



Recovery Curriculum Statement November 2021

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 and periods of school closure, 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 develop a breadth of experiences through a broad and balanced curriculum. Teachers have continued to address gaps in learning within English and Maths which is essential in giving all pupils the foundations to engage in the world around them. Gaps in other curriculum subjects have been highlighted, 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 is 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, following a structured and NHS-backed approach, 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 phase bubbles as well as daily prayers in class.



Nurture (My Happy Mind)

The 'My Happy Mind' programme teaches children about their emotions and how this is linked scientifically to the brain. Through the programme, children will learn techniques to calm the brain in times of stress, allowing the hippocampus, amygdala and pre frontal cortex to work together in order to make rational decisions. Pupils will identify and celebrate their strengths, learn the science behind the feeling of gratitude, understand relationships and seeing things from other perspectives and reflect on what they have learnt and how this can help them moving forward. All pupils follow the same 5 modules which gradually increase in content and challenge as they progress through the year groups; however, Year 6 pupils will focus more closely on their transition to secondary education.

Dates / Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Module 1	Meet Your Brain	Meet Your Brain	Meet Your Brain	Meet Your Brain	Meet Your Brain	Meet Your Brain	Meet Your Brain
Module 2	Celebrate	Celebrate	Celebrate	Celebrate	Celebrate	Celebrate	Celebrate
Module 3	Appreciate	Appreciate	Appreciate	Appreciate	Appreciate	Appreciate	Appreciate
Module 4	Relate	Relate	Relate	Relate	Relate	Relate	Relate
Module 5	Engage	Engage	Engage	Engage	Engage	Engage	Engage

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). This will be constantly reviewed.

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.

EYFS

Implementing the new EYFS curriculum will be a huge focus from September 2021. Ensuring all staff are fully trained and new ways of working are disseminated amongst staff. The new Reception Baseline will be carried out in the first weeks of the Autumn Term to gain a solid baseline of where children are on entry. This will inform planning and provision moving forward. Any children identified as needing further support will be given targeted intervention, through play-based experiences, to ensure they achieve their next steps in learning more rapidly. Staff will all be on hand to monitor, model, scaffold and extend learning, while closely identifying children's needs and next steps in learning.



Phonics

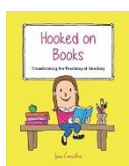
We realise phonics will need to be a key focus in EYFS / KS1 to ensure rapid progress. To facilitate this, we have ensured that children receive extra phonics sessions each week and small group teaching of phonics. We have invested further in additional reading materials (to support home readers) that 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. Additionally, we have recorded staff teaching each of the 44 sounds and added these videos to our website so pupils can access phonics at home during remote learning. Children have also accessed the RWI videos on 'You Tube' during lockdown periods as part of the remote learning offer.

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



English – READING

The English curriculum has been further developed and now uses a blend of Jane Considine's Hooked on Books approach to the teaching of reading as well as a thematic approach. The curriculum was successfully introduced in KS2, having a positive impact upon children's learning, and is now being implemented in KS1. The timetable has been adapted to ensure all classes have additional time for English including 'Reading for Pleasure' daily to ensure pupils continue to develop their love for reading.



To further enhance our English Curriculum this year, we will be using the Jane Considine, 'Hooked on Books' approach to develop verbal comprehension skills. This will be embedded in 3 guided whole class reading sessions based around a weekly theme, finally leading to pupils applying their reading skills independently at the end of the week. Staff have received training in this approach and reading is being promoted in a number of ways through all phases. 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 all reading skills in both fluency and comprehension.

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, provide challenge and foster a love of reading.

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

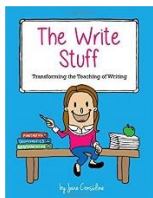
Year 2 and KS2 take part in a weekly cycle of reading sessions beginning with an oral book talk lesson, moving into guided sessions planned around high quality texts and finally an independent session to apply skills.

Week 1	Book Talk	Whole Class Reading	Whole Class Reading	Whole Class Reading	Independent Comprehension
---------------	-----------	---------------------	---------------------	---------------------	---------------------------

- Book Talk –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. Children are not required to provide written answers as the lesson is based around producing answers orally and sharing ideas within groups/pairs.
- Whole Class Reading – Using the extracts provided (fiction, non-fiction, poetry), teachers will demonstrate high-quality comprehension skills by thinking aloud and providing high utility words to support children in developing in-depth answers. These sessions are guided by the teacher. Children will be asked to record some evidence of independent thought in books.
- 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.



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: Fantastic (ideas), Grammar (grammar) and Boom (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 intent, purpose and audience when writing and this informs their vocabulary choices.

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 study structure and form 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.

English - SPELLING



To further enhance our English Curriculum this year, we will be using the Jane Considine, 'The Spelling Book' approach to teaching a phonics-based spelling curriculum. 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.

Teaching Spelling

The delivery of a new phonics-based spelling curriculum by Jane Considine is essential in our recovery curriculum. To improve writing standards, spelling has been prioritised and taught through a 2-weekly cycle. Pupils investigate spelling patterns, proving or disproving a hypothesis; explore sound associations; revise prior learning; and move forward by exploring new spelling patterns through a phonetic approach. Each lesson is taught through a lens of the spelling rainbow ensuring full coverage of the spelling curriculum in all year groups. We have moved away from spelling lists; instead, spelling is taught and applied in class. Personalised spellings and whole class focus spellings are identified through writing opportunities and incorporated into spelling sessions.

	10 minutes	10 minutes	10 minutes	10 minutes	10 minutes
Week 1	Spelling Investigation			Go Grapheme Grafters Sound Associations	
Week 2	Short Burst Investigation	Short Burst Investigation (revision of previous year group)	Short Burst Investigation	Short Burst Investigation	Short Burst Investigation



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 programme 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 programme 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 phases. 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 programme 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 were those not taught in Summer 2020 and therefore require pre-teaching from the unit from the previous phase.

Units were those which required pre-teaching and consolidation in the academic year 2020-2021.

Puberty talks with the school nurse took place in 2020-2021 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.

Home Learning offer from January 2021

Due to the period of school closure, following the national lockdown, school have adapted the remote learning offer to provide a more comprehensive package which all children could access; this included children working from home and key workers/vulnerable children working in school. We delivered live teaching through 'Microsoft Teams' with staff in school delivering lessons each day to cover the full timetable. This included...

KS1	KS2
Morning greeting	Morning greeting
English	Comprehension
Phonics (online)	Writing (YouTube)
Maths	Maths
Curriculum subject	Curriculum subject
Story time	Class novel

Each lesson was live, as per timetable, and gave children an opportunity to follow the teaching, interact through the chat with questions, answers and comments and also enabled some communication with peers. The 'Posts' facility on MS Teams also allowed staff to share information with children regularly. Children were able to email work / questions to their year group email and staff ensured there were regular phone calls with all families, but particularly more vulnerable children. The school website was also updated to share links to all of our online learning platforms through the 'Pupil Online Learning Page'.



EYFS used the 'Evidence Me' tool to send daily tasks and activities. A weekly overview was sent out to parents, with videos to match to Literacy and Maths tasks. They were also able to send back examples of work, photographs and narratives to share their learning experiences. Their offer included...

EYFS
Morning greeting
Literacy
Phonics (online)
Maths
Other activity
Story time

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 and then termly throughout the year. 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.



KS1: English Overview

The Key Stage 1 English Overview follows a two-year rolling programme which encompasses reading and writing opportunities.

Class Reader/Reading Spine

The KS1 overview provides teachers with a choice of chapter book or a picture book reading spine to engage children within each half term. Teachers choose which to use with their class as the range of ability from Year 1 to Year 2 requires a flexible approach to class readers to ensure that all children are engaged at a level they understand. Books are chosen because of their content, themes or challenging syntax and aim to provide an enjoyable reading experience for the whole class. Teachers aim to engage and inspire children by modelling reading with enthusiasm, drama and excitement within the 15 minutes of reading for pleasure each day. Within this session, teachers choose one sentence to 'rinse meaning' and show an outward thinking approach (see Jane Considine's demonstration reading). Although texts do not have to link to writing opportunities, teachers may provide links where appropriate.

Teaching Reading

Featherbed take part in reading lessons daily. Throughout all sessions, children are given opportunities to develop fluency within reading.

Weekly Plan	Book Talk	Whole Class Reading	Class	Whole Class Reading	Class	Whole Class Reading	Comprehension
--------------------	-----------	---------------------	-------	---------------------	-------	---------------------	---------------

- Book Talk – children are split into 5 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. Children are not required to provide written answers as the lesson is based around producing answers orally.
- Whole Class Reading – Using extracts from the class novel as well as non-fiction texts, teachers will demonstrate high-quality comprehension by thinking aloud and providing high utility words to support children in developing in-depth answers. These sessions are guided by the teacher and will be taught with a thematic approach.
- 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.

Children in Redacre and Fleetrock will continue to develop their early reading and fluency through Read Write Inc Phonics teaching. When children are confident in their reading ability, they will take part in the 'Hooked on Books' cycle of reading. Book Talk should be used as a transition from phonics to reading comprehension during this time and may be done as a whole class activity.

Teaching Writing

Reading and writing are taught separately to ensure skills are taught explicitly; however, some class novels/picture books 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 from each of the 3 tiers: Fantastics (ideas), Grammaristics (grammar) and Boomtastics (techniques). Teachers model and provide a bridge from discussion to writing and 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
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	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 of their choice 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 KS1 will have been covered. The list above only provides some examples – KS1 should be writing to entertain and inform but this could take many forms and genres and should not be limited to the examples above. Challenge should be provided as appropriate to the class.

Poetry

Poetry is included within reading sessions 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. shape, diamantes etc. Each year, one poem is chosen for children to learn and recite.



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	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

Used as examples within the overview – please note they do not have to be used but may support planning and workload when beginning this new writing approach.



	Autumn 1 (I'm making history) 7 weeks	Autumn 2 (What is my place like?) 6 weeks	Spring 1 (History on my doorstep) 5 weeks	Spring 2 (What is my country like?) 5 weeks	Summer 1 (Who made history in our area?) 5 weeks	Summer 2 (Why is my world beautiful?) 5 weeks
Reading for Pleasure (Chapter Book) Y2	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
Themes	Humour Greed Family Exploration	Emotions	Race Class Unemployment Growing up	Humour Mystery Adventure	Adventure Fantasy	Fantasy Adventure
Reading for Pleasure (Picture Book reading spine) Y1	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
Theme	Julia Donaldson	Traditional Tales	Extraordinary Events	The Sea	Paddington Stories Collection	Journeys and Transport
Poetry to Read	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	
Poetry to learn and recite	Sea Fever by John Mosefield					
Book Talk	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	
Whole Class Comprehension	Year 2 Based around class novel, fiction, nonfiction texts and poetry		Year 2 Based around class novel, fiction, nonfiction texts and poetry		Year 2 Based around class novel, fiction, nonfiction texts and poetry	
Writing	Introduce the Writing Rainbow (1 week) Writing to Entertain Live Lessons – Jane Considine (3 weeks)	Writing to Entertain Narrative (3 weeks) Writing to Inform Non-Fiction Recount (3 weeks)	Writing to Inform Non-Fiction Instructions (2 weeks) Writing to Entertain Narrative (2 weeks)	Writing to Inform Non-Fiction Non-Chron Report – (3 weeks) Writing to Entertain Narrative (2 weeks)	Writing to Inform Non-Fiction Letter (2 weeks) Writing to Entertain Poetry Take One Poet (1 week)	Writing to Entertain Narrative (3 weeks) Writing to Inform Non-Fiction (2 weeks)

Cycle A



	<p>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)</p> <p>Writing to Inform Non-Fiction Labels, lists and captions</p> <p>Writing to Entertain Poetry Rhyme and Patterns (1 week)</p>		<p>Writing to Entertain Poetry Senses (1 week)</p>		<p>Writing to Inform Non-Fiction Explanation Text (2 weeks)</p>	
--	---	--	---	--	--	--

		<u>Autumn 1</u> What has Changed? 7 weeks	<u>Autumn 2</u> What can I find? 6 weeks	<u>Spring 1</u> Why are some places special? 5 weeks	<u>Spring 2</u> Wherever next? 5 weeks	<u>Summer 1</u> What special events from the past do we remember? 5 weeks	<u>Summer 2</u> Holidays – where shall we go? 5 weeks
Cycle B	Reading for Pleasure (short chapter book) Y2	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
	Themes	Revenge Humour	Self-esteem Respect Appreciating others	Fantasy Adventure Humour	Determination	Guilt and innocence Family relationships Animals Diaries	Self-esteem Differences Race
	Reading for Pleasure (Picture Book Reading Spine) (Y1)	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 Coelo 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 Handa's Surprise by Eileen Brown Amazing Grace by Mary Hoffman and Caroline Birch



Themes	Traditional Tales	Julia Donaldson	Letters	London	Space	Race/Identity/ Diversity
Poetry to read	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	
Poetry to learn and recite	Halfway Down by A. A. Milne					
Book Talk	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	
Whole Class Comprehension	Year 2 Based around class novel, fiction, nonfiction texts and poetry		Year 2 Based around class novel, fiction, nonfiction texts and poetry		Year 2 Based around class novel, fiction, nonfiction texts and poetry	
Writing	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 Writing to Entertain Narrative (3 weeks) Non-Fiction Captions, labels, lists Writing to Entertain Poetry shape (1 week)	Writing to Entertain Narrative (3 weeks) Writing to Inform Non-Fiction Recount (3 weeks) Writing to Entertain Spooky Writing Day	Writing to Persuade Non-Fiction Persuasive Letter (3 weeks) Writing to Inform Non-Fiction Information (2 weeks)	Writing to Entertain Narrative (3 weeks) Writing to Entertain Poetry Diamantes (1 week) Writing to Inform Instructions (1 week)	Writing to Entertain Narrative (3 weeks) Writing to Entertain Poetry Haiku (1 week)	Writing to Inform Non-fiction Biography (3 weeks) Writing to Entertain Narrative Stories from other cultures? (2 weeks)



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.

Week 1	Book Talk	Whole Class Reading	Whole Class Reading	Whole Class Reading	Comprehension
---------------	-----------	---------------------	---------------------	---------------------	---------------

- Book Talk – 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. Children are not required to provide written answers as the lesson is based around producing answers orally. Teachers could use this session to explore themes within their class novel.
- 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. These sessions are guided by the teacher. Children record answers in books.
- 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.

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: Fantastic (ideas), Grammar (grammar) and Boom (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
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	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	The Magic Paintbrush	Narrative	Picture book
4	Bike 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



		Jabberwocky by Lewis Carroll					
Poems to learn and recite							
Writing	<p>Introduce the Writing Rainbow (1 week)</p> <p>Live Lessons – Jane Considine (3 weeks)</p> <p>Writing to Entertain Narrative The Iron Man (2 weeks)</p> <p>Writing to Entertain Poetry Clerihews (1 week)</p>	<p>Writing to Entertain Narrative Charlie and the Chocolate Factory (3 weeks)</p> <p>Writing to Persuade Non-fiction Advert/Poster (2 weeks)</p> <p>Writing to Entertain Spooky Writing (1 week)</p>	<p>Writing to Inform Non-fiction Newspaper report (3 weeks)</p> <p>Writing to Entertain Description (1 week)</p> <p>Writing to Entertain Poetry Limericks (1 week)</p>	<p>Writing to Entertain Narrative (3 weeks)</p> <p>Writing to Inform Non-Fiction Information Text (2 weeks)</p>	<p>Writing to Persuade Non-Fiction Persuasive letter (3 weeks)</p> <p>Writing to Entertain Narrative (2 weeks)</p>	<p>Writing to Entertain Poetry Free Verse (1 week)</p> <p>Writing to Inform Non-fiction Non-chronological report (3 weeks)</p>	
Cross Curricular Writing							

		<u>Autumn 1</u> <u>(Stone Age to Iron Age)</u>	<u>Autumn 2</u> <u>(Local Fieldwork)</u>	<u>Spring 1</u> <u>(Ancient Greeks)</u>	<u>Spring 2</u> <u>(Why do we have cities?)</u>	<u>Summer 1</u> <u>(Romans)</u>	<u>Summer 2</u> <u>(Why does Italy shake and roar?)</u>
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 Links to topic	Ug: Boy Genius of the Stone Age and His Search for Soft Trousers (Raymond Briggs)		Here Comes Hercules (Stella Tarakson)			
	Whole Class Reading Extracts Ashley Booth Y3 Ashley Booth Y4	Picture Books Vol 2 – The Day The Crayons Quit , Masai and I, I'll take You To Mrs Cole Prehistoric Britain – How To wash a Woolly Mammoth	Children's Classics Vol 2 – Winnie The Pooh, Stig of the Dump, Charlotte's Web Weather – Cloudy with a Chance of Meatballs , Raindrops keep falling on my head, How are Rainbows Formed? Poetry	Different Cultures – Same, Same But Different , Planet Omar, Anisha: Accidental Detective Internet Safety – Be Safe on the Internet , Digiduck's Big Decision	Lighthouses – How does a lighthouse work? My lighthouse, The Lighthouse Keeper's Lunch Electricity – The History of Electricity , Thomas Edison, Electricity Poetry	Rabbits – The Legend of Podkin One Ear , The Velveteen Rabbit, The Miraculous Journey of Edward Tualane (Novel Link) Romans – Ancient Rome , Romulus and Remus,	Phillip Reeves and Sarah McIntyre – Jinks and O'Hare , Pugs of the Frozen North, Oliver and the Seawigs. Towns, Cities and Villages – Settlements , Tokyo, Town Is By The Sea



	<p>Stone Age Boy, Stonehenge (Topic Link)</p> <p>Witches and Wizards – The Witches, The Worst Witch, Harry Potter and the Philosopher’s Stone</p> <p>Notable People Vol 1</p> <p>Songs from Musicals</p> <p>Mental Health</p>	<p>Firework Night Poem by Enid Blyton Please Mrs Butler by Allan Ahlberg</p> <p>Disney Songs</p> <p>Habitats</p> <p>Notable People Vol 2</p>	<p>Chinese New Year – Chinese New Year, The Firework Maker’s Daughter, The Story of the Chinese Zodiac.</p> <p>Novels Vol 2</p> <p>Rivers</p>	<p>If by Rudyard Kipling Mister Mistoffelees by TS Elliot Chocolate Cake by Michael Rosen</p> <p>Children’s Classics Vol 2</p> <p>Novels Vol 2</p>	<p>Boudica (Topic Link)</p> <p>Poetry 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>Plants</p> <p>Migration</p>	<p>Songs – Who’s Laughing Now? Bridge Over Troubled Water. Read All About It.</p> <p>Light and Shadows</p> <p>Rocks and Fossils</p>
Book Talk	Fiction, Non-Fiction, Bible stories and Poetry	Fiction, Non-Fiction, Bible stories and Poetry	Fiction, Non-Fiction, Bible stories and Poetry	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	Daffodills by Worsdworth					
Writing	<p>Basic Skills (2 weeks)</p> <p>Introduce the Writing Rainbow (1 week)</p> <p>Writing to Entertain Narrative Stone Age Boy (3 weeks)</p> <p>Writing to Entertain Poetry Kenning Poems (1 week)</p>	<p>Writing to Entertain Narrative (3 weeks)</p> <p>Writing to Inform Non-Fiction Diary entry (2 weeks)</p> <p>Writing to Entertain Spooky Writing (1 week)</p>	<p>Writing to Entertain Poetry Tetractyls (1 week)</p> <p>Writing to Entertain Narrative Theseus and the Minotaur (3 weeks)</p> <p>Writing to Entertain Descriptive Writing (1 week)</p>	<p>Writing to Inform Non-fiction Explanation (3 weeks)</p> <p>Writing to Persuade Non-fiction Persuasive Letter (2 weeks)</p>	<p>Writing to Entertain Narrative (3 weeks)</p> <p>Writing to Inform Non-Fiction Biography (2 weeks)</p>	<p>Writing to Entertain Poetry Free Verse (1 week)</p> <p>Writing to persuade Non-Fiction Holiday Brochure (3 weeks)</p>
Cross Curricular Writing						



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 10 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

Week 1	Book Talk	Whole Class Reading	Whole Class Reading	Whole Class Reading	Comprehension
---------------	-----------	---------------------	---------------------	---------------------	---------------

- Book Talk –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. 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. These sessions are guided by the teacher. Children record answers in books.
- 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.

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: Fantastic (ideas), Grammar (grammar) and Boom (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
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	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
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	Varmints - 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	Thornhill - 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



		<u>Autumn 1</u> (Anglo Saxons)	<u>Autumn 2</u> (What shapes my world?)	<u>Spring 1</u> (Why do we remember the vikings?)	<u>Spring 2</u> (Where can we go? Fantastic journeys)	<u>Summer 1</u> (Local History Study)	<u>Summer 2</u> (Where has my food come from?)
	Class Reader	Rooftoppers Katherine Rundell	The Nowhere Emporium Ross Mackenzie	Can You See Me? Libby Scott and Rebecca Westcott	Nevermoor Jessica Townsend	Street Child Berlie Dougherty OR Gaslight Eloise Williams	No Ballet Shoes in Syria Catherine Bruton
	Themes	Love Family Perseverance	Family Bullying Loss Change Loneliness Reality v Non-reality	Autism Bullying Friendship Change 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	Anglo Saxons (Explore) – Jane Bingham Anglo Saxons (What they don't tell you about) – Robert Fowke	Flotsam – David Weisner A River – Marc Martin The Rhythm of the Rain – Grahame Baker-Smith	The Viking Invader (Newspaper Histories) – Fergus Flemming Everything Vikings – National Geographic Kids	Dependent upon places studied from UNESCO World Heritage List	See local library	
	Whole Class Reading Extracts	Disney Songs – I've Got A Dream (Tangled), Be Prepared (The Lion King), Out There (The Hunchback of Notre Dame) Notable People Vol 2 – Ada Lovelace, John Archer, Tim Berners-Lee Katherine Rundell – Rooftoppers, The Good Thieves, The Wolf Wilder Great Openings Life Cycles Inspirational Women Spooky Openings	Christmas – The Christmas Tree Ship, 'Twas The Night Before Christmas, A Christmas Carol Evolution – Charles Darwin, Moth (science link) Poetry The Highwayman The Listeners Antarctic Explorers Civil Rights Magic	Changing Materials – Chromatography, Heston's Craziest Recipes, Mentos and Coke (Science Link) Children's Classics – Peter Pan, Mermaid's Lagoon Autism – Understanding autistic spectrum disorder, Can You See Me? The London Eye Mystery Beetles Picture Books Vol 1 Songs From Musicals	Equality – International Women's Day, Cesar Chavez, The Youngest Marcher Novels Vol 2 – Kick, Wonder, Street Child Poetry The Walrus and the Carpenter Do not stand at my grave and weep We Refugees Children's Classics Vol 1 Animals Inc Humans Spies	Energy/Forces – William Kamkwamba, How Parachutes Work, How do solar panels work? (Science Link) Frank Cottrell Boyce – Cosmic, The Unforgotten Coat, Millions Poetry Victorian Poetry Pack (Books for topics) Children's Classics Vol 2 Novels Vol 2 Notable People Vol 1	Children's Classics Vol 2 – Treasure Island, Swallows and Amazons, Oliver Twist Ibtihaj Muhammad – The Proudest Blue, I am a Muslim Woman, Proud Pompeii – Pompeii and Mount Vesuvius, Escape from Pompeii, Pompeii by Bastille Songs Living Things The Raven
Cycle A	Book Talk	Fiction, non-fiction, poetry, Bible stories		Fiction, non-fiction, poetry, Bible stories		Fiction, non-fiction, poetry, Bible stories	



	Poems to learn and recite	The Moment by Margaret Atwood					
	Writing	<p>Introducing the Writing Rainbow – (1 week)</p> <p>Writing to Entertain Live Lessons – Feast (3 weeks)</p> <p>Basic Skills (2 weeks)</p> <p>Writing to Entertain Poetry Haiku (1 week)</p> <p>Writing to Entertain Spooky Writing Day</p>	<p>Writing to Entertain Narrative The Nowhere Emporium (3 weeks)</p> <p>Writing to Inform/Persuade Letter Letter to Scrooge (3 weeks)</p>	<p>Writing to Inform Diary Entry (2 weeks)</p> <p>Writing to Entertain Narrative (3 weeks)</p>	<p>Writing to Persuade Persuasive Letter (2 weeks)</p> <p>Writing to Discuss Balanced Argument Screen Use (3 weeks)</p>	<p>Writing to Entertain Description (1 week)</p> <p>Writing to Entertain Poetry Senryus (1 week)</p> <p>Writing to Entertain Narrative (3 weeks)</p>	<p>Writing to Entertain Poetry Renga (1 week)</p> <p>Writing to Inform Newspaper (3 weeks)</p>
	Cross Curricular Writing		Writing to Inform Non-chronological report			Writing to Inform Biography	

		<u>Autumn 1</u> (How did the Anglo-Saxons and Vikings do Battle for Britain?)	<u>Autumn 2</u> (Fantastic Forests – why are they so important?)	<u>Spring 1</u> (Were the Mayans a peaceful peoples?)	<u>Spring 2</u> (Local fieldwork)	<u>Summer 1</u> (What's in a name? Durham and WW1)	<u>Summer 2</u> (Destination Sao Paulo! What do places have in common?)
	Class Reader	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
	Themes	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
	Picture Books/ Non-fiction texts Links to topic	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
Cycle B	Whole Class Reading Extracts	Sia Titanium, Alive, Elastic Heart	Notable People Vol 1 – Lilian Bader,	Circuses – Leon and the Place Between, Wild Boy,	Children's Classics Vol 1 – Holes, The Graveyard Book, Northern Lights	Medieval Monarchs – Henry II, King Richard and King John, Henry V	Brazil – Pele, Journey to the River Sea, Trains to Brazil (Topic Link)

<p>From A.Booth Y5</p> <p>From A.Booth Y6</p> <p>CHOOSE 3 THEMES FOR EACH HALF TERM - ALL POETRY UNITS MUST REMAIN</p>	<p>Titanic - Liverpool's link to the Titanic, RMS Titanic: Information Sheet, The Unsinkable Molly Brown.</p> <p>Drugs and Alcohol - The Risk Factors of Smoking, Stories of former smokers, Old Red Eyes is back (Science link)</p> <p>Poetry Ozymandias - Percy Bysshe Shelley The Moment - Margaret Atwood</p> <p>Novels Vol 2</p> <p>Critiquing the Media</p> <p>Resilience</p>	<p>Mae Jemison, Helen Sharman</p> <p>Rainforests - Running Wild, The Great Kapok Tree, The Explorer (topic link)</p> <p>Spooky Openings - Malamander, The Dream Snatcher, Room 13 (link to spooky writing day)</p> <p>Islands/Leprosy</p> <p>Pic Books Vol 2</p> <p>Drugs and Alcohol</p>	<p>Novels Vol 1 - Phoenix, The Star Spun Web, Orphans of the Tide</p> <p>Light - On a Beam of Light, The Parts of the Eye (Science Link)</p> <p>Kate DeCamillo</p> <p>Space</p>	<p>Inspirational Women - Anna Al Haddad and May Kom, The Bronte Sisters, Michelle Obama</p> <p>Poetry Tyger - William Blake Invictus - Ernest Henley Jabberwocky - Lewis Carroll</p> <p>Nigeria</p> <p>Songs</p>	<p>Michael Morpurgo - Private Peaceful, War Horse, Kensuke's Kingdom.</p> <p>Electricity - James Chadwick, How burglar alarms work, Wires (Science Link)</p> <p>Poetry Poems from the First World War - Gabby Morgan</p> <p>Songs from Musicals</p> <p>Notable People Vol 2</p>	<p>Middle-Eastern Countries - The Breadwinner, Gertrude Bell, Searching for hidden beauty across the Middle East</p> <p>WW2 - Once, Letters from the Lighthouse, Goodnight Mr Tom.</p> <p>Novels Vol 1</p> <p>Industrial Revolution</p> <p>The Arrival</p>
<p>Book Talk</p>	<p>Fiction, non-fiction, poetry, Bible stories</p>		<p>Fiction, non-fiction, poetry, Bible stories</p>		<p>Fiction, non-fiction, poetry, Bible stories</p>	
<p>Poem to learn and recite</p>	<p>The Listeners - Walter De le Mare</p>					
<p>Writing</p>	<p>Writing to Entertain Description/basic skills (2 weeks)</p> <p>Writing to Inform Speech Greta/Refugees (3 weeks)</p> <p>Writing to Entertain Poetry Ottava Rima (1 week)</p>	<p>Writing to Entertain Narrative (3 weeks)</p> <p>Writing to Inform/Persuade Letter (3 weeks)</p> <p>Writing to Entertain Spooky Writing Day</p>	<p>Writing to Inform Diary Entry (2 weeks)</p> <p>Writing to Entertain Narrative (3 weeks)</p>	<p>Writing to Persuade Persuasive Letter (2 weeks)</p> <p>Writing to Discuss Balanced Argument (3 weeks)</p>	<p>Writing to Entertain Description (1 week)</p> <p>Writing to Entertain Poetry Iambic Pentameter (1 week)</p> <p>Writing to Entertain Narrative (3 weeks)</p>	<p>Writing to Entertain Poetry Free Verse (1 week)</p> <p>Writing to Inform Newspaper (3 weeks)</p>
<p>Cross Curricular Writing</p>	<p>Writing to Inform Non-chronological Report</p>				<p>Writing to Inform Biography</p>	