3 phoneme in the following order alongside the written graphemes: j, v, w, x, y, z, zz,</li> <li><b>'2 letters – 1 sound'</b> - qu, sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, ur, ow, oi, ear er,</li> <li><b>'3 letters- 1 sound'</b> - igh air, ure,</li> <li>* Children to be taught the tricky words and Year 1 common exception words: he, she, we, me, be, you, are, her, was, all, they, my, said, do, you and of</li> <li>* Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).</li> <li>* Children to read decodable two-syllable and compound words.</li> </ul>
<b>Phase 4 (4-6 weeks)</b>	<ul style="list-style-type: none"> <li>* Children to revise and recall all Phase 2 and 3 phonemes.</li> <li>* Children to be taught the tricky words and Year 1 common exception words: so, my, some, come, his and your</li> <li>* Children to read and write CCVC and CVCC words.</li> <li>* Children to read and spell two-syllable and compound words</li> </ul>
<b>Phase 5</b>	<ul style="list-style-type: none"> <li>* Children to be taught <b>'Same sound- different spelling'</b> for: ai, ow, f, igh, ee, oi, h, ur, oo, or, oa, m, s, j, v, ch, ear, u, n, l, r, w, air, sh, z, y-oo</li> <li>* Children to be taught 'zh' sound</li> <li>* Children to learn the rules for adding the prefix –un to words</li> <li>* Children to be taught <b>'Same spelling-different sound'</b> for: u, ie, ow, ea, l, a, ch, o, er, c, y, ou, ue</li> <li>* Children to be taught <b>'Same spelling-different sound'</b> and <b>'Same sound- different spelling'</b> ure</li> <li>* Children to be taught the tricky words and Year 1 common exception words: there, were, love, today, by, says, here, one, where, once, friend, like, school, house, our.</li> <li><i>** Children to be taught the tricky words and Year 2 common exception words: after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, could, cold, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, whole, who, wild, would</i></li> <li>* Children to read and spelling polysyllabic words.</li> </ul> <p><i>**Year 2 common exception words are being taught in Phase 5 this year as part of the catch up curriculum.</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception Phase 2, 3 and 4</b>	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss		Consolidation of phase 2 j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee,	long oo, short oo, oa, ar, or, ur, ow, oi, ear er,	igh air, ure, Practise reading a writing two-syllable words Consolidation of Phase 3	Using all Phase 2 and Phase 3 phonemes Children to read and write CCVC and CVCC words.
<b>Year 1 Phase 5</b>	Same sound, different spelling ai, ow, igh, ee and oi	Same sound, different spelling h, ur, oo, or, oa	Same sound, different spelling oe, m, s, j, v, ch, ar Teach 'zh' sound	Same sound, different spelling ear, w, u, n, l, r, air, z, sh, y-oo, f	Alternative pronunciation u, ie, ow, ea, i, g, a, c	Alternative pronunciation ch, o, y, ou, er, ue, ure

Phase 2	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week1</b>	S Sounds like a snake s s s 'My sound is ____ my name is ____' Letter formation language: Make a curve, slope, make a curve back again.	a Ants on an apple a a a 'My sound is ____ my name is ____' Letter formation language: Make a curve, go up to the top, come back down and flick.	t Tip toe like a tiger t t t 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down and curve. Lift and cross.	p Popping like popcorn p p p 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down, bounce back up and go all the way round.	Revise s,a,t,p At/as/tap/ pat/ sat
<b>Week2</b> Tricky word: l	i Insects are itching i i i It, is, in, pit, tip, sip, pip 'My sound is ____ my name is ____' Letter formation language: Start at the top, come down and flick. Lift and dot.	n Nice new necklace n n n an, nap, nip, pin, tan, tin, in 'My sound is ____ my name is ____' Letter formation language: Start at the top, come down, bounce back up, go over, down and flick.	m Monkeys are munching m m m am, man, mat, map, Pam, Tim, Sam 'My sound is ____ my name is ____' Letter formation language: Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	d Dolls are drumming d d d pad, mad, sad, dim, dip, dad, did, Sid, Dan 'My sound is ____ my name is ____' Letter formation language: Make a curve, go all the way up, come back down and flick.	Reading of this week's tricky words.  Initial sounds
<b>Week 3</b> Tricky word: the and to	g Girls are giggling g g g tag, gag, gig, gap, nag, pig 'My sound is ____ my name is ____' Letter formation language: Make a curve, go up to the top, come all the way down and curve to the left.	o Old orange octopus o o o On, not, top, got, dog, 'My sound is ____ my name is ____' Letter formation language: Make a curve, go all the way round.	c Castanets are clicking c c c can, cot, cop, cap, cat 'My sound is ____ my name is ____' Letter formation language: Make a curve.	k Kangaroos are kicking k k k Kid, kit, kim, ken, ask 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down. Lift. Slope. Slope and flick	Reading of this week's tricky words.  Initial sounds
<b>Week 4</b> Tricky word: no and go	ck Sock, pack, sack, kick pick, pocket, ticket 'Not at the beginning, sometimes in the middle, usually at the end.'	e Egg in the egg cup e e e Pet, net, ten, pen, peg, get, men, neck 'My sound is ____ my name is ____' Letter formation language: Start with a loop then make a curve.	u Umbrellas up u u u Up, put, nut, sun, cup, mum, mud 'My sound is ____ my name is ____' Letter formation language: Start at the top, come down and curve. Go back up, come back down and flick.	h Helicopter's hovering h h h Had, him, hop, hat, had, hot, 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down, bounce half-way back up, go over, down and flick.	Reading of this week's tricky words.

<b>Week 5</b> Recap all tricky words	b Batting balls b b b Big, bat, bin, back, bag 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down, bounce half- way back up and go all the way round.	r Rats are running r r r Rat, rip, rug, rim, rocket, rag, rot 'My sound is ____ my name is ____' Letter formation language: Start at the top, come down, bounce back up and over.	f,ff Fish are flying f f f ff—Not at the beginning, sometimes in the middle, usually at the end.' Off, huff, puff, if, fit, fin, fun, Letter formation language: Make a curve, come all the way down, curve to the left. Lift and cross.	l ll Let's lick a lollipop l l l ff—Not at the beginning, sometimes in the middle, usually at the end.' Bell, doll, tell, sell, lit, lap, leg, lot, pull, full Letter formation language: Start at the top, come all the way down and flick.	Reading of this week's tricky words.
<b>Week 6</b> Recap all tricky words	Ss Mess, pass, less, hiss, boss, pass	s, a, t, p, i, n, m Sat, pin, sit, pat, mat Sit on a mat	d, g, o, c, k, ck, e Pen, pin, sock, tag, man, got Pat a dog	u, h, b, r, f, ff, l, ll, ss Huff, tell, hiss, dug, bell lip, put, pull	Reading of this week's tricky words.
<b>Phase 3</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>
<b>Week 1</b> Tricky words: he and she	j Jelly is jiggling j j j Jet, jack, jug, jet-lag 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down and curve to the left. Lift and dot.	w Worms are wiggling w w w Wet, win, wig, will 'My sound is ____ my name is ____' Letter formation language: Slope down, slope back up. Slope down again and slope back up.	v Victor drives a van v v v Van, vet, visit, The vet met a rat 'My sound is ____ my name is ____' Letter formation language: Slope down, slope back up.	x Fox in the box x x x Mix, fix, box, six, The fox had cubs 'My sound is ____ my name is ____' Letter formation language: Slope. Lift and slope across.	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
<b>Week 2</b> Tricky words: me and we	Y Yummy yoghurt y y y Yes, yell, yet, yum, yap 'My sound is ____ my name is ____' Letter formation language: Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Z Zebra in the zoo z z z Zip, zig-zag, 'My sound is ____ my name is ____' Letter formation language: Go across, slope, go back across.	zz Buzz, jazz, fuzz	Qu '2 letters- 1 sound' Queen is quiet qu qu qu Quit, quick, quack, liquid, Letter formation language: q- Make a curve, go up to the top, come all the way down and flick.	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.

<b>Week 3</b> Tricky words: be and you	Ch '2 letters- 1 sound' chop, chin, chug, check, such, chip, chill, much, rich, <b>chicken</b> A man is rich	Sh '2 letters- 1 sound' Ship, shop, shed, shell, fish, shock, cash, bash, hush, rush , push I am in such a rush	Th '2 letters- 1 sound' Them, then, that, this, with, moth, thin, thick, path, bath A moth is on the path	Ng '2 letters- 1 sound' Ring, rang, hang, song, wing, rung, king, long, sing, ping- pong	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
<b>Week 4</b> Tricky words: are and her	Ai '2 letters- 1 sound' wait, gail, bait, rain, tail, sail, pain, fail, aim, <b>railway</b>	Ee '2 letters- 1 sound' peel, flee, see, feel, weep, feet, meet, week, wheel, eel, Meet at six	Oa '2 letters- 1 sound' coat, load, goat, road, loaf, soap, oak, toad, boat	Oo (Long sound) '2 letters- 1 sound' too, boot, zoo, hoot, root, zoom, cook, pool, school, moon	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
<b>Week 5</b> Tricky words: was and all	Oo (short sound) '2 letters- 1 sound' Good, foot, look, wool, hood	Ar '2 letters- 1 sound' bar, car, bark, card, hard, park, <b>market, farmyard</b>	Or '2 letters- 1 sound' for, fork, cord, cork, sort, born, worn, fort, <b>cornet</b> , torn	Ur '2 letters- 1 sound' fur, burn, urn, curl, <b>turnip</b> , turn, surf,	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
<b>Week 6</b> Tricky words: they and my	Ow '2 letters- 1 sound' now, down, owl, cow, how, towel, bow,	Oi '2 letters- 1 sound' coil, soil, boil, toil, coin, joint, oil, tinfoil,	Er '2 letters- 1 sound' 'Not at the start, sometimes in the middle, usually at the end.' <b>hammer, letter, ladder,</b> <b>summer, surfer, boxer,</b>	Igh '3 letters- 1 sound' high, sigh, light, might, night, right, sight, tight, <b>fright</b>	This week's tricky words. Division of words into syllables pocket, rabbit, carrot, thunder, sunset
<b>Week 7</b> Tricky words/Year 1 Common Exception words: said and do	Ear '3 letters- 1 sound' ear, dear, fear, hear, gear, year, near	Air '3 letters- 1 sound' air, fair, hair, pair, stair, lair	Ure '3 letters- 1 sound' 'Not at the start, sometimes in the middle, usually at the end.' sure, lure, assure, insure, pure, cure, manure, mature	Practise reading a writing two-syllable words Turnip, cowshed, tonight, sheepdog, farmyard, unzip	This week's tricky words/Year 1 common exception words.
<b>Week 8</b>	<b>Assessment week</b>				
<b>Week 9</b> Tricky words/Year 1 Common Exception words: you and of	<b>Time for consolidation</b> From the assessments focus on sounds that the children are not secure with.				
<b>Week 10</b> Recap all tricky words/Year 1 Common Exception words from Phase 3	<b>Time for consolidation</b> From the assessments focus on sounds that the children are not secure with.				

Phase 4	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 1</b> Tricky words/Year 1 Common Exception words: so and my	Class, grass, pass past path plant	From, spot, grip, twin, step, plan, plum, golf, tent	Gran, swim, flag, drop, grass, wind, melt	Nest, hunt, tell, gift, belt, lost, last, soft, kiss A crab crept into a crack in the rock.	This week's tricky words/Year 1 common exception words. Chest, chair, thank, sheep,
<b>Week 2</b> Tricky words/Year 1 Common Exception words: some and come	Boost, paint, roast, burnt, thump, shift, spoon, The man burnt the toast	Glass, sniff, clap, bank, link, pond, It is fun to camp in a tent.	Tuft, damp, milk, melt, sink, The train had to stop in the fog	Steep. Fresh, tree, spoil, smell, star, brush I must not tramp on the flowers.	This week's tricky words/Year 1 common exception words. think, windmill, sandwich, start
<b>Week 3</b> Tricky words/Year 1 Common Exception words: his and your	Dear, shampoo, lunchbox, helper, toast, trail, Fran took a scarf as a gift to brad	spring, crunch, crept, street, spend, blink, A drip from the tap drops in the sink	plump, stamp, blink, printer, scrunch, The clown did tricks with a chimpanzee.	card, shelf, train, joint, sixth The frog swan across the pool,	This week's tricky words/Year 1 common exception words.
Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Week 1</b> Year 1 Common Exception words: there and were <b>Teach</b> <b>'Same sound—different spelling'</b>	'Ai' Sound Show a piece of text on the board. How many different ways can you see the ai sound spelt 'ay' 'ey' 'a-e' 'eigh' and 'ei' day, play may, say, tray, clay, they, grey, obey, prey, survey came, made, make, take, game, cake Weight, eight, freight, vein,				This week's tricky words/Year 1 common exception words.
<b>Week 2</b> Year 1 Common Exception words: today and by <b>Teach</b> <b>'Same sound—different spelling'</b>	'Ow' sound Show a piece of text on the board. How many different ways can you see the ow sound spelt 'ou' Teach 'ou' and compare to 'ow'. 'ou' never comes at the end of a word. out, cloud, proud, out, about, scout		Adding the prefix –un The prefix un– is added to the beginning of a word without any change to the spelling of the root word.		This week's tricky words/Year 1 common exception words.
<b>Week 3</b> Year 1 Common Exception words: here and one <b>Teach</b> <b>'Same sound—different spelling'</b>	'Igh' sound Show a piece of text on the board. How many different ways can you see the igh sound spelt 'ie' 'i-e' 'i' 'y' and tricky words 'l' tie, pie, lie, die, cried, fried like, time, slide, pine, ripe, invite, find, mind, kind, child, wild, by, my, reply, sky, spy, July				This week's tricky words/Year 1 common exception words.

<p><b>Week 4</b> Year 1 Common Exception words: once and friend <b>Teach</b> <b>'Same sound—different spelling'</b></p>	<p>'Ee' sound Show a piece of text on the board. How many different ways can you see the ee sound spelt 'ea' 'e-e' 'ey' 'ie' 'y' and 'e' eat, sea, bead, seat, beat, read, Pete, compete, Steve, even, theme, extreme money, donkey, turkey, jockey, valley, trolley chief, thief, field, yield, shriek, relief happy, very, funny, silly, merry, he, me, region, recent</p>		<p>This week's tricky words/Year 1 common exception words.</p>
<p><b>Week 5</b> Year 1 Common Exception words: school and our <b>Teach</b> <b>'Same sound—different spelling'</b></p>	<p>'Oi' sound Show a piece of text on the board. How many different ways can you see the oi sound spelt 'oy' Teach 'the difference between this and 'oi' where 'oy' One usually comes at the end of a word. boy, toy, joy, enjoy, royal, Roy</p>	<p>'H' sound How many different ways can you see the h sound spelt 'wh' who, whole, whom, whoever, whose</p>	<p>This week's tricky words/Year 1 common exception words.</p>
<p><b>Week 6</b> Year 1 Common Exception words: love and says <b>Teach</b> <b>'Same sound—different spelling'</b></p>	<p>'Ur' sound Show a piece of text on the board. How many different ways can you see the ur sound spelt 'er' 'ir' 'or' and 'ear' Stern , kerb, her, herd sir, girl, bird, fir, skirt, shirt, Word, world, worse, worm, work, worship learn, pearl, earth, earn, early , search</p>		<p>This week's tricky words/Year 1 common exception words.</p>
<p><b>Week 7</b> Year 1 Common Exception words: where and like <b>Teach</b> <b>'Same sound—different spelling'</b></p>	<p>'oo' sound Show a piece of text on the board. How many different ways can you see the 'oo' sound spelt 'ue' 'ew' 'u-e' 'ui' 'ou' 'ue' usually comes at the end of a word. clue, blue, true, glue, Sue, blew, chew, grew, drew, screw, crew, June, prune, flute, rude, rule, brute fruit, suit, bruise soup, group</p>		<p>This week's tricky words/Year 1 common exception words.</p>
<p><b>Week 8</b> Year 1 Common Exception words: house <b>Teach</b> <b>'Same sound—different spelling'</b></p>	<p>'or' sound Show a piece of text on the board. How many different ways can you see the 'or' sound spelt 'aw' 'au' 'al' 'our' 'ore' and 'ar' saw, law, crawl, paw, claw, lawn, Paul, haul, launch, August, author, automatic, talk, walk, wall, fall, stalk, ball, pour, court, mourn, fourteen, your, sore, more, chore, score, shore ,war, warm, towards</p>		<p>This week's tricky words/Year 1 common exception words.</p>
<p><b>Week 9</b> Year 2 Common Exception words: after, again and any <b>'Same sound—different spelling'</b></p>	<p>'Oa' sound Show a piece of text on the board. How many different ways can you see the oa sound spelt 'oe' 'o-e' 'o' 'ow' 'oe' comes at the end of a word. toe, hoe, Joe, woe, foe, toe-bone, home, note, alone, stone, woke, no, open, cold, both, old, don't, go, so, don't, gold, told, low, grow, show, window, rowing boat, throw Talk about 'no', 'so' being 'tricky' words learnt in Phase 2 and 3</p>		<p>This week's common exception words</p>

<p><b>Week 10</b> Year 2 Common Exception words: wild, beautiful and because <b>'Same sound—different spelling'</b></p>	<p>'m' sound How many differ-ent ways can you see the 'm' sound spelt? – 'mb' lamb, bomb, thumb, comb, climb, numb</p>	<p>'s' Sound Show a piece of text on the board. How many different ways can you see the 's' sound spelt 'c' 'st' and 'sc' A 'c' before an 'e' says s cell, city, acid, , success, accent, cycle, icy, December, central, listen, whistle, castle, rustle, Christmas, Ice, face, grace, lace, race, police , Scissors, scenery, descend, crescent.</p>		<p>This week's common exception words</p>
<p><b>Week 11</b> Year 2 Common Exception words: behind, busy and child <b>'Same sound—different spelling'</b></p>	<p>J sound Show a piece of text on the board. How many different ways can you see the 'j' sound spelt – 'g' 'dge' gent, gem, ginger, gym, gill, gem magic, danger, energy, gentle, fudge, sledge, badger, ledge, lodge, podgy ,bridge</p>	<p>V sound Show a piece of text on the board. How many different ways can you see the 'v' sound spelt – 've' Have, give, live English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.</p>		<p>This week's common exception words</p>
<p><b>Week 12</b> Year 2 Common Exception words: children, Christmas and could <b>'Same sound—different spelling'</b></p>	<p>'Ch' sound How many different ways can you see the 'ch' sound spelt 'tch' and 't' catch, pitch, fetch, notch, ditch, kitchen picture, creature, future, mixture, nature, capture</p>	<p>Ar sound How many different ways can you see the 'ar' sound spelt 'al' half, almond, calm, palm tree</p>	<p>Teach /zh/ sound as in treasure It's the 's' that makes the sound. Treasure, television, usual, pleasure, casual</p>	<p>This week's common exception words</p>
<p><b>Week 13</b> Year 2 Common Exception words: every, sugar and everybody <b>'Same sound—different spelling'</b></p>	<p>Ear sound How many different ways can you see the 'ear' sound spelt 'ere' 'eer' here, mere, severe, interfere, adhere, sphere beer, sheer, veer, career, steering , deer</p>	<p>'w' sound How many different ways can you see the 'w' sound spelt? – 'wh' When, which, where, wheel, whisk</p>		<p>This week's common exception words</p>
<p><b>Week 14</b> Year 2 Common Exception words: steak, Mr and Mrs <b>'Same sound—different spelling'</b></p>	<p>'U' sound How many different ways can you see the 'u' sound spelt- 'o' son, come, some, done, ton, brother, mother</p>	<p>'n' sound How many different ways can you see the 'n' sound spelt? – 'gn' and 'kn' gnat, gnaw, sign, resign, gnome knit, knob, knew, knife, knock</p>		<p>This week's common exception words</p>
<p><b>Week 15</b> Year 2 Common Exception words: even, prove and eye <b>'Same sound—different spelling'</b></p>	<p>'i' sound How many different ways can you see the 'i' sound spelt? – 'y' Pyramid, crystal, gym, mystery</p>	<p>'r' sound How many differ-ent ways can you see the 'r' sound spelt? – 'wr' wrap, wrong, wrote, wry, written, wrist</p>		<p>This week's common exception words</p>
<p><b>Week 16</b> Year 2 Common Exception words: find, money and floor <b>'Same sound—different spelling'</b></p>	<p>Air sound How many different ways can you see the 'air' sound spelt? –'ere' 'ear' 'are' there, where, nowhere, everywhere, somewhere pear, bear, swear, tear, wear Care, dare, fare, square, stare, hare</p>		<p>Z sound How many different ways can you see the 'z' sound spelt? – 'se' please, tease, cheese, browse</p>	<p>This week's common exception words</p>



<b>Week 17</b> Year 2 Common Exception words: people, father and only 'Same sound—different spelling'	Sh sound How many different ways can you see the 'sh' sound spelt? – 'ci' 'ti' 's' or 'ss' and 'ch' special, social, official, facial, station, patience, mention, position passion, sure, sugar, session, mission, tissue, Chef, machine, parachute, chute,		This week's common exception words
<b>Week 18</b> Year 2 Common Exception words: great, pretty and half 'Same sound—different spelling'	'y-oo' sound How many different ways can you see the 'y-oo' sound spelt? 'u' 'ue' 'u_e' and 'ew' Computer, human, stupid, music Statue, fuel cue, rescue, venue, queue, argue Dew, few, stew, nephew, June	'F' sound How many different ways can you see the f sound spelt 'ph' dolphin, alphabet, elephant, phonics, phantom, Philip	This week's common exception words
<b>Week 19</b> <b>Assessment week</b>			
<b>Week 20</b> Year 2 Common Exception words: cold, both and door Same spelling– different sound	Teach alternative pronunciation of 'u' (put, unit) unit, human, stupid, unicorn, music, duty, union,	Teach alternative pronunciation of 'ie' (tie, field) chief field, thief, yield, shield, priest, shriek, relief,	This week's common exception words
<b>Week 21</b> Year 2 Common Exception words: move, break and old Same spelling– different sound	Teach alternative pronunciation of 'ow' (cow, blow) low, show, slow, blow, grow, snow, glow, bowl,	Teach polysyllabic words alternative pronunciation of 'ow' rowing-boat, glow-worm, window-cleaner	This week's common exception words
<b>Week 22</b> Year 2 Common Exception words: would, hour and many Same spelling– different sound	Teach alternative pronunciation of 'ea' (eat, bread) head, dead, deaf, ready, bread,	Teach alternative pronunciation of 'ea' reading of polysyllabic words Breakfast, feather, heaven, instead	This week's common exception words
<b>Week 23</b> Year 2 Common Exception words: parents, poor and most Same spelling– different sound	Teach alternative pronunciation of 'l' (fin and find) Tin, win, mind, wild, blind, child	Teach alternative pronunciation of 'g' (Got and giant) Got, get, gold, gent, magic, gentle	This week's common exception words

<b>Week 24</b> Year 2 Common Exception words: clothes, climb and fast <b>Same spelling– different sound</b>	Teach alternative pronunciation of ‘a’ (hat, acorn, watch) acorn, bacon, angel, native, Amy, baby, apron, lady, watch, what, wasp, squash, squad, wash, wander	Teach alternative pronunciation of ‘c’ (can and cent) Cart, can, cat, cell, icy, December, central	This week’s common exception words
<b>Week 25</b> Year 2 Common Exception words: should, sure and water <b>Same spelling– different sound</b>	Teach alternative pronunciation of ‘ch’ (chin, School, chef) school, chord, Chris, Chloe, chemical, Christmas, Chorus, chef, Charlotte, machine, chalet, brochure	Teach alternative pronunciation of ‘o’ (hot and cold) Hot, shot, gold, cold, told, both	This week’s common exception words
<b>Week 26</b> Year 2 Common Exception words: hold, gold and told <b>Same spelling– different sound</b>	Teach alternative pronunciation of ‘y’ (yes, by, happy, gym)  by, my, spy, sky, reply, fry, try, why, dry, happy, very, funny lolly, merry, crunchy, carry, hairy, smelly, penny, gym, crystal, cygnet, mystery, pyramid Teach polysyllabic words: Mystical, gymnastics, flying, pyramid, rhythm,		This week’s common exception words
<b>Week 27</b> Year 2 Common Exception words: kind, last and mind <b>Same spelling– different sound</b>	Teach alternative pronunciation of ‘ou’ (out, you, could, mould) Should, could, would, shoulder, mould, boulder, soup, group,		This week’s common exception words
<b>Week 28</b> Year 2 Common Exception words: who, improve and whole <b>Same spelling– different sound</b>	Teach alternative pronunciation of ‘er’ (farmer (a) and her) Mother, brother, other, perfect	Teach alternative pronunciation of ‘ue’ (clue (oo) and duel (y-oo )	This week’s common exception words
<b>Week 29</b>	<b>Assessment week</b>		This week’s common exception words
Week 30	Ure There are not many examples of this but needs to be covered due to Northern Accent. Same sound different spelling- ‘ure’ spelt ‘oor’ as in poor ‘ure’ spelt ‘our’ as in tour Same spelling different sound- ‘ure’ as y-oo-a in pure		



### ◆ Recap sounds taught so far using flash cards

#### ◆ Introduction

Say words which begin with sound being introduced with picture prompts e.g. apple, ant, alligator. Beyond phase 2 say word which includes sound e.g. feel, peel.

Ask the children what these words have in common, all start with 'a' Show children 'a' flash card.

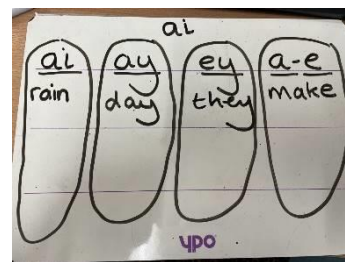
aa apple, aa ant, aa alligator. Children say this with you

Show children action to go with sound and talk through it e.g. ants love to eat apples. Fingers are ants and they walk up your arm and sing 'Ants on an apple a a a, ants on an apple a a a, ants on an apple a a a, listen, look and say a'

Talk through letter formation and practise letter formation saying sound every time child writes it.

**Phase 5 lessons**– for '**Same sound-different spelling**' show the class a piece of text/ writing that includes all the different spellings for the same sound. Get the children to identify the different spellings and then group them.

Once the children have identified the different spellings the following phonics lessons can be the same structure of orally blending, reading and writing words



**Same spelling– different sound**– Show the class a piece of text with same spelling making a different sound and group these as above or show the class a selection of words that they have to group by their pronunciation.

#### ◆ Oral blending

Teacher using robot arms to segment words, a-n-t children say ant , a-t children say at.

Use flash cards to recap all sounds again with new sound in.

#### ◆ Read it

**'Look at the letter, make the sound, blend the sound together.'**

Reveal letters one by one and children blend the sounds to read the words.

2/3 words

#### ◆ Write it

**'Say it, robot it, write it.'**

Start, robot it s-t-ar-t, clap/pat the sounds, pinch the sounds, write it.

2/3 words

Teacher then demonstrates how to write the word, add sound buttons, tick sounds they got correct and make any changes.

When ready move on to write captions.

'I say, you say,' say the words in the caption, clap the words in the caption, count the words in the caption.

## Whickham Parochial's Letter Formation Guidance



Instructions to describe pencil movements for phoneme formation. All adults are to use the same language so children can learn through repetition. It is very important to instil correct letter formation from the beginning and using letter formation language consistently is one way of supporting correct letter formation.

Ladder letters			
l	Start at the top, come all the way down and flick.	L	Start at the top, come down and go across.
i	Start at the top, come down and flick. Lift and dot.	I	Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom.
t	Start at the top, come all the way down and curve. Lift and cross.	T	Start at the top, come down. Lift. Across at the top.
u	Start at the top, come down and curve. Go back up, come back down and flick.	U	Start at the top, come down. Curve back up.
j	Start at the top, come all the way down and curve to the left. Lift and dot.	J	Start at the top, come down. Curve to the left. Lift. Across at the top.
y	Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Y	Slope down, slope back up. Back down the same line and straight down.
One armed robot letters			
r	Start at the top, come down, bounce back up and over.	R	Start at the top, come down. Back to the top. Go all the way round and slope.
b	Start at the top, come all the way down, bounce half- way back up and go all the way round.	B	Start at the top, come down. Back to the top. Go all the way round and all the way round again.
n	Start at the top, come down, bounce back up, go over, down and flick.	N	Start at the top, come down and back up the same line. Slope and straight up.
h	Start at the top, come all the way down, bounce half-way back up, go over, down and flick.	H	Start at the top, come down. Lift. Start at the top, come down. Lift and across in the middle.
m	Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	M	Start at the top, come down and back up the same line. Slope down, slope up and straight down.
k	Start at the top, come all the way down. Lift. Slope. Slope and flick.	K	Start at the top, come down. Lift. Slope in, slope out.
p	Start at the top, come all the way down, bounce back up and go all the way round.	P	Start at the top, come down. Lift. Back to the top and all the way round.
Curly caterpillar letters			
c	Make a curve.	C	Make a curve.
a	Make a curve, go up to the top, come back down and flick.	A	Slope to the left. Lift. Back to the top. Slope. Lift. Across in the middle.

d	Make a curve, go all the way up, come back down and flick.	D	Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom.
o	Make a curve, go all the way round.	O	Make one curve, go all the way round.
s	Make a curve, slope, make a curve back again.	S	Make a curve, slope, make a curve back again.
g	Make a curve, go up to the top, come all the way down and curve to the left.	G	Make a curve. Lift and go across.
q	Make a curve, go up to the top, come all the way down and flick.	Q	Make a curve, go all the way round. Lift and slope across.
e	Start with a loop then make a curve.	E	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom.
f	Make a curve, come all the way down, curve to the left. Lift and cross.	F	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle
<b>Zig zag monster letters</b>			
z	Go across, slope, go back across.	Z	Go across, slope, go back across.
v	Slope down, slope back up.	V	Slope down, slope back up.
w	Slope down, slope back up. Slope down again and slope back up.	W	Slope down, slope back up. Slope down again and slope back up.
x	Slope. Lift and slope across.	X	Slope. Lift and slope across.

## Whickham Parochial Church of England Primary School

### Spelling Overview



In EYFS and Year 1, spelling patterns from the appendices in the National Curriculum programme of study for English are covered through our phonic sessions (please see our phonic and spelling programme). Once children reach Phase 4 (usually early in Y1), a spelling list is sent home each week. This includes the tricky / common exception words identified in our phonic and spelling programme plus words from the previous week of phonic instruction. Once children reach phase 6 (usually Year 2) they move onto this programme. Spellings are given on day one of the weekly programme and are explicitly taught. In the next days, these spellings are practised using various activities. During the week, teachers plan for children to revisit spellings from a previous unit in order to provide an opportunity for retrieval.

Year Group and term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Year Two Term 1a	The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words	The sounds /r/ spelt 'wr' at the beginning of words	The sound /s/ spelt 'c' before e, i and y	The sound /j/ spelt with '-dge' and '-ge' at the end of words	The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u	Common Exception Words	Review and assessment
Year Two Term 1b	The sound /l/ spelt with '-le' at the end of words	The sound /l/ spelt with '-el' at the end of words	The sound /l/ spelt with '-il' and '-al' at the end of words	The sound /igh/ spelt with '-y' at the end of words	Adding -ies to nouns and verbs ending in -y	Common Exception Words	Review and assessment
Year Two Term 2a	Adding -ed, -er and -est to a word ending in -y with a consonant before it	Adding -ing to a word ending in -y with a consonant before it	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	The sound /or/ spelt 'a' before l or ll	Common Exception Words	Review and assessment
Year Two Term 2b	The sound /u/ spelt with 'o'	The sound /ee/ spelt with '-ey'	The /o/ sound spelt with 'a' after w and qu	The stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w	The sound /zh/ spelt 's'	Common Exception Words	Review and assessment
Year Two Term 3a	The suffixes -ment, -ness and -ful	The suffixes -less and -ly	Words ending in -tion	Contractions	The possessive apostrophe	Common Exception Words	Review and assessment
Year Two Term 3b	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones Conjunctions	Months of the year/ time	Months of the year/ time	Question Words SPaG terms	Review and assessment
Year Three Term 1a	Words with the long /ei/ sound spelt with ei	Words with the long /ei/ sound spelt with ey	Words with the long /ei/ sound spelt with ai	Words with /e:/ sound spelt with ear	Homophones & near homophones	Homophones & near homophones	Review and assessment

Year Three Term 1b	Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in 'le')	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory Spelling Challenge Words	Review and assessment
Year Three Term 2a	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'	Review and assessment
Year Three Term 2b	Homophones & Near Homophones	Homophones & Near Homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Words with a /sh/ sound spelt with 'ch'	Statutory Spellings Challenge Words	Review and assessment
Year Three Term 3a	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words are related in form and meaning.	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Review and assessment
Year Three Term 3b	Words ending in the suffix -al	Words ending with an /zhuh/ sound spelt with 'sure'	Words ending with a /chuh/ sound spelt with 'ture'	Words ending with a /chuh/ sound spelt as 'ture'	Silent Letters Revision	Silent Letters Revision	Review and assessment
Year Four Term 1a	Words with /aw/ spelt with augh and au	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Homophones & near homophones	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Review and assessment
Year Four Term 1b	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Statutory Spellings Challenge Words	Review and assessment
Year Four Term 2a	Homophones & Near Homophones	Homophones & Near Homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural Possessive Apostrophes with plural words	Review and assessment

Year Four Term 2b	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based oncommon words, showing how words are related in form and meaning	Word families based oncommon words, showing how words are related in form and meaning	Statutory Spellings Challenge Words	Review and assessment
Year Four Term 3a	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix non- (meaning 'not' )	Words ending in -ar/ -er	Review and assessment
Year Four Term 3b	Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Adverbials of frequency and possibility	Adverbials of manner	Review and assessment
Year Five Term 1a	Words with endings that sound like /shuhs/ spelt with -cious	Words with endings that sound like /shuhs/ spelt with -tious or - ious	Words with the short vowel sound /i/ spelt with y	Words with the short vowel sound /i/ spelt with y	Homophones & near homophones	Homophones & near homophones	Review and assessment
Year Five Term 1b	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory Spelling Challenge Words	Review and assessment
Year Five Term 2a	Creating nouns using - ity suffix`	Creating nouns using - ness suffix	Creating nouns using - ship suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones	Review and assessment
Year Five Term 2b	Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en	Review and assessment
Year Five Term 3a	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ sound spelt 'ere'	Statutory Spelling Challenge Words	Review and assessment
Year Five Term 3b	Unstressed vowels in polysyllabic words	Adding verb prefixes de- and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using suffix -ful	Convert nouns or verbs into adjectives using suffix -ive	Convert nouns or verbs into adjectives using suffix -al	Review and assessment
Year Six Term 1a	Ambitious Synonyms: Adjectives	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Adjectives ending in - ant into nouns ending in -ance/ -ancy	Adjectives ending in - ent into nouns ending in -ence/ -ency	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Hyphens: To join compound adjectives to avoid ambiguity	Review and assessment



Year Six Term 1b	Words ending in -able	Words ending in -able	Words ending in -ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro- or mini-	Review and assessment
Year Six Term 2a	Adding suffixes beginning with vowel letters to words ending in -fer	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words	Review and assessment
Year Six Term 2b	Words with endings which sound like /shuhl/ after a vowel letter	Words with endings which sound like /shuhl/ after a consonant letter	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words	Review and assessment
Year Six Term 3a	Word families based on common words, showing how words are related in form and meaning	Words that can be nouns and verbs	Words that can be nouns and verbs	Words with a long /o/ sound spelt 'ou' or 'ow'	Words ending in - ible	Words ending in - ibly	Review and assessment
Year Six Term 3b	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Synonyms & Antonyms	Review and assessment



## Whickham Parochial C of E Primary School

### Grammar and Punctuation Programme of Study

One English lesson each week should be devoted to Spelling, Grammar and Punctuation. The new spelling pattern should be explored and lists given and then the grammar described below should be taught. All of the units below come from Deepening Understanding and Mastery Units (see RW if you need help with access) Please see the Spelling Programme of Study for more information. Every other English session should begin with a spelling revision task (again, see the Spelling P of S) and a Deepening Understanding Grammar and Punctuation Morning task. These tasks should function as a low stakes, informal assessment of which areas are consolidated and which need further work.

Year 1 Autumn		Year 1 Spring		Year 1 Summer	
Week 1	The Alphabet (revision)	Week 1	Writing Sentences	Week 1	Revision and consolidation
Week 2	Lowercase letters (revision)	Week 2	The conjunction 'and'	Week 2	
Week 3	Spaces between words (revision)	Week 3	The conjunction 'or'	Week 3	
Week 4	Capital letters	Week 4	The conjunction 'but'	Week 4	
Week 5	Capital letters for I and to start sentences	Week 5	The conjunction 'so'	Week 5	
Week 6	Full stops	Week 6	Question words	Week 6	
Week 7	Capital letters for days and months	Week 7	Punctuating questions	Week 7	
Week 8	Capital letters for names of people and places	Week 8	Exclamations	Week 8	
Week 9	Recognising common nouns	Week 9	Punctuating sentences	Week 9	
Week 10	Recognising proper nouns	Week 10	Singular or plural	Week 10	
Week 11	Writing nouns	Week 11	Adding s or es	Week 11	
Week 12	Recognising sentences	Week 12		Week 12	
<b>Remaining weeks of the term should be used for assessment and revision from gap analysis</b>					
Year 2 Autumn		Year 2 Spring		Year 2 Spring and Summer	
Week 1	Capital letters (revision)	Week 1	Recognising expanded noun phrases	Week 1	Apostrophes (Possession)
Week 2	Punctuating sentences (revision)	Week 2	Writing expanded noun phrases	Week 2	Past tense
Week 3	Recognising and writing sentences (revision)	Week 3	Recognising verbs	Week 3	Past progressive tense
Week 4	Conjunctions (and, but, or, so)	Week 4	Writing verbs	Week 4	Present tense
Week 5	Commas in a list	Week 5	Recognising adverbs	Week 5	Present progressive tense
Week 6	Recognising nouns	Week 6	Writing adverbs	Week 6	Gap analysis and revision
Week 7	Writing nouns	Week 7	Conjunctions (if and when)	Week 7	
Week 8	Recognising adjectives	Week 8	Conjunctions (because and that)	Week 8	
Week 9	Writing adjectives	Week 9	Commands	Week 9	
Week 10	Commas to separate adjectives	Week 10	Exclamations	Week 10	
Week 11	Recognising noun phrases	Week 11	Identify sentence types	Week 11	
Week 12	Writing noun phrases	Week 12	Apostrophes (Contractions)	Week 12	
<b>Remaining weeks of the term should be used for assessment and revision from gap analysis</b>					

Year 3 Autumn		Year 3 Spring		Year 3 Spring and Summer	
Week 1	Word classes	Week 1	Conjunctions to express time and place	Week 1	Prefixes (super, anti, auto)
Week 2	Expanded noun phrases	Week 2	Conjunctions to express cause	Week 2	Introducing Paragraphs
Week 3	Types of sentences	Week 3	Prepositions to express time	Week 3	Gap analysis and revision
Week 4	Expanding sentences	Week 4	Prepositions to express place	Week 4	
Week 5	Past and present tense	Week 5	Prepositions to express cause	Week 5	
Week 6	Past and present progressive	Week 6	Adverbs of time	Week 6	
Week 7	Apostrophes	Week 7	Adverbs of place	Week 7	
Week 8	Vowels and consonants	Week 8	Adverbs of cause	Week 8	
Week 9	Determiners (a and an)	Week 9	Recognising direct speech	Week 9	
Week 10	Main clauses	Week 10	Writing direct speech	Week 10	
Week 11	Subordinate clauses	Week 11	Present Perfect Tense	Week 11	
Week 12	Co-ordinating conjunctions	Week 12		Week 12	
Remaining weeks of the term should be used for assessment and revision from gap analysis					
Year 4 Autumn		Year 4 Spring		Year 4 Summer	
Week 1	Main and subordinate clause	Week 1	Using determiners	Week 1	Gap analysis and revision
Week 2	Conjunctions	Week 2	Recognising adverbial phrases	Week 2	
Week 3	Prepositions	Week 3	Using adverbial phrases	Week 3	
Week 4	Adverbs	Week 4	Recognising fronted adverbials	Week 4	
Week 5	Tenses	Week 5	Using fronted adverbials	Week 5	
Week 6	Direct Speech	Week 6	Apostrophes	Week 6	
Week 7	Types of nouns	Week 7	Recognising speech punctuation	Week 7	
Week 8	Recognising expanded noun phrases	Week 8	Using speech punctuation	Week 8	
Week 9	Using expanded noun phrases	Week 9	Direct or Indirect speech	Week 9	
Week 10	Recognising pronouns	Week 10	Prefixes (il, ir, im, in)	Week 10	
Week 11	Using pronouns	Week 11		Week 11	
Week 12	Recognising determiners	Week 12		Week 12	
Remaining weeks of the term should be used for assessment and revision from gap analysis					
Year 5 Autumn		Year 5 Spring		Year 5 Summer	
Week 1	Determiners	Week 1	Commas to clarify	Week 1	Gap analysis and revision
Week 2	Pronouns	Week 2	Recognising colons	Week 2	
Week 3	Adverbial phrases and fronted adverbials	Week 3	Recognising semi-colons	Week 3	
Week 4	Direct and indirect speech	Week 4	Recognising dashes	Week 4	
Week 5	Concise expanded noun phrases	Week 5	Recognising modal verbs	Week 5	

Week 6	Relative pronouns	Week 6	Using modal verbs	Week 6	
Week 7	Recognising relative clauses	Week 7	Recognising adverbs of possibility	Week 7	
Week 8	Using relative clauses	Week 8	Using adverbs of possibility	Week 8	
Week 9	Recognising parenthesis	Week 9	Past perfect tense	Week 9	
Week 10	Using parenthesis	Week 10	Future perfect tense	Week 10	
Week 11	Recognising commas	Week 11	Prefixes (de-, dis-, mis-)	Week 11	
Week 12	Using commas	Week 12	Suffixes (-ate, -ise, -ify)	Week 12	
Remaining weeks of the term should be used for assessment and revision from gap analysis					
<b>Year 6 Autumn</b>		<b>Year 6 Spring</b>		<b>Year 6 Summer</b>	
Week 1	Identify word classes	Week 1	Devices for cohesion	Week 1	Paragraphs in narrative writing.
Week 2	Expanded noun phrases	Week 2	Synonyms	Week 2	Gap analysis and revision
Week 3	Relative clauses	Week 3	Antonyms	Week 3	
Week 4	Parenthesis	Week 4	Using colons	Week 4	
Week 5	Modal verbs	Week 5	Using semi-colons	Week 5	
Week 6	Adverbs for degrees of possibility	Week 6	Using dashes	Week 6	
Week 7	Commas	Week 7	Hyphens	Week 7	
Week 8	Tenses	Week 8	Subject and object	Week 8	
Week 9	Recognising formal and informal language	Week 9	Recognising active and passive voice	Week 9	
Week 10	Using formal and informal language	Week 10	Using active and passive voice	Week 10	
Week 11	Recognising subjunctive form	Week 11	Ellipsis	Week 11	
Week 12	Using subjunctive form	Week 12	Bullet points	Week 12	
Remaining weeks of the term should be used for assessment and revision from gap analysis					

## Early Years English Genre and Text Type Mapping for Reading and Writing

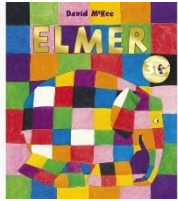


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Narrative</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>					
	Giraffes can't dance – Giles Andreae The Colour Monster – Anna Llenas The Colour Monster goes to school – Anna Llenas	Each Peach Pear Plum – Janet and Allan Ahlberg The Enormous Turnip – traditional The Best Diwali Ever – Hannah Eliot	Peepo – Janet and Allan Ahlberg Katie In London – James Mahew Coming to England – Floella Benjamin All are welcome – Alexandra Penfold	The Very Hungry Caterpillar – Eric Carle Jasper's Beanstalk – Nick Butterworth The Tiny Seed – Eric Carle	A Superhero like you – Dr Ranj Supertato – Sue Hendra Superworm – Julia Donaldson	The Snail and the Whale – Julia Donaldson Mr Gumpy's outing – John Burningham
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>					
	Why I should brush my teeth? – Katie Daynes	Black History (Campbell Books My First Heroes, 9)		Usborne Beginners Caterpillars and butterflies – Stephanie Turnbull	Busy People: Teacher – Lucy M George	What to Look for in Summer (A Ladybird Book) – Elizabeth Jenner
<b>Poetry</b>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>					
	Tommy Thumb 5 little specked frogs		Jack and Jill		The Nut Tree – Julia Donaldson	

# Early Years Reading for Pleasure Spine

Our reading spine is a carefully chosen selection of good quality children's books, some of which are used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.

## Reading Spine



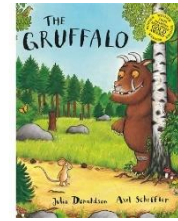
Elmer – David McKee



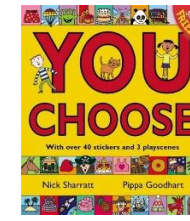
The Colour Monster -  
Anna Llenas



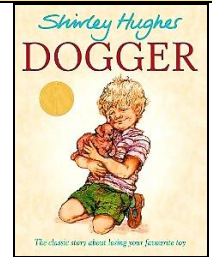
We're Going on a Bear Hunt – Michael Rosen



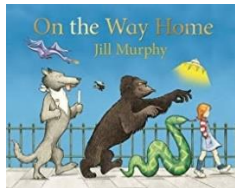
The Gruffalo – Julia  
Donaldson



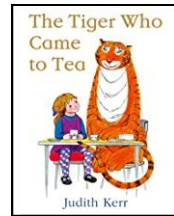
You Choose – Nick  
Sharratt



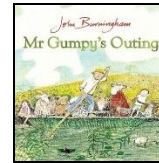
Dogger – Shirley Hughes



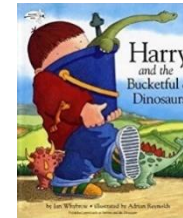
On the Way Home – Jill  
Murphy



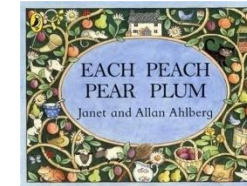
The Tiger Who Came to  
Tea – Judith Kerr



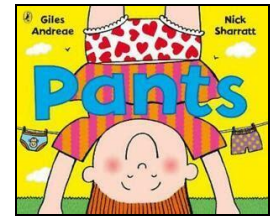
Mr Gumpy's Outing –  
John Burningham



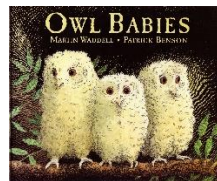
Harry and the Bucketful  
of Dinosaurs - Ian  
Whybrow



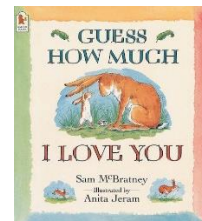
Each Peach Pear Plum –  
Janet and Allan Ahlberg



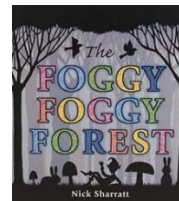
Pants – Giles Andreae



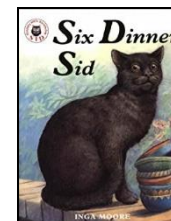
Owl Babies – Martin  
Waddell



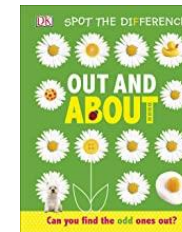
Guess How Much I  
Love You – Sam  
McBratney



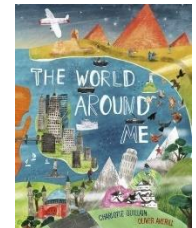
The Foggy, Foggy  
Forest – Nick Sharratt



Six Dinner Sid - Inga  
Moore



Out and About –  
Sophia Danielsson-  
Waters



The World Around Me  
– Charlotte Guillain

# Year One English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently						
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Write sentences by sequencing sentences to form short narratives</li> </ul>					
	<b>Stories with predictable phrasing</b> We're Going on a Bear Hunt (Michael Rosen) A Squash and a Squeeze or Room on the Broom (Julia Donaldson) Oi Frog Peace at Last (Jill Murphy)	<b>Stories with familiar settings</b> The Tiger who came to Tea (Judith Kerr) The Snowman and the Sun (Susan Taghdis)	<b>Stories from other cultures</b> Handa's Surprise (Eileen Brown) Handa's Hen (Eileen Brown)	<b>Adventure or fantasy stories</b> Beegu (Alexis Deacon) Where the Wild Things Are (Maurice Sendak)	<b>Traditional Tales</b> Goldilocks and the Three Bears	<b>Traditional Tales</b> Jack and the Beanstalk
<b>Suggested outcome</b>	Write simple sentences using patterned language, words and phrases taken from familiar stories	Write a series of sentences to mirror and innovate from a familiar story in a familiar setting	Write a series of sentences to innovate, changing characters or settings	Write a description of the setting using adjectives and simple sentences.	Write a series of sentences to innovate, changing characters or settings, making use of the conventions of fairy tales	Write a recount of events in role as a character.
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Listen to and discuss information books and other non-fiction</li> <li>Pupils should be shown some of the processes for finding out information</li> </ul>					
	<b>Labels, lists and captions</b>	<b>Recounts</b>	<b>Report</b>	<b>Instructions</b>	<b>Persuasion</b>	<b>Explanation</b>
<b>Suggested outcome</b>	Write labels and sentences for Room on the Broom	Write simple, first-person recounts based on personal experience, using adverbs of time to aid sequencing	Write a simple, non-chronological report to describe aspects of a known subject area, using labels and headings.	Following a practical experience, write simple sentences to accompany pictures or photographs.	Write a letter to ask for a change – could be linked to traditional tale setting	Write simple sentences to accompany photographs to describe a process
<b>Poetry</b>	<ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>					
	<b>Vocabulary focus</b> <a href="#">Stars in the Sky – Senses poem</a>		<b>Structure Focus</b> Rhyme structure – nursery rhymes		<b>Take One Theme/Poet</b> Roger McGough	
<b>Suggested outcome</b>	Firework poem based on the senses		Adapt a traditional poem/rhyme Perform a poem		Learn to perform parts of a poem Adapt a poem	

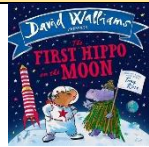
# Year One Reading for Pleasure Spine

Our reading spine is a carefully chosen selection of good quality children's books **in addition** to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.

## Reading Spine

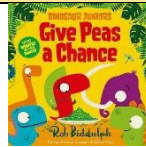


Stuck –  
Oliver Jeffers

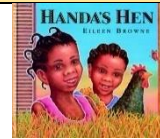


Walliams

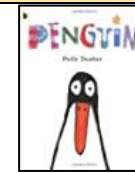
The First  
Hippo on the  
Moon –  
David



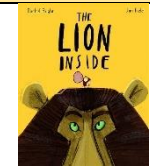
Give Peas a  
Chance –  
Rob  
Biddulph



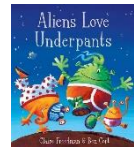
Handa's  
Hen –  
Eileen  
Brown



Penguin –  
Polly  
Dunbar

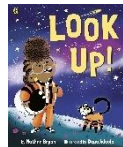


The Lion  
Inside –  
Rachel  
Bright



Aliens Love

Underpants – Claire  
Freedman



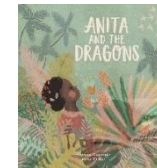
Look Up -  
Nathan  
Bryon



How Many  
Spots has a  
Cheetah  
Got? – Steve  
Martin



I can  
only  
draw  
worms  
– Will  
Mabbit

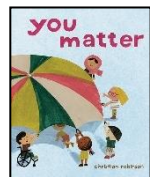


Anita and  
the  
Dragon –  
Hannah  
Carmona

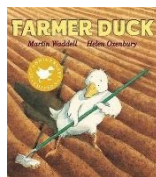
Where the Wild Things  
Are- Maurice Sendak  
WHERE THE WILD THINGS ARE



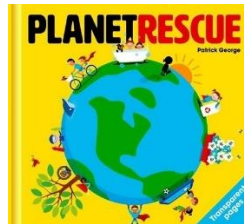
STORY AND PICTURES BY MAURICE SENDAK



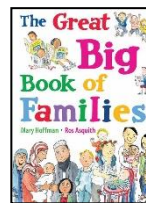
You  
Matter –  
Christian  
Robinson



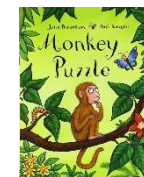
Farmer  
Duck –  
Martin  
Waddell



Planet  
Rescue – Patrick George

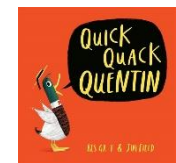


The  
Great Big  
Book of  
Families -  
Mary  
Hoffman



Donaldson

The  
Monkey  
Puzzle –  
Julia



Quick  
Quack  
Quentin  
- Kes  
Gray



# Year Two English Genre and Text Type Mapping for Reading and Writing

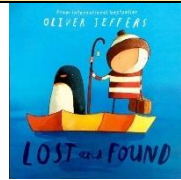


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching: listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently						
Narrative	<ul style="list-style-type: none"> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story).</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> </ul>					
	<u>Stories with recurring narrative structure</u> Five Minutes Peace (Jill Murphy) A Quiet Night In (Jill Murphy)	<u>Traditional Tales</u> The Gingerbread Man	<u>Stories with familiar settings</u> Oliver's Vegetables (Vivien French)	<u>Contemporary Narrative</u> The Bear and the Piano (David Litchfield) The Lonely Beast (Chris Judge)	<u>Well-known Author</u> Fantastic Mr Fox (Roald Dahl)	<u>Stories with diverse representations</u> The Proudest Blue (Ibtihaj Muhammad)
Suggested outcome	Re-tell the story using familiar language as a starting point for adventurous vocabulary	Develop narrative language by innovating from the traditional tale, changing characters, settings or endings	Apply grammatical structures and punctuation through an innovated re-telling of the story or paragraph	Apply grammatical structures and punctuation through an innovated re-telling of the story or paragraph	Apply grammatical structures and punctuation through an innovated re-telling of the story or event	Apply grammatical structures and punctuation through an innovated re-telling of the story.
Non-Narrative	<ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways</li> <li>Pupils should learn about cause and effect in both narrative and non-fiction (for example, why certain dates are commemorated annually).</li> <li>Write about real events and write for different purposes</li> </ul>					
	<u>Explanation</u>	<u>Recount/diary</u>	<u>Instructions</u>	<u>Persuasive letter</u>	<u>Non-chronological report</u>	<u>Recount/diary</u>
Suggested outcome	Produce a flowchart, ensuring content is clearly sequenced	Write first person recounts re- telling historical or fictional events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Write a letter to convince a character to change their mind i.e. to persuade the bear to come home to visit his friends	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write first person recounts re- telling historical or fictional events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person
Poetry	<ul style="list-style-type: none"> <li>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Write poetry</li> </ul>					
	<u>Vocabulary focus</u> <a href="#">Who am I?</a>		<u>Structure Focus</u> Acrostic Poems		<u>Take One Theme/Poet</u> <a href="#">Dr Seuss Poems</a>	
Suggested outcome	Create a poem about themselves using a simple structure.		Create similar poems, innovating from model Learn to perform poems		Create similar poems, innovating from model Learn to perform poems	

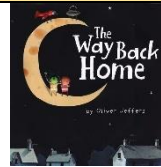
# Year Two Reading for Pleasure Spine

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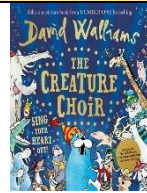
## Reading Spine



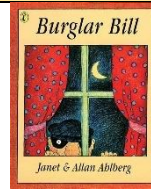
Lost and Found - Oliver Jeffers



The Way Back Home - Oliver Jeffers



The Creature Choir - David Walliams



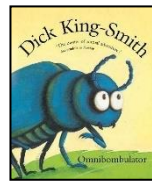
Burglar Bill - Janet and Allan Ahlberg



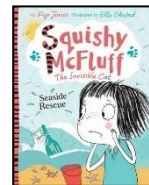
The Twits - Roald Dahl



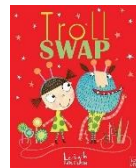
Ug - Raymond Briggs



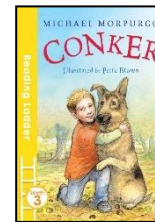
Omnibombulator - Dick King-Smith



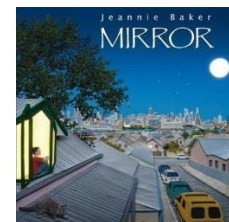
Squishy McFluff: Seaside Rescue - Pip Jones



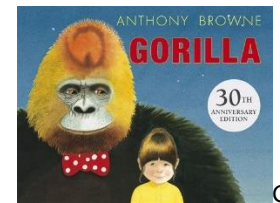
Troll Swap - Leigh Hodgkinson



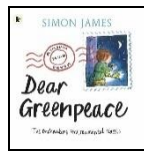
Conker - Michael Morpurgo



Mirror - Jeannie Baker



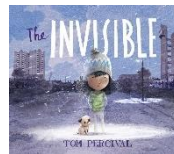
Gorilla - Anthony Browne



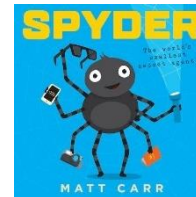
Dear Greenpeace - Simon James



Mr Big - Ed Vere



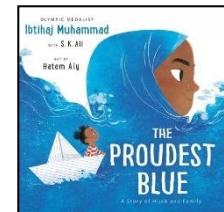
The Invisible - Tom Percival



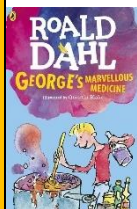
Spyder - Matt Carr



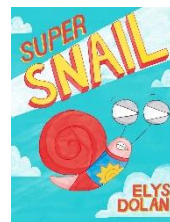
Into the Forest - Anthony Browne



The Proudest Blue - Ibtihaj Muhammad



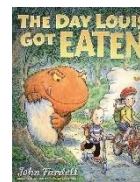
George's Marvellous Medicine - Roald Dahl



Super Snail - Elys Dolan



Meerkat Mail - Emily Gravett



The Day Louis got Eaten - John Fardell



Big Book of the Blue - Yonal Sommer



The Secret of Black Rock - Joe Todd-Stanton

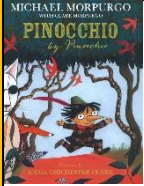
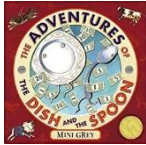


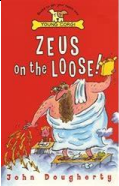
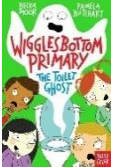
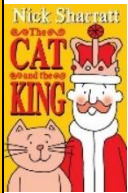
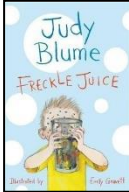


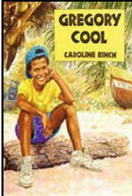
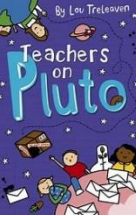
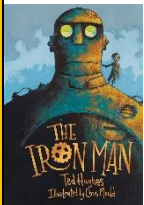
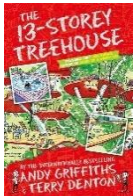

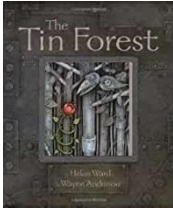
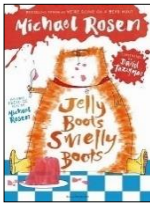
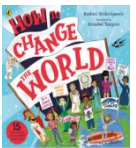
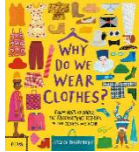
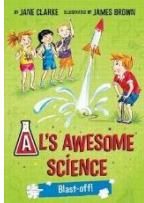
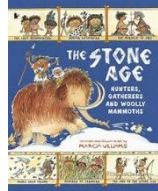
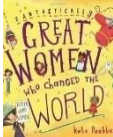
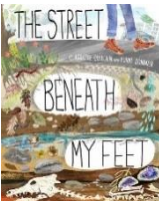
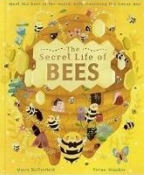
# Year Three English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books</li> <li>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum</li> <li>Pupils should plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>					
Narrative	<ul style="list-style-type: none"> <li>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>Draft and write narratives, creating settings, characters and plot</li> </ul>					
	<u>Stories by significant children’s authors (Roald Dahl)</u> The Twits examples as narrative and as playscript	<u>Stories with an historical setting / fantasy theme</u> The Stone Age Boy (Satoshi Kitamura)	<u>Contemporary fiction</u> The Miraculous Journey of Edward Tulane (Kate DiCamillo)	<u>Stories with diverse representations</u> Wangari’s Trees of Peace (Jeanette Winter)	<u>Myths and Legends</u> The Lambton Worm	<u>Traditional tales – alternative fairy tales</u> Snow White - Stories Around the World (Jessica Gunderson) Gender Swapped Fairytales (Karrie Fransman)
Suggested outcome	Character descriptions - creating extracts which develop character using a model from text. Extracts with dialogue Playscript of an extract Fictional narrative recount	Focus on description to plan and write an ‘encounter’ story	Retell parts of the journey in a diary entry – working to convey character	Create a first person recount or write the story from another perspective.	Create a narrative innovated from the text.	Create an alternative fairy tale by i.e. swapping gender roles or challenging expectations of ‘happy endings’
Non-Narrative	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Retrieve and record information from non-fiction</li> <li>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)</li> <li>Pupils should be shown how to use contents pages and indexes to locate information</li> <li>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description</li> </ul>					
	<u>Instructions</u> The Stone Age – Hunter Gatherers and Wolly Mammoths (Marcia Williams)	<u>Non-chronological report</u>	<u>Newspaper report</u> Based on Greek myth from History work	<u>Explanation</u> Monsters – Jonathan Emmett)	<u>Persuasion</u> How to Help a Hedgehog (National Trust)	<u>Recount</u>
Suggested outcome	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Teacher demonstrates research and note-taking and using a spidergram to organise the information.	Write a news report of an event, including detail expressed in ways that will engage the reader/viewer	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included	Write a letter, email or speech persuading a person to change their mind or their actions	Write a chronological recount of a known real or fictional event, including time adverbials and opinions.

<b>Poetry and Plays</b>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action #</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Read, re-read, and rehearse poems and plays for presentation and performance to give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</li> </ul>		
	<p align="center"><b>Poetry Theme</b> <u>Environmental focus</u></p>	<p align="center"><b>Structure Focus</b> Shape poems and calligrams</p>	<p align="center"><b>Take One Theme/Poet</b> Christina Rossetti – What is Pink Who has seen the Wind?</p>
<b>Suggested outcome</b>	Create a rhyming environmental poem	Create similar poems, innovating from model Learn to perform poems	Create similar poems, innovating from model Learn to perform poems

## Year Three Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children's books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		Pinocchio – Michael Morpurgo		The Adventures of the Dish and the Spoon – Mini Grey		The Frog Prince continued – Jon Scieszka		Snow White in New York – Fiona French		Zeus on the Loose! – John Dougherty		Wiggles bottom Primary: the Toilet Ghost – Pamela Butchart
		The Cat and the King – Nick Sharratt		Freckle Juice – Judy Blume		Mr Birdsnest and the House Next Door – Julia Donaldson		Best Friends – Wendy Finney		Gregory Cool – Caroline Binch		Teachers on Pluto – Lou Trevalen
		The Iron Man – Ted Hughes		The 13-storey Treehouse – Andy Griffiths		After the Fall – Dan Santat		The Tin Forest – Helen Ward		Jelly Boots, Smelly Boots – Michael Rosen		How to Change the World – Rashmi Sirdeshpande
		Why Do We Wear Clothes? – Helen Hancocks		Blast-Off! – Jane Clarke		The Stone Age – Marcia Williams		Fantastically Great Women who Changed the World – Kate Pankhurst		The Street Beneath My Feet – Charlotte Guillain		The Secret Life of Bees – Moira Butterfield

# Year Four English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books</li> <li>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum</li> <li>Pupils should plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>					
Narrative	<ul style="list-style-type: none"> <li>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>Draft and write narratives, creating settings, characters and plot</li> </ul>					
	<u>Stories with a historical setting</u> Escape from Pompeii by (Christine Balit)	<u>Adventure Story</u> Ariki and the Shark (Nicola Davies) The Lost Happy Endings (Carole Ann Duffy)	<u>Classic Children's Literature</u> The Iron Man (Ted Hughes and Chris Mould)	<u>Quality Picture Book or film extract</u>	<u>Myths and Legends</u> Romulus and Remus	<u>Stories with issues and dilemmas</u> Moon Man (Tomi Ungerer) The Silence Seeker (Ben Morley)
Suggested outcome	Newspaper report	Dairy / recount in first person as character Setting or event description	Narrative re-telling of events.	Create extracts which include innovated dialogue between known characters – present as narrative and in playscript form.	Retelling of story from another viewpoint.	Write a first person account of a similar role, focusing on conveying character response.
Non-Narrative	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Retrieve and record information from non-fiction</li> <li>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)</li> <li>Pupils should be shown how to use contents pages and indexes to locate information</li> <li>Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description</li> </ul>					
	<u>Instructions</u>	<u>Persuasive leaflet or other persuasive text</u>	<u>Non-Chronological report</u> "Kids Fight Plastic" by Martin Dory	<u>Explanations</u> "Vibrations make Sound" by Jennifer Boothroyd	<u>Discussion/Balanced argument</u>	<u>Formal letter</u>
Suggested outcome	Detailed instructions with clear introduction and conclusion – link to Roman Recipes	Link to Water Aid from Geography topic	Detailed instructions with clear introduction and conclusion	Create a sequenced description of a process which makes use of topic based vocabulary	Write up a balanced discussion presenting two sides of an argument - Link to Science "Don't let them disappear" by Chelsea Clinton	Create a letter to a newspaper or MP asking for change – ie to do with climate change

<b>Poetry and Plays</b>	<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Read, re-read, and rehearse poems and plays for presentation and performance to give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</li> </ul>		
	<u>Language focus</u> Similes and descriptions	<u>Structure Focus</u> Limericks	<u>Take One Theme/Poet</u> <u>Michael Rosen</u>
<b>Suggested outcome</b>	Write own similes and discuss effectiveness – compare and discuss alternatives	Create similar poems, innovating from model Learn to perform poems	Create similar poems, innovating from model Learn to perform poems

## Year Four Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children's books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		The Boy at the Back of the Class – Onjali Q Raúf		The Queen's Nose – Dick King-Smith		Aliens Invaded my Talent Show – Matt Brown		How to Train your Dragon – Cressida Cowell		The Midnight Gang – David Walliams		My Dad's a Birdman – David Almond
		James and the Giant Peach – Roald Dahl		Revolting Rhymes – Roald Dahl		Barefoot book of Earth Tales		Where the Forest Meets the Sea – Jeannie Baker		The Tales of Olga da Polga – Michael Bond		Cliffhanger – Jacqueline Wilson
		Hansel and Gretel – Michael Morpurgo		The Chocolate Dog – Holly Webb		The Abominables – Eva Ibbotson		King King Flashypants and the Evil Emperor – Andy Riley		Spynosaur – Guy Bass		Kai and the Monkey King – Joe Todd-Stanton
		Bugs – Barbara Taylor		Do you Know About Space? – Sarah Cruddas		Children's Animal Atlas – Jamie Ambrose		Dinosaur A – Z - Dustin Growick		Children who Changed the World – Marcia Williams		80 Poems – Roger McGough

# Year Five English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>					
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</li> <li>Pupils should be taught to recognise themes in what they read, such as loss or heroism. and have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>Draft &amp; write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					
	<b><u>Stories with a historical setting</u></b> Viking Boy Jotun Journey – (literacy shed film)	<b><u>Stories based on biography</u></b> Rosa Parks (Lisbeth Kaiser)	<b><u>Stories with issues and dilemmas</u></b> The Last Bear by Hannah Gold	<b><u>Stories with diverse representations</u></b> Cloud Tea Monkeys (Mal Peet)	<b><u>Myths and Legends</u></b> Odd and the Frost Giants (Neil Gaiman)	
Suggested outcome	Setting descriptions	Link to Black History Month – recount of events from other viewpoints, persuasive letter to bus company.	Create a similar “The Last...” story with an environmental message or an alternative ‘Viewpoint’ narrative	Diary Entry and first person recounts as Tashi	Setting and character descriptions Narrative myth	
<b>Non-Narrative</b> Content can be based on another subject but children must see models in English lessons	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</li> <li>Pupils should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>When using reference books, pupils should be shown how to use contents pages and indexes to locate information</li> <li>The skills of information retrieval that should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>					
	<b><u>Discussion/Balanced argument</u></b>	<b><u>Biography</u></b> Shackleton’s Journey (William Grill)	<b><u>Recount</u></b> The Man Who Walked Between the Towers (Mordicai Gerstein)	<b><u>Formal and informal letter</u></b> Until I met Dudley (Roger McGough)	<b><u>Instructions</u></b> You Tube – The Maker	<b><u>Explanations</u></b> Vanishing Rainforests
Suggested outcome	Write up a balanced discussion which represents two sides of an argument, following a debate	Compose a biographical account based on research	Recount events through different viewpoints using language appropriate to the role (reporter/police officer etc)	Focus on comparison of styles – consider formal vocabulary	Detailed instructions with clear introduction and conclusion and considered use of adverbial phrases	Explanation of a process with labelled diagrams and some use of causal language

<b>Poetry and plays</b>	<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		
	<p><b>Language Focus</b></p> <p>Figurative language – The Dreadful Menace from Literacy Shed</p>	<p><b>Structure Focus</b></p> <p>Haiku and Cinquain</p>	<p><b>Classic Poetry</b></p> <p>Narrative poetry – the Jabberwocky (Lewis Carroll)</p>
<b>Suggested outcome</b>	Work on similes and metaphors. Consider language choices and effect on reader.	Create similar poems, innovating from model Learn to perform poems	Read and perform poems Innovate from a model

## Year Five Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>											
		Brightstorm - Vashti Hardy		The Nowhere Emporium – Ross Mackenzie		The Polar Bear Explorers Club – Alex Bell		New Kid – Jerry Craft		Clockwork – Philip Pullman		You Wait Till I’m Older than You! Michael Rosen
		The London Eye Mystery – Siobhan Down		Tom’s Midnight Garden – Philippa Pearce		Frostheart – Jamie Littler		How to be a Pirate – Cressida Cowell		Wisp, a story of hope – Zana Fraillon		The Explorer – Katherine Rundell
		The Train to Impossible Places – PG Bell		Night Bus Hero - Onjali Q Raúf		Rubbish Town Hero – Nicola Davis		Azzi in Between – Sarah Garland		The Lost Thing – Shaun Tan		Ella on the Outside – Cath Howe
		The Humanal – Chris Van Tulleken and Xand van Tulleken		Three Cheers for Women – Marcia Williams		Factopia - Kate Hale		Rise Up – Amanda Li		Grace Hopper, Queen of Computer Code – Laurie Wallmark		The Pied Piper of Hamelin – Michael Morpurgo



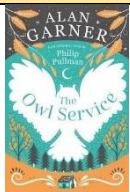
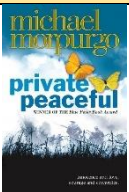
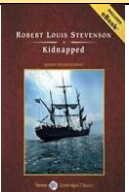
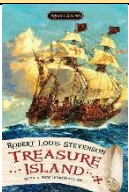



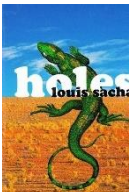
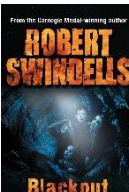
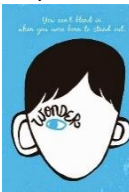
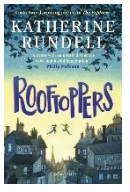

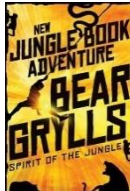


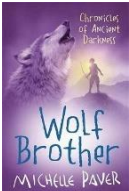






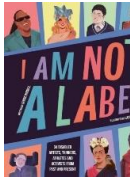

# Year Six English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>					
<b>Narrative</b>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves</li> <li>Pupils should be taught to recognise themes in what they read, such as loss or heroism. and have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>Draft &amp; write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					
	<u>Stories with a historical setting</u> Street Child (Berlie Doherty)	<u>Classic Fiction</u> A Christmas Carol – Tony Mitton plus use of film extracts and radio extracts	<u>Author Study – Michael Morpurgo</u> The Giant’s Necklace Kensuke’s Kingdom	<u>Stories with issues and dilemmas</u> Varmints (Helen Ward) The Arrival (Shaun Tan)	<u>Stories with diverse representations</u> Henry’s Freedom Box + BOX. Henry Brown Mails Himself to Freedom	<u>Science Fiction Stories</u> Film and text extracts which build suspense. Alma (Literacy Shed)
<b>Suggested outcome</b>	Re-work an event from the story from the viewpoint of another character	Character Analysis	Narrative based around the character’s experience of falling into a mine and meeting the ghostly miners (or other event from the text)	First person recounts Setting descriptions Letters of persuasion in role as a character	Biography	Focus on suspense to create an encounter description, build in strong and considered use of vocabulary.
<b>Non-Narrative</b>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</li> <li>Pupils should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>When using reference books, pupils should be shown how to use contents pages and indexes to locate information</li> <li>The skills of information retrieval that should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>					
	<u>Non-Chronological Report</u> Content can be based on another subject but children must see models in English lessons Tuesday (David Wiesner)	<u>Discussion/Balanced argument</u> Key Question given	<u>Formal and informal letter</u> Kensuke’s Kingdom (Michael Morpurgo)	<u>Persuasive leaflet or other persuasive text</u> Varmints (Helen Ward)	<u>Short tasks opportunity</u> Choose a text and give opportunities for children to independently demonstrate their writing skills. Moth by Isabel Thomas – link to Science	<u>Non- Chronological Reports</u> Content can be based on another subject but children must see models in English lessons
<b>Suggested outcome</b>	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience.	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	Use models to write letters which have a clear audience and purpose and which present a contrast in formality	Construct an argument to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness		Leaflet about school

<b>Poetry and plays</b>	<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		
	<p><b>Language focus</b></p> <p>Figurative language - City Jungle by Pie Corbett</p>	<p><b>Structure Focus</b></p> <p>Review of poetry types</p>	<p><b>Classic Poetry</b></p> <p>Narrative Poem – Highwayman (Alfred Noyes)</p>
<b>Suggested outcome</b>	Build on imagery and include onomatopoeia and personification.	Create similar poems, innovating from model Learn to perform poems	Learn to read and perform poems

## Year Six Reading for Pleasure Spine

<b>Reading Spine</b>	<p>Our reading spine is a carefully chosen selection of good quality children’s books <b>in addition</b> to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.</p>										
	 <p>The Owl Service – Alan Garner</p>	 <p>Private Peaceful – Michael Morpurgo</p>	 <p>Kidnapped – Robert Louis Stephenson</p>	 <p>Treasure Island – Robert Louis Stephenson</p>	 <p>The Silver Sword - Ian Serraillier</p>	 <p>The Secret Garden – Frances Hodgson Burnett</p>					
	 <p>Trickers – Terry Pratchett</p>	 <p>Holes – Louis Sachar</p>	 <p>Blackout – Robert Swindells</p>	 <p>Wonder – R.J. Palacio</p>	 <p>Rooftoppers - Katherine Rundell</p>	 <p>The Girl on the Train – Katherine Rundell</p>					
	 <p>Spirit of the Jungle – Bear Grylls</p>	 <p>Return to the Jungle – Bear Grylls</p>	 <p>Cog Heart – Peter Bunzl</p>	 <p>Wolf Brother – Michelle Paver</p>	 <p>A Pocketful of Stars – Aisha Bushby</p>	 <p>Nevermoor – Jessica Townsend</p>					
 <p>Fly Me Home – Polly Ho-Yen</p>	 <p>The Arrival – Shaun Tan</p>	 <p>The Midnight Guardians – Ross Montgomery</p>	 <p>Space Maps – Laura Albanese</p>	 <p>I am Not a Label - Cerrie Burnell</p>	 <p>Great Adventurers – Alastair Humphreys</p>						