



## Recovery Curriculum Statement September 2020

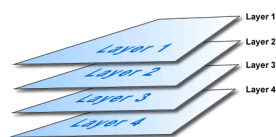
### Curriculum Intent

At St Mary Magdalen's RC Primary School we live out our mission statement:

*"The family of St Mary Magdalen's is centred on Christ to create inquisitive individuals who feel empowered to engage in the world in which they live."*

As a result of the Coronavirus crisis, we recognise the need to make the physical, mental and emotional wellbeing of our children the absolute priority. We have carefully designed a "recovery curriculum" which will initially focus on supporting pupils to re-establish relationships and routines in school as well as a strong emphasis on PSHE, well-being and the opportunity to play and explore through a broad and balanced curriculum. Although curriculum time has been allocated to aid the catch-up in Maths and English, any gaps in other subjects have been addressed and adapted into the curriculum plan for each subject. This will be closely monitored and reviewed to ensure the needs of all learners are met.

Our well-planned curriculum builds the knowledge, skills and cultural capital to engage in the world around them and prepares them for life-long learning and their future success. Subject leaders have designed schemes of work with sequential steps of learning that build on the layers of learning set out in our curriculum intent.



- Layer 1 – Solid foundation in reading
- Layer 2 – Tailored, structured and sequential
- Layer 3 – Maximising opportunities for challenge and inclusion
- Layer 4 – Making links with the wider world

This helps children to acquire this knowledge in a meaningful way and are designed to help pupils remember what they have been taught. By having a clear understanding of our pupils and their needs, staff can ensure that teaching in all areas of the curriculum is inclusive, supportive, challenging and engaging. Targeted support and intervention is given where needed to ensure all learners develop and learn in a style that suits their individual needs. Alongside developing the journey of faith with our children, we aim to support the development of their social, moral and physical talents. This will be nurtured alongside our curriculum through planned opportunities.

Children with SEND and additional needs thrive in our school and are given high aspirations and targeted support. We challenge our most able pupils with depth and extension and develop and celebrate talents through our curriculum. We build on pupils' knowledge by giving them opportunities to be confident, creative and critical thinkers who work well individually and collaboratively. We encourage children to develop resilience, to make links between curriculum areas and build experiences that support their learning. We make positive links with our community – our parish; our local area; our heritage; and our global responsibility. Our Catholic faith is at the core of everything we teach and is the heart of our school.

### Relationships

We are conscious that children will need the time and space to rebuild previously well-established relationships to ensure that these are not only restored but able to thrive. A weekly nurture session has been introduced to support the emotional needs and well-being of all of our pupils; being mindful of the experiences of our pupils and families over lockdown. Collective worship will take place in classes as well as daily prayers.

Reception children will be given the opportunity to attend 'Stay and Play' sessions accompanied by a parent over the first 9 days of school in absence of the usual transition and visits they were unable to have over the Summer term. They all had individual phone calls during the lockdown period and received detailed information packs and letters which were posted out from school. This ensured close communication with our families. The children will then begin a short phased induction before beginning school full-time on Monday 28<sup>th</sup> September 2020. Any extra support needed will be arranged as required.



## Nurture Themes

Dates / Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2.9.20-	Getting to know you!					
30.9.20 & 7.10.20	<b>Wonderful me!</b> Understanding my feelings	<b>Wonderful me!</b> Experiencing different feelings	<b>Wonderful me!</b> Who am I?	<b>Wonderful me!</b> My Happiness	<b>Wonderful me!</b> Taking responsibility for my feelings	<b>Wonderful me!</b> Our social media selves
14.10.20 & 21.10.20	<b>People around me</b> Special people	<b>People around me</b> Other people's feelings	<b>People around me</b> Communication	<b>People around me</b> A positive difference	<b>People around me</b> Good friends	<b>People around me</b> Resolving conflict / compromising
4.11.20 & 11.11.20	<b>Resilience</b> People to turn to	<b>Meaning and Purpose</b> Steps to success	<b>Meaning and Purpose</b> My superpowers	<b>Meaning and Purpose</b> My role	<b>Meaning and Purpose</b> Going for Goals	<b>Meaning and Purpose</b> What can I be?
18.11.20 & 25.11.20	<b>Meaning and Purpose</b> What am I like?	<b>Resilience</b> Developing a growth mindset	<b>Resilience</b> Breaking down barriers	<b>Resilience</b> Celebrating mistakes	<b>Resilience</b> Embracing failure	<b>Resilience</b> Resilience toolbox
2.12.20 & 9.12.20	<b>Healthy body</b> Ready for bed	<b>Healthy body</b> Being active	<b>Healthy body</b> My Healthy Diary	<b>Healthy body</b> Diet and dental health	<b>Healthy body</b> Importance of rest	<b>Healthy body</b> Taking responsibility for my health
16.11.20	<b>Relaxation</b> Progressive muscle relaxation	<b>Relaxation</b> Breathing exercises	<b>Relaxation</b> Stretches	<b>Relaxation</b> Visualisation	<b>Relaxation</b> Yoga	<b>Relaxation</b> Mindfulness

## Considerations

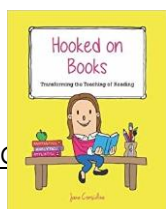
Gaps in learning over the lockdown period need to be identified. This will be done initially through teacher assessment rather than through formal testing to ensure children are not placed under any unnecessary pressure during their transition back into school. High quality teaching, as always, will be at the heart of what we do and ensure that all children are supported and challenged to excel. Further intervention will be provided as needed to ensure all pupils make rapid progress. It is vital that all staff are familiar with the previous year's curriculum and expectations to address any gaps in learning as they arise. Teachers have the flexibility to plan and review in light of this. A wider variety of feedback in class will increase and marking /handling books will be kept to a minimum (as outlined in the addendum on our school 'Marking and Feedback' policy – 2020).

## Implementing the curriculum

There is a phased approach for our recovery curriculum. During the initial stages, the focus will be put on recovering children's relationships within school - with the emphasis put on children's wellbeing. The next phase will include gradual implementation of the curriculum, closing the gaps in learning and consolidation, followed by moving on to new learning.

## English – READING

The English curriculum has been further developed and will now use the Jane Considine approach to the teaching of reading over the Autumn Term and then writing to follow shortly after. This will ensure a consistent approach through school. The timetable has been adapted to ensure all classes have additional time for English which should aid rapid progress over the Autumn Term.



To further enhance our English Curriculum this year, we will be using the Jane Considine, 'Hooked on Books' approach. Staff have received training in this approach and reading as a whole is being promoted in a number of ways through school. Class novels will be used alongside high quality texts to ensure children are exposed to a wide range of vocabulary and are able to develop retrieval, inference and deduction skills.



A class novel is read to the class daily during 15 minutes of 'reading for pleasure' time. Teachers aim to make this time enjoyable by providing drama and enthusiasm in their reading. Within this time, teachers use one sentence to 'rinse meaning' from as part of demonstration reading (see Jane Considine's approach to demonstration reading). Novels have been chosen because of their content, themes or quality of text to inspire children.

Picture Books

Picture books still have a place in Key Stage 2 and where possible, will be integrated within topics in the wider curriculum alongside non-fiction texts.

Teaching Reading

Year 2 and KS2 take part in a two-weekly cycle in the style of Jane Considine's 'Hooked on Books' approach to teaching reading.

<b>Week 1</b>	Book Talk	Whole Class Reading	Book Talk	Comprehension	Whole Class Reading
<b>Week 2</b>	Book Talk	Comprehension	Book Talk	Whole Class Reading	Book Talk

- Book Talk – children are split into 5 ability groups. Each ability group is given a text which is under the same genre (e.g. fiction, non-fiction, poetry) but suited to the ability of the group. The 30 minute lesson is split into 3 chunks. Each chunk consists of 6-7 minutes of reading within groups then 3-4 minutes of answering a question using a sentence stem provided by the teacher. The three chunks relate to lenses within each of the three tiers of the Reading Rainbow. Within the sessions, the teacher will sit with a group to assess children; therefore, assessments will be recorded for each child every two weeks. Children are not required to provide written answers as the lesson is based around producing answers orally.
- Whole Class Reading – Using the extracts provided by Ashley Booth's reading curriculum (fiction, non-fiction, poetry), teachers will demonstrate high-quality comprehension by thinking aloud and providing high utility words to support children in developing in-depth answers. Each 'theme' of lessons within the curriculum should be used over the two-week cycle (3 lessons over two weeks). These sessions are guided by the teacher. Children record answers in books; however, as this will be heavily guided – verbal feedback within the lesson provides challenge rather than written marking.
- Independent comprehension – One lesson each week, children are given the opportunity to work independently to provide high quality answers within comprehension. This should be based around the lenses taught previously within Book Talk/Whole Class Reading. This requires written marking to ensure all children receive in-depth feedback.

Phonics

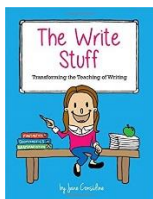


As children may have experienced no or a very limited amount of phonics since March 2020, we realise phonics will need to be a key focus in EYFS / KS1 to ensure rapid progress over the Autumn term. To facilitate this, we have ensured that children receive extra phonics sessions each week and small group teaching of phonics. We have invested further in additional reading materials (to support home readers) that are matched to the phonic ability of each child. Staff have received further training in 'Read Write Inc' to ensure lessons are structured, well-paced and consistent between groups. Children will be assessed and regrouped each half term, or as and when needed.

Some children in KS2 (needing some further support in phonics to consolidate reading skills) will be given this over the Autumn term to ensure they access the KS2 curriculum with confidence. This has been timetabled over the week.



## **English – WRITING**



To further enhance our English Curriculum this year, we will be using the Jane Considine, 'The Write Stuff' approach. Staff have received training in this approach and resources are displayed and used consistently throughout the school to ensure the approach is structured and consistent. A wide range of opportunities, covering a variety of genres, will be offered to promote the skills of writing at a high standard.

### **Teaching Writing**

Reading and writing are taught separately to ensure skills are taught explicitly; however, some class novels could feed into writing if teachers feel this is appropriate. Our writing approach follows Jane Considine's 'The Write Stuff' and requires writing to be taught in small steps (sentence based) through lenses of the 'Writing Rainbow'. Each lesson is split into 3 chunks – each chunk focusing on one lens of the Writing Rainbow which is split into 3 tiers: Fantasticisms (ideas), Grammaristics (grammar) and Boomtastics (techniques). Teachers model and provide a bridge from discussion to writing. Children then create their own sentences in books. At the end of guided units, children follow a sequence of lessons which lead to an independent write.

Writing opportunities are organised by purpose: entertain, inform, persuade and discuss. Children are encouraged to think carefully about the purpose and audience when writing and this informs their vocabulary choices.

### **Writing Genres**

The Write Stuff unit plans can be used to support planning; however, this is optional. Teachers can choose a stimulus and plan a sequence of lessons using The Write Stuff approach if they feel this will be more engaging for their children. By the end of the two-year rolling programme, all genres of writing for LKS2 will have been covered.

### **Poetry**

Poetry is included within whole class reading to ensure children study a poem for its meaning. In addition, children use examples of poems to create poetry of their own with a particular focus e.g. limericks, free verse etc. Each year, one poem is chosen for children to learn and recite.

## **Maths**



We will continue to follow the 'White Rose Maths' planning. This has been adapted to incorporate any aspects of essential content of the curriculum that may have been missed or not covered in depth during the lockdown period. The Autumn term units provide recap (which are clearly highlighted) and opportunities to consolidate prior learning. The opportunities for mixed-age classes to do this are also highlighted through the resources. Staff have had training around various elements of this.

The mixed-age plans will be used from the White Rose in classes where this is needed and other classes will follow the single year group planning. All plans have recap steps added to ensure teachers are clear which learning is new and which is learning to be revisited to ensure children develop an embedded understanding of mathematical concepts. The steps are colour-coded to differentiate clearly between new and previously taught learning. New resources are also available to support the program including Powerpoints, videos, assessment tools and worksheets.

KS1 classes have the flexibility to use practical learning with concrete resources to support basic concepts and offer a variation in learning styles. Children have followed the program over the lockdown period and many will therefore be familiar with the learning to be revisited.

Alongside this, staff will use the DfE guidance 'Teaching Mathematics in Primary Schools' to bring greater coherence to key concepts from each year group and allow progression and the connection between mathematical topics from Year 1 to Year 6. Maths Mastery approach will continue to be rolled out across the phases over this term. The Mathematics Lead will be training all staff to adopt this approach in due course.



## Other subjects

The curriculum is taught over a two-year rolling program in each phase to accommodate the mixed classes in school and ensure children have a sound understanding of the knowledge and skills they need before moving on to higher order skills. Opportunities to revisit and consolidate learning are well-planned. All topics are facilitated by a knowledge mat which is used to promote sticky knowledge and key vocabulary throughout the topic.

## SCIENCE

Phase	Cycle	Autumn	Spring	Summer
KS1	A	My Body Identifying animals	Living thing and their habitats	Animals and their offspring
	B	Changes over the seasons	What is a plant?	Everyday materials and their properties
LKS2	A	Rocks and Fossils Light and shadows	Amazing magnets	Roots, shoots and flowers – plant growth Keeping healthy
	B	Sounds States of matter	Name that living thing and protecting our habitat	It's electric Teeth and digestion
UKS2	A	Plant reproduction Evolution and inheritance	Changes to and properties of materials	Earth and Space Forces
	B	Being human – circulation and respiration Classification of all living things	Light and the eye	Human reproduction Electricity

Units are those not taught in Summer 2020 and therefore will require some pre-teaching from the unit from the previous phase.

Units are those requiring pre-teaching and consolidation in the academic year 2020-2021.

In addition, Puberty talks with the school nurse have been planned this year for all of UKS2. This is in absence of a talk for the Year 5 children during the 2019-2020 academic year.

## HISTORY

Phase	Cycle	Autumn	Spring	Summer
KS1	A	I'm Making History Changes within Living Memory	History on my doorstep Local site visit or street/village survey with follow up.	Who made History in our area?  Year 1 – 1 person Year 2 – 2 people with a contrasting element.
	B	What has changed?  Changes within living memory – objects /technology.	Why are some places special?	What special events from the past do we remember?  NC link: Significant events from beyond living memory.
LKS2	A	Who were Britain's first Builders?  NC: Stone Age to Iron Age	Why did the Ancient Egyptians build pyramids?  NC: Ancient Egypt	Why was Roman technology so important?  NC: Romans
	B	How did the first Briton's live?  NC: Stone Age to Iron Age	What was life like for ancient Greeks?  NC: Ancient Greeks	What can we discover about life in Roman Britain?  NC: Local Study



UKS2	A	How did the Anglo Saxons change Britain?  NC: Anglo Saxons	Why do we remember the Vikings?  NC: Vikings	Local History study – site visit/mining/village  NC: Aspect or theme since 1066/Local Study
	B	How did the Anglo Saxons and Vikings do battle for Britain?  NC: Anglo Saxons and Vikings	Were the Mayans a peaceful peoples?	What's in a name? (Durham and WW1) NC: Aspect or theme since 1066.

## GEOGRAPHY

Phase	Cycle	Autumn	Spring	Summer
KS1	A	What is my place like?	What can I find?	What is my country like?
	B	Why is my world wonderful?	Wherever next?	Holidays – where shall we go?
LKS2	A	UK Discovery – is the UK the same everywhere?	Why do we have cities?	We've got it all! Why is the North East special?
	B	What can we discover about Europe?	Why does Italy shake and roar?	Local fieldwork – school discretionary study. Seaham coast
UKS2	A	What shapes my world?	Where could we go? Fantastic Journeys.	Where has my food come from?
	B	Fantastic Forests – Why are they so important?	<i>School discretionary study</i>	Destination Sao Paulo! What do places have in common?

Unit plans are in place for History and Geography to ensure learning is sequential and offers opportunities to revisit and consolidate skills from previous units of work as well as teaching new knowledge and skills. This will ensure that children can revisit and consolidate previously taught skills.

## Home Learning offer from March 2020

Whilst remaining open for vulnerable children and children of key workers, the school provided a comprehensive offer of remote-learning for children working at home. This included:

- ✓ Regular updates from SLT and staff
- ✓ Packs of work sent home over the initial period
- ✓ Daily online learning tasks available on the school website for all year groups, provided by the class teacher. SEND pupils received individualised weekly learning challenges via email.
- ✓ Online learning platforms including; Read Theory, MyMaths, SPaG.com, Purple Mash, Spelling shed, Maths shed, Times Tables Rockstars
- ✓ Links to 'Read Write Inc' phonics and a range of challenges sent through 'Evidence Me' for EYFS
- ✓ Fortnightly phone calls to families (at least a weekly call to families of vulnerable pupils)
- ✓ Updates, challenges, wellbeing activities and competitions set through the school website and Twitter.
- ✓ Sharing of learning, experiences and updates through our school Twitter to ensure home-school relationships remained strong.
- ✓ Celebrating learning and personal achievements and milestones throughout this period.



## **Home Learning offer from September 2020**

School continues to provide a comprehensive offer of remote-learning through a weekly timetable of curriculum activities matched to learning taking place in school, ensuring children are challenged and able to make the required progress. This weekly offer is available through the school website and includes daily tasks for English, Maths, RE, Curriculum subjects, well-being and PE. To further support the well-being of children, staff will also ensure children receive a virtual call each Monday and other phone calls throughout the week. Year group emails will allow work to be sent in from home for staff to mark in school and offer feedback through the email or a phone call. Any children enquiring further differentiation will receive this on an individual basis via email. School are currently developing further online learning opportunities for pupils through Microsoft Teams software.

### **Impact**

Through monitoring and observing in class, evaluating work produced and formative assessment, we will ensure that children have an embedded understanding of core knowledge and that they are able to apply skills in other areas. Moderation will be carried out in-house and also using our new resource 'Comparative Judgment' for writing. This will ensure teacher assessment is robust and creates an accurate picture of the learning taking place. It will also help evaluate if the curriculum is meeting the needs of the pupils effectively, enabling them to make rapid progress. Summative assessment will be carried out during our assessment week later in the term. We will also monitor the children in their attitude to learning to ensure they develop resilience, tolerance, positive attitudes and respect.

We recognise for some children, learning will take longer than others to become embedded enough that they can recall it and apply it in a different context. Children will be supported as individuals to make the progress required over time in a learning style that suits them.

### **Appendix**

English will be a focus of the curriculum, even more so over this academic year. The reading and writing skills children will need to access the whole curriculum with confidence and understanding will be a driving force over the autumn term and throughout the year. The information below details how this will look across each phase.

### **Year 1/2: English Overview**

The KS1 English Overview provides teachers with a choice of chapter book or a picture book reading spine to engage children within each half term. Books are chosen for reading for pleasure purposes and do not have to link to writing opportunities; however, teachers may choose to create links between their reading and writing curriculum.

#### **Writing**

The Write Stuff units have been identified within planning; however, teachers may need to adapt these to suit their year group – take a look at the overview to see which unit links to which year group. If teachers prefer to plan using a different text or writing stimulus they can as long as the genre of writing is covered within that term. Although the overview looks detailed, it is flexible and will be a working document so adapt the writing opportunities to suit your class if needed. The units of work are purely to support planning and workload when introducing a new approach to teaching writing.

#### **Book Talk**

Book talk will be covered in all KS1 classes and should cover a range of genres including Bible Stories. This can be done as a whole class or in differentiated ability groups – you may want to begin with whole class sessions and gradually build to more independent book talk sessions as you progress through the year.



### Whole Class Comprehension

Year 2 (Featherbed) will use their class novel in whole class reading sessions in the style of Jane Considine's Hooked on Books. One lesson each week will focus on an independent comprehension lesson.

### Poetry

Poems have been identified to read and share with your class for pleasure. There are also poetry genres within the writing curriculum which are taught each term.

### The Write Stuff Unit Plans (KS1)

1	Song Of The Sea - Tomm Moore	Narrative	Film
1	The Trainride	Narrative	Picture book
1	Grandad's Island - Benji Davis	Narrative	Picture book
1	Last Stop On Market Street - Matt de la Pena	Narrative	Picture book
1	The Queens Hat - Steve Antony	Narrative	Picture book
1	The Way Back Home - Oliver Jeffers	Narrative	Picture book
1	Wombat Goes Walkabout - Micheal Morpurgo	Narrative	Picture book
1	Bold Women in Black History - Vashti Harrison	Non-fiction	Biography
1	Little Red Riding Hood - Traditional Tale	Narrative	Traditional tale
1	Ice Planet	Non-fiction	Information
1	Recount - Our Trip To The Woods	Non-fiction	Recount
1	Travel journal	Non-fiction	Journal
1	Pinocchio - Carlo Collodi	Narrative	Picture book
2	Little Red Reading Hood - Lucy Rowland	Narrative	Picture book
2	The Owl Who Was Afraid Of The Dark - Frank Jill Tomlinson	Narrative	Picture book
2	Stardust - Jeanne Willis	Narrative	Picture book
2	The Building Boy - Ros Montgomery	Narrative	Picture book
2	George and the Dragon - Christopher Wormell	Narrative	Picture book
2	My Christmas Star - TV Advert	Narrative	Film
2	The Marvelous Fluffy - Itty Bitty - Beatrice Alemagna	Narrative	Picture book
2	Non-chron report - Pirates	Non-fiction	Non- Chron
2	Non-Chron Report - Big Cats	Non-fiction	Non- Chron
2	Meerkat at Christmas	Non-fiction	Postcard Recount
2	The Day the Crayons Quit	Non-fiction	Persuasive Letter





		<b>Autumn 1</b> <b>(I'm making history)</b> <b>7 weeks</b>	<b>Autumn 2</b> <b>(What is my place like?)</b> <b>6 weeks</b>	<b>Spring 1</b> <b>(History on my doorstep)</b> <b>5 weeks</b>	<b>Spring 2</b> <b>(What is my country like?)</b> <b>5 weeks</b>	<b>Summer 1</b> <b>(Who made history in our area?)</b> <b>5 weeks</b>	<b>Summer 2</b> <b>(Why is my world beautiful?)</b> <b>5 weeks</b>
Cycle A	<b>Reading for Pleasure (Chapter Book) Y2</b>	George's Marvellous Medicine By Roald Dahl	The Tear Thief by Carol Ann Duffy	Ways to Make Sunshine By Renee Watson	Mr Penguin and the Lost Treasure By Alex T. Smith	The Enchanted Wood By Enid Blyton	The Boy Who Grew Dragons By Andy Shepherd
	<b>Themes</b>	Humour Greed Family Exploration	Emotions	Race Class Unemployment Growing up	Humour Mystery Adventure	Adventure Fantasy	Fantasy Adventure
	<b>Reading for Pleasure (Picture Book reading spine) Y1</b>	Monkey Puzzle  A Squash and a Squeeze  Room on the Broom  Zog  Snail and the Whale  The Smartest Giant in Town  The Smeds and the Smoos	Little Red Riding Hood  Jack and the Beanstalk  Goldilocks and the Three Bears  Snow White  The Ugly Duckling	The Tiger Who Came to Tea by Judith Kerr  Where the Wild Things Are by Maurice Sendak  Avocado Baby by John Burningham  How to Clean a Woolly Mammoth by Michelle Robinson and Kate Hindley  Knuffle Bunny by Mo Willems  Dogger by Shirley Hughes	Dougal's Deep Sea Diary By Simon Bartram  The Storm Whale By Benji Davies  Hooray for Fish By Lucy Cousins  One Day on Our Blue Planet: In the Ocean By Ella Bailey  The Lighthouse Keeper's Lunch By Ronda Armitage	Paddington by Michael Bond	Mrs Armitage on Wheels by Quentin Blake  All Aboard for the Bobo Road by Stephen Davies and Christopher Corr  The Hundred Decker Bus by Mike Smith  Emma Jane's Aeroplane by Katie Haworth and Daniel Rieley  Lost and Found by Oliver Jeffers
	<b>Theme</b>	Julia Donaldson	Traditional Tales	Extraordinary Events	The Sea	Paddington Stories Collection	Journeys and Transport
	<b>Poetry to Read</b>	Witch Ghost by John Lyons The Wizard by Dennis Lee The Boneyard Rap by Wes Magee		The Wind by Christina Rossetti Friends by Abbie Farwell Brown Air by Michael Rosen		Bed in Summer by Robert Louis Stevenson My Shadow by Robert Louis Stevenson The Cow by Robert Louis Stevenson	
	<b>Book Talk</b>	Year 1 and 2 – Bible stories, Non-Fiction, Fiction, Poetry		Year 1 and 2 – Bible Stories, Non-Fiction, Fiction, Poetry		Year 1 and 2 – Bible Stories, Non-Fiction, Fiction, Poetry	
	<b>Whole Class Comprehension</b>	Year 2 Based around class novel		Year 2 Based around class novel		Year 2 Based around class novel	
	<b>Writing</b>	Secure basic skills such as writing sentences with capital letters, full stops, finger spaces, print handwriting and using spellings which match phonics ability (2 weeks)  Introduce the FANTASTICS  Stories with predictable phrasing/familiar setting (3 weeks)  Non-Fiction – Labels, lists and captions  Poetry Rhyme and Patterns (1 week)	Traditional Tale- <b>Little Red Riding Hood</b> (3 weeks)  Non-Fiction Recount <b>Our Trip to the Woods</b> (3 weeks)	Non-Fiction Instructions (2 weeks)  Narrative <b>A Crow's Tale</b> (2 weeks)  Poetry Senses (1 week)	Non-Fiction Non-Chron Report – <b>Pirates</b> (3 weeks)  Narrative <b>- Song of the Sea</b> (2 weeks) <b>OR</b> <b>Granddad's Island</b> (2 weeks)	Non-Fiction Letter (2 weeks)  Poetry Take One Poet (1 week)  Non-Fiction Explanation Text (2 weeks)	Narrative – <b>Last Stop on Market Street</b> (3 weeks) <b>OR</b> <b>George and the Dragon</b> (3 weeks)  Non-Fiction <b>Travel Journal</b> (2 weeks)



	<b>Autumn 1</b> What has Changed? <b>7 weeks</b>	<b>Autumn 2</b> What can I find? <b>6 weeks</b>	<b>Spring 1</b> Why are some places special? <b>5 weeks</b>	<b>Spring 2</b> Wherever next? <b>5 weeks</b>	<b>Summer 1</b> What special events from the past do we remember? <b>5 weeks</b>	<b>Summer 2</b> Holidays – where shall we go? <b>5 weeks</b>
<b>Reading for Pleasure (chapter book) Y2</b>	The Twits By Roald Dahl	The Owl Who Was Afraid of the Dark	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	The Hodgeheg By Dick King Smith	The Diary of a Killer Cat By Anne Fine	Sulwe By Lupita Nyong'o and Vashti Harrison
<b>Themes</b>	Revenge Humour	Self-esteem Respect Appreciating others	Fantasy Adventure Humour	Determination	Guilt and innocence Family relationships Animals Diaries	Self-esteem Differences Race
<b>Reading for Pleasure (Picture Book Reading Spine) (Y1)</b>	Three Billy Goats Gruff  Hansel and Gretel  Rapunzel  The Gingerbread Man  Sleeping Beauty	The Gruffalo  The Gruffalo's Child  The Highway Rat  Tiddler  Charlie Cook's Favourite Book  Tabby McTatt  Sharing a Shell	The Day the Crayon's Quit by Drew Daywalt  The Jolly Postman and Other People's Letters by Janet & Allan Ahlberg  Dear Dinosaur By Chae Strathie  Dear Teacher by Amy Husband  Meerkat Mail By Emily Gravett  Dear Dragon By Josh Funk	Charlie and Lola – We Completely Must Go to London  Cops and Robbers by Allan Ahlberg  Katie in London- James Mahew  London for Children – Matteo Pericoli  Topsy and Tim Visit London – Jean Adamson	Beegu By Alexis Deacon  Aliens Love Underpants By Claire Freedman and Ben Coot  The Man on the Moon By Simon Bartram  You Can't Eat a Princess! By Gillian Rogerson and Sarah McIntyre  Toys in Space by Mini Gey	If all the world were... By Joseph Coelho and Alison Colpoys  Hair Love By Matthew Cherry and Vashti Harrison  Lulu's First Day By Anna McQuinn  Elmer By David McKee  Ruby's Worry by Tom Percival
<b>Themes</b>	Traditional Tales	Julia Donaldson	Letters	London	Space	Race/Identity/Diversity
<b>Poetry to read</b>	The Star by Jane Taylor Stars by Gareth Lancaster Full Moon by Walter de la Mare		Nonsense Poetry On the Ning-Nang-Nong by Spike Milligan The Land of the Flibbertigibbets by John Foster Bundle-Buggy Boogie by Dennis Lee		Seaview Haiku Splish Splash Splosh by James Carter Over My Toes by Michael Rosen	
<b>Book Talk</b>	Year 1 and 2 – Bible stories, Non-Fiction, Fiction, Poetry		Year 1 and 2 – Bible Stories, Non-Fiction, Fiction, Poetry		Year 1 and 2 – Bible Stories, Non-Fiction, Fiction, Poetry	
<b>Whole Class Comprehension</b>	Year 2 Based around class novel		Year 2 Based around class novel		Year 2 Based around class novel	
<b>Writing</b>	Secure basic skills such as writing sentences with capital letters, full stops, finger spaces, print handwriting and using spellings which match phonics ability (2 weeks)  Introduce FANTASTICS  Traditional Tale – <b>Little Red Reading Hood</b> (3 weeks)  Non-Fiction Captions, labels, lists  Poetry (shape) (1 week)	Narrative – <b>The Owl Who Was Afraid of the Dark</b> (3 weeks)  Non-Fiction Postcard Recount - <b>Meerkat at Christmas</b> (3 weeks)  Spooky Writing Day	Non-Fiction Persuasive Letter – <b>The Day the Crayons Quit</b> (3 weeks)  Non-Fiction Information – <b>Ice Planet</b> (2 weeks)	Narrative – <b>The Queen's Hat</b> (3 weeks)  Poetry (diamantes) (1 week)  Recount (1 week)	Narrative – <b>Stardust</b> (3 weeks) OR Narrative <b>The Way Back Home</b> (3 weeks)  Poetry (Haiku) (1 week)	Non-fiction Biography – <b>Bold Women in Black History</b> (3 weeks)  Narrative Stories from other cultures (2 weeks)

Cycle B



## Lower Key Stage 2: English Overview

Lower Key Stage Two follow a two-year rolling programme which encompasses a range of reading and writing opportunities

### Class Reader

A class novel is read to the class daily during 15 minutes of 'reading for pleasure' time. Teachers aim to make this time enjoyable by providing drama and enthusiasm in their reading. Within this time, teachers use one sentence to 'rinse meaning' from as part of demonstration reading (see Jane Considine's approach to demonstration reading). Novels have been chosen because of their content, themes or quality of text to inspire children.

### Picture Books

Picture books still have a place in Key Stage 2 and where possible, will be integrated within topics in the wider curriculum alongside non-fiction texts.

### Teaching Reading

Lower Key Stage Two take part in a two-weekly cycle in the style of Jane Considine's 'Hooked on Books' approach to teaching reading.

<b>Week 1</b>	Book Talk	Whole Class Reading	Book Talk	Comprehension	Whole Class Reading
<b>Week 2</b>	Book Talk	Comprehension	Book Talk	Whole Class Reading	Book Talk

- Book Talk – children are split into 5 ability groups. Each ability group is given a text which is under the same genre (e.g. fiction, non-fiction, poetry) but suited to the ability of the group. The 30minute lesson is split into 3 chunks. Each chunk consists of 6-7 minutes of reading within groups then 3-4 minutes of answering a question using a sentence stem provided by the teacher. The three chunks relate to lenses within each of the three tiers of the Reading Rainbow. Within the sessions, the teacher will sit with a group to assess children; therefore, assessments will be recorded for each child every two weeks. Children are not required to provide written answers as the lesson is based around producing answers orally.
- Whole Class Reading – Using the extracts provided by Ashley Booth's reading curriculum (fiction, non-fiction, poetry), teachers will demonstrate high-quality comprehension by thinking aloud and providing high utility words to support children in developing in-depth answers. Each 'theme' of lessons within the curriculum should be used over the two-week cycle (3 lessons over two weeks). These sessions are guided by the teacher. Children record answers in books; however, as this will be heavily guided – verbal feedback within the lesson provides challenge rather than written marking.
- Independent comprehension – One lesson each week, children are given the opportunity to work independently to provide high quality answers within comprehension. This should be based around the lenses taught previously within Book Talk/Whole Class Reading. This requires written marking to ensure all children receive in-depth feedback.

### Teaching Writing

Reading and writing are taught separately to ensure skills are taught explicitly; however, some class novels could feed into writing if teachers feel this is appropriate. Our writing approach follows Jane Considine's 'The Write Stuff' and requires writing to be taught in small steps (sentence based) through lenses of the 'Writing Rainbow'. Each lesson is split into 3 chunks – each chunk focusing on one lens of the Writing Rainbow which is split into 3 tiers: Fantastics (ideas), Grammaristics (grammar) and Boomtastics (techniques). Teachers model and provide a bridge from discussion to



writing. Children then create their own sentences in books. At the end of guided units, children follow a sequence of lessons which lead to an independent write.

Writing opportunities are organised by purpose: entertain, inform, persuade and discuss. Children are encouraged to think carefully about the purpose and audience when writing and this informs their vocabulary choices.

### Writing Genres

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The Write Stuff unit plans can be used to support planning; however, this is optional. Teachers can choose a stimulus and plan a sequence of lessons using The Write Stuff approach if they feel this will be more engaging for their children. By the end of the two-year rolling programme, all genres of writing for LKS2 will have been covered.

#### **Poetry**

Poetry is included within whole class reading to ensure children study a poem for its meaning. In addition, children use examples of poems to create poetry of their own with a particular focus e.g. limericks, free verse etc. Each year, one poem is chosen for children to learn and recite.



### 'The Write Stuff' Unit Plans

3	Flood - Alvaro F. Villa	Narrative	Picture book
3	Stone Age Boy - Satoshi Kitamura	Narrative	Picture book
3	The True Story of Three Little Pigs - Jon Scieszka	Narrative	Picture book
3	The Blue Umbrella - Pixar	Narrative	Film
3	Theseus and the Minotaur - Hugh Lupton	Narrative	Novel
3	Star In The Jar - Sam Hay	Narrative	Picture book
3	The Happy Prince - Jane Ray	Narrative	Picture book
3	The Secret of Black Rock - Joe Todd-Stanton	Narrative	Picture book
3	Wolves in the Walls - Neil Gaiman	Narrative	Picture book
3	The Incredible Book Eating Boy - Oliver Jeffers	Narrative	Picture book
3	How A Robot Dog Works	Non-fiction	Explanation
3	Like Boy - Jane Considine	Narrative	Picture book
4	Charlie And Choc Factory - Roald Dahl	Narrative	Novel
4	Feast - Disney	Narrative	Film
4	Princess And The Pea - Lauren Child	Narrative	Picture book
4	The Iron Man - Ted Hughes	Narrative	Novel
4	The Lost Thing - Shaun Tan	Narrative	Film
4	BFG - Roald Dahl	Narrative	Novel
4	The Great Chocoplot - Chris Callaghan	Narrative	Novel
4	Aladdin and the Enchanted Lamp - Philip Pullman	Narrative	Novel
4	Float - Daniel Miyares	Narrative	Picture book
4	The Whale - Ethan and Vita Murrow	Narrative	Picture book
4	Journey - Aaron Becker	Narrative	Picture book
4	The Plague - Playscript	Non-fiction	Playscript
4	Newspaper Report Wizards Of Once	Non-fiction	Report
4	Holiday Brochure	Non-fiction	Brochure
4	Persuasive Letter	Non-fiction	Persuasive
4	Creatures	Non-fiction	Report

# St. Mary Magdalen R.C.V.A. Primary



Empowering, Engaging, Inquisitive, Individuals



	Autumn 1 (Stone Age to Iron Age) 7 weeks	Autumn 2 (Why is the NE special?) 6 weeks	Spring 1 (Egyptians) 5 weeks	Spring 2 (Is the UK the same everywhere?) 5 weeks	Summer 1 (Romans) 5 weeks	Summer 2 (What can we discover about Europe?) 5 weeks	
Cycle A	Class Reader	<a href="#">The Hundred-Mile-An-Hour Dog</a> (Jeremy Strong)  TRANSITION TEXT POST COVID 19  <a href="#">The Iron Man</a> (Ted Hughes)	Charlie and the Chocolate Factory (Roald Dahl)	<a href="#">Bill's New Frock</a> (Anne Fine)	The Girl Who Stole an Elephant (Nizrana Farook)	When the Mountain's Roared (Jess Butterworth)	<a href="#">How to Train Your Dragon</a> (Cressida Cowell)
	Themes	Perseverance Humour  Bravery Prejudice	Greed Kindness Hope Poverty	Differences Gender inequality	Friendship Bravery Diversity Adventure	Poaching Grief Overcoming fear Indian Culture Female Protagonist	Destiny Self confidence Standing up for beliefs
	Picture Books	<a href="#">Ug: Boy Genius of the Stone Age and His Search for Soft Trousers</a> (Raymond Briggs)  <a href="#">links to topic</a>		<a href="#">The Egyptian Cinderella</a> (Picture Book – Shirley Climo)	Same, Same But Different (Picture book – Jenny Sue Kostecki-Shaw)	<a href="#">Escape from Pompeii</a> (Picture Book - Christina Balit)	
	Whole Class Reading Extracts	<a href="#">Disney Songs – The Bare Necessities, How Far I'll Go, Try Everything</a>  <a href="#">Ashley Booth Y3</a>  <a href="#">Ashley Booth Y4</a>	<a href="#">Children's Classics Vol 1 – Stuart Little, The Magic Faraway Tree, The Reluctant Dragon</a>  <a href="#">Lights and Shadows – The Dark, Smoot, My Shadow</a> (Science link)  <a href="#">Roald Dahl – BFG, Fantastic Mr Fox, The Dentist and the Crocodile</a> (Author link)  <a href="#">Armistice Day – Why do people wear poppies? Tail End, No Man's Land</a>  <a href="#">Novels Vol 2 – Kid Normal, The Girl Who Stole An Elephant, Running on the Roof of the World</a>  <a href="#">States of Matter – The Rhythm of the Rain, Plasma, What's the Matter?</a> (Science Link)	<a href="#">Colours – The Colour Monster, Lucy's Blue Day, True Colours</a>  <a href="#">Forces – Sir Isaac Newton and the Apple Story, Egg Drop, Magnets</a>  <a href="#">Songs – Count on Me, Rise Up, Fight Song</a>  <a href="#">Children's Classics Vol 1 – A Bear Called Paddington, The Lion, The Witch and The Wardrobe, Alice's Adventures in Wonderland</a>  <a href="#">Poetry</a> <a href="#">Life Doesn't Frighten Me At All by Maya Angelou</a> <a href="#">The Adventures of Isabel by Ogden Nash</a> <a href="#">Oh The Places You'll Go by Dr Seuss</a>	<a href="#">Dick King Smith – The Hedgehog, Henry Pond The Poet, Aristotle</a>  <a href="#">Notable People Vol 2 – Grace Darling, Hatshepsut, Louis Braille</a>  <a href="#">Plants – Du is Tak? A Seed is Sleepy, Why Are Tomatoes a Fruit?</a> (Science link)  <a href="#">International Women's Day – Emmeline Pankhurst, Rosa Parks, Marie Curie</a>  <a href="#">Migration – Refugees, My Beautiful Birds, The Boy at the back of the Class.</a>	<a href="#">Keeping Healthy – Broken Bones, Bone Health in Children, Sugar</a> (link to science)  <a href="#">Novels Vol 1 – Sam Wu is Not Afraid of Zombies, The Legend of Spud, Ottoline and the Yellow Cat</a>  <a href="#">Jennifer Killick – Alex Sparrow and the Really Big Stink, Mo, Lottie and the Junkers, Crater Lake</a>  <a href="#">Poetry</a> <a href="#">The Dragon Who Ate Our School</a> <a href="#">Sonnet 18 by William Shakespeare</a>  <a href="#">Teeth – Tooth by Tooth, Dentist Dan, Demon Dentist</a> (Science Link)	<a href="#">Greece – Moussaka Recipe, The Role of Women in Ancient Greece, Theseus and the Minotaur</a>  <a href="#">Monsters – Isadora Moon Goes On Holiday, Amelia Fang and the Unicorn Lords, The Nothing To See Here Hotel</a>  <a href="#">Mental Health – Life with ADHD, One Wave at a Time</a>  <a href="#">Songs from Musicals – The Place Where the Lost Things Go, Castle on a Cloud, Spoonful of Sugar</a>  <a href="#">Sports People – Muhammad Ali, Simone Bates, Serena and Venus Williams</a>
	CHOOSE 3 THEMES PER HALF TERM						
	All poetry MUST be covered						
	Book Talk	Fiction, Non-Fiction, Bible stories and Poetry		Fiction, Non-Fiction, Bible stories and Poetry		Fiction, Non-Fiction, Bible stories and Poetry	
Poems to learn and recite	Jabberwocky by Lewis Carroll						
Writing	Basic Skills based around transition text (THMAHD) (2 weeks)  Introduce the Writing Rainbow (1 week)  Writing to Entertain Narrative <a href="#">The Iron Man</a> (3 weeks)  Writing to Entertain Poetry Clerihews (1 week)	Writing to Entertain Narrative <a href="#">Charlie and the Chocolate Factory</a> (3 weeks)  Writing to Persuade Non-fiction Advert/Poster (2 weeks)  Writing to Entertain Spooky Writing (1 week)	Writing to Inform Non-fiction Newspaper report (3 weeks)  Writing to Entertain Description (1 week)  Writing to Entertain Poetry Limericks (1 week)	Writing to Entertain Narrative (3 weeks)  Writing to Inform Non-Fiction Information Text (2 weeks)	Writing to Persuade Non-Fiction Persuasive letter (3 weeks)  Writing to Entertain Narrative (2 weeks)	Writing to Entertain Poetry Free Verse (1 week)  Writing to Inform Non-fiction Non-chronological report (3 weeks)	
Cross Curricular Writing							



	Autumn 1 (Stone Age to Iron Age)	Autumn 2 (Local Fieldwork)	Spring 1 (Ancient Greeks)	Spring 2 (Why do we have cities?)	Summer 1 (Romans)	Summer 2 (Why does Italy shake and roar?)	
Cycle B	Class Reader	Stig of the Dump (Clive King)	The Firework Maker's Daughter (Philip Pullman)	Varjak Paw (S F Said)	Charlotte's Web (E. B. White)	The Miraculous Journey of Edward Tulane (Kate DiCamillo)	Cloud Busting (Malorie Blackman)
	Themes	Friendship Adventure Acceptance Bravery	Female Protagonist Overcoming obstacles Courage Persistence Fantasy	Family Loyalty Right and wrong Self-discovery	Friendship Female Protagonist	Grief Loss Love Bravery Friendship	Bullying Friendship Feelings School
	Picture Books	Stone Age Boy (Picture Book – Satoshi Kitamura)		Here Comes Hercules (Stella Tarakson)			
	Links to topic						
	Whole Class Reading Extracts	<p><b>Picture Books Vol 2 – The Day The Crayons Quit, Masai and I, I'll take You To Mrs Cole</b></p> <p><b>Notable People Vol 1 – Bessie Colman, Katherine Johnson, David Attenborough</b></p> <p><b>Prehistoric Britain – How To wash a Woolly Mammoth, Stone Age Boy, Stonehenge (Topic Link)</b></p> <p><b>Disney Songs – Under the Sea, Reflection, Let It Go</b></p> <p><b>Vikings – Nat Geo Kids, Viking Gods, How to be a Viking.</b></p> <p><b>Witches and Wizards – The Witches, The Worst Witch, Harry Potter and the Philosopher's Stone</b></p>	<p><b>Children's Classics Vol 2 – Winnie The Pooh, Stig of the Dump, Charlotte's Web</b></p> <p><b>Shang Dynasty – Mandate of Heaven, Tools and Treasures of Ancient China, The Yellow River</b></p> <p><b>Weather – Cloudy with a Chance of Meatballs, Raindrops keep falling on my head, How are Rainbows Formed?</b></p> <p><b>Novels Vol 1 – Little Badman of the Invasion of Killer Aunties, Fizzlebert Stump, The Great Chocoplot.</b></p> <p><b>Recycling Week – Recycle Week, Greta's Story, The Great Paper Caper</b></p> <p><b>Poetry</b> Firework Night Poem by Enid Blyton Please Mrs Butler by Allan Ahlberg</p>	<p><b>Different Cultures – Same, Same But Different, Planet Omar, Anisha: Accidental Detective</b></p> <p><b>Internet Safety – Be Safe on the Internet, Digiduck's Big Decision</b></p> <p><b>Children's Classics Vol 2 – Pippi Longstocking, The Demon Headmaster, The Animals of Farthing Wood</b></p> <p><b>Chinese New Year – Chinese New Year, The Firework Maker's Daughter, The Story of the Chinese Zodiac.</b></p> <p><b>Habitats – Unusual Adaptations to Habitats, Dolphins in the River Mersey, The Brilliant Deep (Science Link)</b></p>	<p><b>Hearing Impairment – Freddie and the Fairy, Dachy's Deaf, Harriet Versus the Galaxy</b></p> <p><b>Lighthouses – How does a lighthouse work? My lighthouse, The Lighthouse Keeper's Lunch</b></p> <p><b>Spiders – The Spider and the Fly, Milton the Mighty</b></p> <p><b>Electricity – The History of Electricity, Thomas Edison, Electricity</b></p> <p><b>Poetry</b> If by Rudyard Kipling Mister Mistoffelees by TS Elliot Chocolate Cake by Michael Rosen</p>	<p><b>Novels Vol 2 – The Wild Robot, The Brilliant World of Tom Gates, Fortunately, The Milk</b></p> <p><b>Songs From Musicals – When I Grow Up, It's a Hard Knock Life, This is Me.</b></p> <p><b>Rabbits – The Legend of Podkin One Ear, The Velveteen Rabbit, The Miraculous Journey of Edward Tulane (Novel Link)</b></p> <p><b>Romans – Ancient Rome, Romulus and Remus, Boudica (Topic Link)</b></p> <p><b>Poetry</b> From a Railway Carriage by Robert Louis Stevenson Walking With My Iguana by Brian Moses Be Glad Your Nose Is On Your Face by Jack Prelutsky</p>	<p><b>Phillip Reeves and Sarah McIntyre – Jinks and O'Hare, Pugs of the Frozen North, Oliver and the Seawigs.</b></p> <p><b>Towns, Cities and Villages Settlements, Tokyo, Town is By The Sea</b></p> <p><b>Rovers – A River's Journey, A River, Just Around the Bend</b></p> <p><b>Songs – Who's Laughing Now? Bridge Over Troubled Water. Read All About It.</b></p> <p><b>Guy Bass – Stitch Head, Skeleton Keys</b></p>
Book Talk	Fiction, Non-Fiction, Bible stories and Poetry		Fiction, Non-Fiction, Bible stories and Poetry		Fiction, Non-Fiction, Bible stories and Poetry		
Poems to learn and recite	Daffodils by Wordsworth						
Writing	<p>Basic Skills (2 weeks)</p> <p>Introduce the Writing Rainbow (1 week)</p> <p><b>Writing to Entertain</b> Narrative (3 weeks)</p> <p><b>Writing to Inform</b> Non-Fiction Diary entry (2 weeks)</p> <p><b>Writing to Entertain</b> Spooky Writing (1 week)</p> <p><b>Writing to Entertain</b> Poetry Kenning Poems (1 week)</p>	<p><b>Writing to Entertain</b> Narrative (3 weeks)</p> <p><b>Writing to Inform</b> Non-Fiction Diary entry (2 weeks)</p> <p><b>Writing to Entertain</b> Spooky Writing (1 week)</p>	<p><b>Writing to Entertain</b> Poetry Tetractyls (1 week)</p> <p><b>Writing to Entertain</b> Narrative <b>Theseus and the Minotaur</b> (3 weeks)</p> <p><b>Writing to Entertain</b> Descriptive Writing (1 week)</p>	<p><b>Writing to Inform</b> Non-fiction Explanation (3 weeks)</p> <p><b>Writing to Persuade</b> Non-fiction Persuasive Letter (2 weeks)</p>	<p><b>Writing to Entertain</b> Narrative (3 weeks)</p> <p><b>Writing to Inform</b> Non-Fiction Biography (2 weeks)</p>	<p><b>Writing to Entertain</b> Poetry Free Verse (1 week)</p> <p><b>Writing to persuade</b> Non-Fiction <b>Holiday Brochure</b> (3 weeks)</p>	
Cross Curricular Writing							



Display in phases/class – reading links between novels studies







## Upper Key Stage 2: English Overview

Upper Key Stage Two follow a two-year rolling programme which encompasses a range of reading and writing opportunities

### Class Reader

A class novel is read to the class daily during 15 minutes of 'reading for pleasure' time. Teachers aim to make this time enjoyable by providing drama and enthusiasm in their reading. Within this time, teachers use one sentence to 'rinse meaning' from as part of demonstration reading (see Jane Considine's approach to demonstration reading). Novels have been chosen because of their content, themes or quality of text to inspire children.

### Picture Books

Picture books still have a place in Key Stage 2 and where possible, will be integrated within topics in the wider curriculum alongside non-fiction texts. They may also provide a writing stimulus.

### Teaching Reading

Upper Key Stage Two take part in a two-weekly cycle in the style of Jane Considine's 'Hooked on Books' approach to teaching reading.

<b>Week 1</b>	Book Talk	Whole Class Reading	Book Talk	Comprehension	Whole Class Reading
<b>Week 2</b>	Book Talk	Comprehension	Book Talk	Whole Class Reading	Book Talk

- Book Talk – children are split into 5 ability groups. Each ability group is given a text which is under the same genre (e.g. fiction, non-fiction, poetry) but suited to the ability of the group. The 30minute lesson is split into 3 chunks. Each chunk consists of 6-7 minutes of reading within groups then 3-4 minutes of answering a question using a sentence stem provided by the teacher. The three chunks relate to lenses within each of the three tiers of the Reading Rainbow. Within the sessions, the teacher will sit with a group to assess children; therefore, assessments will be recorded for each child every two weeks. Children are not required to provide written answers as the lesson is based around producing answers orally.
- Whole Class Reading – Using the extracts provided by Ashley Booth's reading curriculum (fiction, non-fiction, poetry), teachers will demonstrate high-quality comprehension by thinking aloud and providing high utility words to support children in developing in-depth answers. Each 'theme' of lessons within the curriculum should be used over the two-week cycle (3 lessons over two weeks). These sessions are guided by the teacher. Children record answers in books; however, as this will be heavily guided – verbal feedback within the lesson provides challenge rather than written marking.
- Independent comprehension – One lesson each week, children are given the opportunity to work independently to provide high quality answers within comprehension. This should be based around the lenses taught previously within Book Talk/Whole Class Reading. This requires written marking to ensure all children receive in-depth feedback.

### Teaching Writing

Reading and writing are taught separately to ensure skills are taught explicitly; however, some class novels could feed into writing if teachers feel this is appropriate. Our writing approach follows Jane Considine's 'The Write Stuff' and requires writing to be taught in small steps (sentence based) through lenses of the 'Writing Rainbow'. Each lesson is split into 3 chunks – each chunk focusing on one lens of the Writing Rainbow which is split into 3 tiers: Fantastics (ideas), Grammaristics (grammar) and Boomtastics (techniques). Teachers model and provide a bridge from discussion to writing. Children then create their own sentences in books. At the end of guided units, children follow a sequence of lessons which lead to an independent write.



Writing opportunities are organised by purpose: entertain, inform, persuade and discuss. Children are encouraged to think carefully about the purpose and audience when writing and this informs their vocabulary choices.

### Writing Genres

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

The Write Stuff unit plans can be used to support planning; however, this is optional. Teachers can choose a stimulus and plan a sequence of lessons using The Write Stuff approach if they feel this will be more engaging for their children. By the end of the two-year rolling programme, a good range of genres for UKS2 will have been covered for each writing purpose.

### Poetry

Poetry is included within whole class reading to ensure children study a poem for its meaning. In addition, children use examples of poems to create poetry of their own with a particular focus e.g. limericks, free verse etc. Each year, one poem is chosen for children to learn and recite.



### The Write Stuff Unit Plans

5	Zoo - Anthony Browne	Narrative	Picture book
5	Computer Dad - Jane Considine	Narrative	Picture book
5	Cosmic - Frank Cottrell Boyce	Narrative	Novel
5	Gorilla - Anthony Browne	Narrative	Picture book
5	One Small Step - Taiko Studios	Narrative	Film
5	The Nowhere Emporium - Ross Mackenzie	Narrative	Novel
5	The Present - Jacob Frey	Narrative	Film
5	The Fantastic Flying Books of Mr Morris Lessmore by Moonb	Narrative	Film
5	I Believe in Unicorns - Michael Morpurgo	Narrative	Novel
5	Biography - Hatshepsut Egypt	Non-fiction	Biography
5	Balanced Argument - Screen Use	Non-fiction	Balanced Argument
5	Diary - Scott of the Antarctic	Non-fiction	Diary
5	Kick - Persuasive Letter	Non-fiction	Persuasive
5	Emperor Penguins	Non-fiction	Information
5	Speech	Non-fiction	Speech
5	The Highway Man - Alfred Noyes	Non-fiction	Poetry
5	Plastic Pollution	Non-fiction	Information
5	Rose Blanche - Christophe Gallaz and Roberto Innocenti	Narrative	Picture book
5	The Explorers - Katherine Rundell	Narrative	Novel

6	The Journey - Francesca Sanna	Narrative	Picture book
6	Hansel and Gretel - Neil Gaiman	Narrative	Novel
6	Paperman - Disney	Narrative	Film
6	The Graveyard Book - Neil Gaiman	Narrative	Novel
6	Vamints - Helen Ward	Narrative	Picture book
6	Postcard from Prison	Non-fiction	Post card
6	A Monster Calls - Patrick Ness	Narrative	Novel
6	Kensuke's Kingdom - Michael Morpurgo	Narrative	Novel
6	The Firework Maker Daughter - Philip Pullman	Narrative	Novel
6	Thomhill - Pam Smy	Narrative	Graphic Novel
6	Greta - Speech	Non-fiction	Speech
6	Mars Transmission	Non-fiction	Journal
6	Letter to Scrooge - Christmas Carol - Charles Dickens	Non-fiction	Letter
6	Anglo Saxon Boy - Speech Unit	Non-fiction	Speech
6	Newspaper - Goldilocks	Non-fiction	Report
6	Letters From The Lighthouse - Emma Carroll	Non-fiction	Recount



		Autumn 1 (Anglo Saxons)	Autumn 2 (What shapes my world?)	Spring 1 (Why do we remember the vikings?)	Spring 2 (Where can we go? Fantastic journeys)	Summer 1 (Local History Study)	Summer 2 (Where has my food come from?)
Cycle A	Class Reader	<b>Rooftoppers</b> Katherine Rundell	<b>The Nowhere Emporium</b> Ross Mackenzie	<b>Can You See Me?</b> Libby Scott and Rebecca Westcott	<b>Nevermoor</b> Jessica Townsend	Street Child Berlie Dougherty OR Gaslight Eloise Williams	<b>No Ballet Shoes in Syria</b> Catherine Bruton
	Themes	Love Family Perseverance	Family Bullying Loss Change Loneliness Reality v Non-reality	Autism Bullying Friendship Transition	Magic and fantasy Misfits and underdogs Female role models	Death Poverty Historical Fiction Victorian Era	Refugees War Bereavement Friendship
	Picture Books/ Non-Fiction Texts	<b>Anglo Saxons (Explore) – Jane Bingham</b>  <b>Anglo Saxons (What they don't tell you about) – Robert Fowke</b>  <b>Links to topic</b>	<b>Flotsam – David Weisner</b>  <b>A River – Marc Martin</b>  <b>The Rhythm of the Rain – Grahame Baker-Smith</b>	<b>The Viking Invader (Newspaper Histories) – Fergus Flemming</b>  <b>Everything Vikings – National Geographic Kids</b>	Dependent upon places studied from UNESCO World Heritage List	See local library	
	Whole Class Reading Extracts	<b>Disney Songs – I've Got A Dream (Tangled), Be Prepared (The Lion King), Out There (The Hunchback of Notre Dame)</b>  <b>From A.Booth Y6</b>  <b>Great Openings – The Clockwork Crow, The Storm Keeper's Island, Cogheart</b>  <b>Notable People Vol 1 – Ada Lovelace, John Archer, Tim Berners-Lee</b>  <b>Picture Books Vol 1 – Greenling, The Fantastic Flying Books of Mr Morris Lessmore</b>  <b>Katherine Rundell – Rooftoppers, The Good Thieves, The Wolf Wilder</b>  <b>Resilience – The Dot, Drive, You are Awesome</b>  <b>Poetry</b> The Highwayman The Listeners	<b>Children's Classics Vol 2 – Around the World in 80 Days, The Hobbit, The Jungle Book</b>  <b>Evolution – Charles Darwin, Moth (science link)</b>  <b>Novels Vol 2 – The Gauntlet, Floodland, A Girl Called Owl</b>  <b>Antarctic Explorers – Shackleton's Journey</b>  <b>Christmas – The Christmas Tree Ship, 'Twas The Night Before Christmas, A Christmas Carol</b>  <b>Magic – The Last Spell Breather The Nowhere Emporium, Nevermoor</b>  <b>Songs – When You Love Someone, The Living Years, Both Sides Now</b>	<b>Changing Materials – Chromatography, Heston's Craziest Recipes, Mentos and Coke (Science Link)</b>  <b>Children's Classics – Peter Pan, Mermaid's Lagoon</b>  <b>Life Cycles – Cicada, The Circle of Life, Life Cycle of a Butterfly (Science Link)</b>  <b>Autism – Understanding autistic spectrum disorder, Can You See Me? The London Eye Mystery</b>  <b>Notable People Vol 1 – Alan Turing, Malala Yousavi, Claudette Colvin</b>	<b>Equality – International Women's Day, Cesar Chavez, The Youngest Marche</b>  <b>Novels Vol 2- Kick, Wonder, Street Child</b>  <b>Songs from musicals – A Conversation, Do you hear the people sing? You will be found</b>  <b>Critiquing the Media – Diego Maradona and Mia Hamm, Kate Middleton and Meghan Markle, The True Story of the Three Little Pigs</b>  <b>The Raven by Edgar Allan Poe</b>  <b>Poetry</b> The Walrus and the Carpenter Do not stand at my grave and weep We Refugees	<b>Energy/Forces – William Kamkwamba, How Parachutes Work, How do solar panels work (Science Link)</b>  <b>Frank Cottrell Boyce – Cosmic, The Unforgotten Coat, Millions</b>  <b>Space – Margaret Hamilton, Dorothy Vaughan, The Jamie Drake Equation (Science link)</b>  <b>Industrial Revolution – Thomas Edison, Mary Walton, How did the Industrial Revolution affect Liverpool?</b>  <b>Picture Books Vol 2 – Can I Build Another Me? The Viewer, Sule</b>  <b>Poetry</b> Victorian Poetry Pack (Books for topics)	<b>Nigeria – Explore Nigeria: 12 Facts. Poverty</b>  <b>Children's Classics Vol 2 – Treasure Island, Swallows and Amazons, Oliver Twist</b>  <b>Ibtihaj Muhammad – The Proudest Blue, I am a Muslim Woman, Proud</b>  <b>Novels Vol 2 – Mortal Engines, Who Let the Gods Out? The Goldfish Boy</b>  <b>Pompeii – Pompeii and Mount Vesuvius, Escape from Pompeii, Pompeii by Bastille</b>  <b>The Arrival – The Arrival by Shaun Tan</b>
	Book Talk	Fiction, non-fiction, poetry, Bible stories The Moment by Margaret Atwood		Fiction, non-fiction, poetry, Bible stories		Fiction, non-fiction, poetry, Bible stories	
Poems to learn and recite							
Writing	Introduce the Writing Rainbow (1 week)  Writing to Entertain Description/basic skills (2 weeks)  Writing to Inform Speech <b>Anglo Saxon Boy</b> (3 weeks)  Writing to Entertain Poetry Haiku (1 week)	Writing to Entertain Narrative <b>The Nowhere Emporium</b> (3 weeks)  Writing to Inform/Persuade Letter <b>Letter to Scrooge</b> (3 weeks)  Writing to Entertain Spooky Writing Day	Writing to Inform Diary Entry (2 weeks)  Writing to Entertain Narrative (3 weeks)	Writing to Persuade Persuasive Letter (2 weeks)  Writing to Discuss <b>Balanced Argument</b> Screen Use (3 weeks)	Writing to Entertain Description (1 week)  Writing to Entertain Poetry Senryus (1 week)  Writing to Entertain Narrative (3 weeks)	Writing to Entertain Poetry Renga (1 week)  Writing to Inform Newspaper (3 weeks)	
Cross Curricular Writing		Writing to Inform Non-chronological report			Writing to Inform Biography		



	Autumn 1 (How did the Anglo-Saxons and Vikings do Battle for Britain?)	Autumn 2 (Fantastic Forests – why are they so important?)	Spring 1 (Were the Mayans a peaceful peoples?)	Spring 2 (Local fieldwork)	Summer 1 (What's in a name? Durham and WW1)	Summer 2 (Destination Sao Paulo! What do places have in common?)	
Cycle B	<b>Class Reader</b>	The Boy at the Back of the Class Onjali Q.Rauf	Room 13 Robert Swindells	Wonder RJ Palacio	The House with Chicken Legs Sophie Anderson	Holes Louis Sachar	Oranges in No Man's Land Elizabeth Laird
	<b>Themes</b>	Bereavement Friendship Refugees Human rights	Spooky Suspense	Kindness Appearances Friendship Isolation Courage Family	Life Death Loneliness Love Betrayal Russian Folk-tale	Fate Free will Justice Choices Power Transformation	Diversity War Family Fear Human rights
	<b>Picture Books/ Non-fiction texts</b>  <b>Links to topic</b>	See Cycle A	See school non-fiction texts – forests	The Great Kapok Tree – Lynne Cherry  The History Detective Investigates: The Mayan Civilisation – Claire Hibbert		Where the Poppies Now Grow – Hilary Robinson  Stories of the First World War – Jim Eldridge	Reading through websites
	<b>Whole Class Reading Extracts</b>  <b>From A.Booth Y6</b>  <b>From A.Booth Y6</b>  <b>CHOOSE 3 THEMES FOR EACH HALF TERM – ALL POETRY UNITS MUST REMAIN</b>	<b>Sia</b> – Titanium, Alive, Elastic Heart  <b>Beetles</b> – Beetles, Beetle Boy, Eleanor Rigby  <b>Picture Books Vol 2</b> – The Wolves in the Walls, The Promise  <b>Animals Including Humans</b> – Red Blood Cells, Preventing Coronary Heart Disease, FAD diets  <b>Titanic</b> – Liverpool's link to the Titanic, RMS Titanic Information Sheet, The Unsinkable Molly Brown  <b>Drugs and Alcohol</b> – The Risk Factors of Smoking, Stories of former smokers, Old Red Eyes is back (Science link)  <b>Poetry</b> Ozymandias – Percy Bysshe Shelley The Moment – Margaret Atwood	<b>Children's Classics Vol 2</b> – The Wind in the Willows, The Secret Garden, The Phantom Tollbooth  <b>Notable People Vol 1</b> – Lilian Bader, Mae Jemison, Helen Sharman  <b>Rainforests</b> – Running Wild, The Great Kapok Tree, The Explorer (topic link)  <b>Spooky Openings</b> – Malamander, The Dream Snatcher, Room 13 (link to spooky writing day)  <b>Living Things and Habitats</b> – Carolus Linnaeus, Odd egg-laying mammals  <b>Songs from Musicals</b> – Speechless, Defying Gravity, Waving Through a Window	<b>Circuses</b> – Leon and the Place Between, Wild Boy  <b>Islands/Leprosy</b> – Leprosy, The Island at the end of Everything, The Island  <b>Songs</b> – Where is the love? Cat's in the cradle, Piece by Piece  <b>Inspirational Women</b> – Anna Al Haddad and May Kom, The Bronte Sisters, Michelle Obama  <b>Light</b> – On a Beam of Light, The Parts of the Eye (Science Link)	<b>Kate DeCamillo</b> – Flora and Ulysees, Raymie Nightingale, Louisiana's Way  <b>Children's Classics Vol 1</b> – Holes, The Graveyard Book, Northern Lights  <b>Notable People Vol 2</b> – John Brodie, Reginald Joseph Mitchell, Kitty Wilkinson  <b>Novels Vol 1</b> – Phoenix, The Star Spun Web, Orphans of the Tide  <b>Poetry</b> Tyger – William Blake Invictus – Ernest Henley Jabberwocky – Lewis Carroll	<b>Medieval Monarchs</b> – Henry I, King Richard and King John, Henry V  <b>Michael Morpurgo</b> – Private Peaceful, War Horse, Kensuke's Kingdom  <b>Electricity</b> – James Chadwick, How burglar alarms work, Wires (Science Link)  <b>Picture Books Vol 2</b> – Farther, Way Home, The Dam  <b>Population</b> – Uno's Garden, Russian Population and Sparsity, Crowding and Dense Populations  <b>Verse Novels</b> – The Crossover, Inside Out and Back Again, Other Words for Home  <b>Poetry</b> Poems from the First World War – Gabby Morgan	<b>Brazil</b> – Pele, Journey to the River Sea, Trains to Brazil (Topic Link)  <b>Middle-Eastern Countries</b> – The Breadwinner, Gertrude Bell, Searching for hidden beauty across the Middle East  <b>Civil Rights</b> – Rosa Parks, A Change is Gonna Come, Caged Birds  <b>Piers Torday</b> – The Last Wild, There May Be a Castle, The Lost Magician  <b>Liverpool</b> – The Cultural Impact of the Beatles, History of Liverpool Docks, Liverpool FC  <b>WW2</b> – Once, Letters from the Lighthouse, Goodnight Mr Tom.
	<b>Book Talk</b>	Fiction, non-fiction, poetry, Bible stories		Fiction, non-fiction, poetry, Bible stories		Fiction, non-fiction, poetry, Bible stories	
<b>Poem to learn and recite</b>	The Listeners – Walter De le Mare						
<b>Writing</b>	<b>Writing to Entertain</b> Description/basic skills (2 weeks)  <b>Writing to Inform</b> Speech Greta (3 weeks)  <b>Writing to Entertain</b> Poetry Ottava Rima (1 week)	<b>Writing to Entertain</b> Narrative (3 weeks)  <b>Writing to Inform/Persuade</b> Letter (3 weeks)  <b>Writing to Entertain</b> Spooky Writing Day	<b>Writing to Inform</b> Diary Entry (2 weeks)  <b>Writing to Entertain</b> Narrative (3 weeks)	<b>Writing to Persuade</b> Persuasive Letter (2 weeks)  <b>Writing to Discuss</b> Balanced Argument (3 weeks)	<b>Writing to Entertain</b> Description (1 week)  <b>Writing to Entertain</b> Poetry Iambic Pentameter (1 week)  <b>Writing to Entertain</b> Narrative (3 weeks)	<b>Writing to Entertain</b> Poetry Free Verse (1 week)  <b>Writing to Inform</b> Newspaper (3 weeks)	
<b>Cross Curricular Writing</b>		<b>Writing to Inform</b> Non-chronological Report			<b>Writing to Inform</b> Biography		

Display in class/phases – reading links between novels studied

