

Stoneraise School Curriculum Statement



Subject: English

Subject Leader: Carla Clark

Overarching Curriculum Statement

At Stoneraise School, our vision statement is, 'Living and learning together to care for each other and our world.' Our curriculum has been designed to focus the children's learning on this statement. We are based on the rural outskirts of the historic city of Carlisle and the majority of our pupils travel from local housing estates within the city. We try to make the very most of our beautiful surroundings at every opportunity. From Hadrian's Wall to the mountains of the Lake District, we ensure that our children gain an awe of the majestic landscape on our doorstep. Developing friendships, keeping ourselves safe and preparing our children to be the 'citizens of tomorrow' are all key parts of our curriculum as we follow the journey on our 'Pathway to Success'.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Reception children). We have fully embraced the higher expectations set out in both curriculums and have devised our own units of work for each subject area so that we can ensure a sound progression of learning. We also have a core team of specialist teachers who are passionate about their curriculum area; these teachers work with different groups of children each year. Our team includes PE, music, art and computing specialists.

Our 'Sticky Knowledge' approach is used to help children to be aware of what they will learn through each unit or topic and help staff and pupils to make an assessment of what has been learned. We share key knowledge that we would like to 'stick' in the children's long term memory, present vital vocabulary they will come across to encourage the children to expand and develop their use of a wide range of words. Sticky notes (which include word banks, diagrams and other important information) are often used to support the children in the short term in their learning.

Subject Curriculum Statement

Books are always at the heart of all our teaching of English at Stonerasie school. In the Early Years Foundation Stage (EYFS) and Key Stage 1, children learn to read and write using synthetic phonics and decodable stories which inspire children to be excited about reading them independently. Our whole-school approach creates fluent readers, confident speakers and willing writers, which integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama.

As the children move towards the end of Year 1 and into Year 2, they move onto learning spelling rules that are appropriate for their year group. All children from Year 2 to Year 6 learn new spellings with fun alien characters, whilst playing a range of spelling games.

From Early Years to Year 6, children use stories to systematically develop their reading and writing skills through quality texts. These books seek to engage all children to be critical readers whilst becoming confident and informed writers. All books cover the National Curriculum topics whilst also making the grammar purposeful and there is always a mixture of shorter, longer and extended writing outcomes where the audience and purpose is clear and exciting for children!

Intent

At Stoneraise, we aim to embed the curriculum coverage and engage children to write with audience and purpose. We want children to learn how to read and write in an interesting way, which is applicable to everyday life.

The National Curriculum for English states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

We aim to create a love of reading and writing by using engaging texts that inspire children to use all the skills they see their favourite authors using in their books. We believe the exposure of children's literature within our school is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. By using texts at the core of our English teaching we hope to create writing opportunities for the children that are meaningful and feel authentic and that the audience is clear. Books offer this opportunity: our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality. This sits comfortably alongside the following statement from the English national curriculum:

'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

Implementation

Our approach to English uses engaging texts which aims to make English both fun and purposeful for the children, whilst they also learn everything that they need to become competent writers and readers.

Throughout Early Years and KS1, children learn to read using systematic phonics. Our whole school follows the Read Write Inc. (RWI) scheme which is a whole-school approach to teaching literacy for 4- to 9-year-olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama. By following RWI we ensure that: we are putting the teaching of reading at the heart of Stoneraise regardless of age, background or need and that we are choosing books to read aloud so children are excited about reading the books for themselves.

As the children move towards the end of Year 1 and into Year 2, they move onto learning spelling rules through the RWI Spelling scheme which follows on from the Phonics scheme. This ensures that the children learn spellings rules using similar activities that they will have used during their phonics learning, whilst also expanding their phonics knowledge.

Alongside our phonics and spelling teaching, we use curriculum maps outlines by The Literary Curriculum. The Literary Curriculum maps out the coverage of the entire English Programme of Study for KS1 and KS2 for Writing and Reading Comprehension, as well as meeting the needs of the statutory 2021 Early Years Framework, to ensure all areas outlined in the National Curriculum are covered throughout the year. As the children read through a class text with their teacher, they use small steps (similar to our mathematics curriculum approach) to unpick the author's choices about structure, layout, grammar, punctuation and spelling. They then begin to use these key learning points in their own work, culminating at the end of each unit with a longer extended writing piece which embeds all of the learning from the text.

To ensure objectives are kept 'on the boil', many are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth.

Scheme of Work Selection

We follow the Read Write Inc. Phonics throughout Early years and KS1. In Year 2 to Year 6, teachers use the RWI Spelling scheme to further the children's phonics knowledge and learn curriculum spellings for their year group. In English, teachers follow The Literary Curriculum as the basis of their English teaching, adapting lessons if needed to cater for the needs of their class.

CPD and Training

- Read Write Inc. Phonics and Spelling training provided for relevant staff and streamlined across the whole school in CPD staff meetings.
- Regular Phonics staff meetings ensure all staff are up to date with new teachings and progress of all children.
- Training is provided during whole school staff meetings by the English subject leader.
- Teachers are encouraged to see good practice in other local schools and regularly visit other practitioners
- EEF research is used to ensure high quality teaching and learning in English.
- The English Subject leader often attends online meetings with The Literary Curriculum and passes on relevant information during staff meetings.

Assessment Strategy

- Two summative assessment points (July and September) using GL Assessments. These are externally set and marked and provide a standardised score which is used to measure pupil progress and compare to peers in school and nationally.
- Phonics assessments are carried out every half term.
- Phonics assessments are inputted into a progression document which is regularly monitored by the English Subject Leader and other staff members during phonics meeting.
- Teachers input teacher assessments onto our tracking system (Insight Tracking) where school leaders are able to analyse the data.
- Other formative assessment strategies include:
 - Observation of teachers and Teaching Assistants
 - Exercise books – daily work
 - Questioning within class

Inclusive Curriculum

At Stoneraise School, we believe that every child can make progress and achieve. We ensure that our curriculum and the teaching and learning opportunities provided meet the needs of all of our pupils. We respond to pupils' diverse learning needs, and seek to identify potential barriers to learning quickly. We support parents through EHCP needs assessments and work closely with specialist teachers to ensure our curriculum is accessible. Targeted support through our Assess Plan Do Review cycle and resources are then used to ensure all pupils are engaged and confident learners. Pupils with SEND are monitored regularly and communication between pupils, parents, staff and external specialists underpins their success.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management
 - both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches
 - through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this curriculum document

Senior leaders monitor the school's curriculum planning and implementation so that we can take account of new initiatives, research or any changes in the curriculum. We will therefore review this policy every three years or sooner if required.

Long Term Plan

Below are the long-term plans set out by The Literary Curriculum. Teachers may not choose their books in the order set out here. For more detailed and specific long terms plans, please see teachers own plans.

Reception

Theme/Term	Outside Inside Autumn 1			Knowing Yourself Autumn 2		
Planning Sequence	 Where the Wild Things Are Maurice Sendak	 Bringing the Rain to Kapiti Plain Verma Aardema	 OR Anansi Gerald McDermott	 Look up! Nathan Bryon and Dapo Adeola	 I am Henry Finch Alexis Deacon	 OR Halibut Jackson David Lucas
Length	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+ weeks
Outcomes	Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character	Tourist information leaflets Labels and captions, retellings, simple explanations	Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log	Guidebooks - How to Think Timetables, thought-bubbles, lists, commands, letters of advice	Narrative sequels Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice
Theme/Term	Talents & powers Spring 1			Sowing a seed Spring 2		
Planning Sequence	 The Magic Paintbrush Julia Donaldson and Joel Stewart	 Little Red Lynn Roberts and David Roberts	 OR Super Milly and the Super School Day Stephanie Clarkson	 The Tiny Seed Eric Carle	 Lauren Child I Will Not Ever Never Eat a Tomato Lauren Child	 OR The Extraordinary Gardener Sam Boughton
Length	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+ weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+ weeks
Outcomes	Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters	Alternative character versions Labels, notes of advice, adverts	Alternative character version Letters of encouragement; a retelling; song lyrics and job applications	Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter	Own stories about a fussy eaters Statements, writing in role, shopping lists	Narrative inspired by the original text Labels, letters of advice, instructions, narratives
Theme/Term	Strength of mind Summer 1			Family & friends Summer 2		
Planning Sequence	 Weirdo Zadie Smith and Nick Laird	 Hairy Maclary from Donaldson's Dairy Lynley Dodd	 OR The Night Pirates Pete Harris and Deborah Allwright	 So Much Trish Cooke and Helen Oxenbury	 Oi Frog! Kes Gray and Jim Field	 OR Izzy Gizmo Pip Jones
Length	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+weeks	10+ sessions, 2+ weeks
Outcomes	Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings	Alternative version narratives Character description, writing in role, letters, leaflets	'How to be a pirate' guides Writing in role, letters, labels and captions	Own 'So Much' narrative poems Past tense sentences, writing in role, performance/ narrative poetry	Own version rhyming narratives Rhyming flipbooks, questions, captions and labels	Simple explanation Signage, letters of advice, lists, labelled diagrams

Year 1

Theme/Term	Journeys & exploration Autumn 1					Heroes & villains Autumn 2		
Planning Sequence/ Spelling Seed Text	 Cave Baby Julia Donaldson and Emily Gravett	 OR Naughty Bus Jan Oke and Jerry Oke	 Astro Girl Ken Wilson-Max	 OR Sidner, Stella and the Moon Emma Yarlett	 I Want My Hat Back Jon Klassen	 Billy and the Beast Nadia Shireen	 OR Send for a Superhero Michael Rosen & Katharine McEwan	
Length	10+ sessions, 2+weeks	16 sessions, 3+ weeks	11 sessions, 2+ weeks	11 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Narrative retellings Labels and captions, informal letters	Own adventure stories Letters, diaries, sequels, non-chronological reports	Fact files about being astronauts Writing in role, commands, 'how to' guides	Fact files about the moon 'Lost' posters, labels, glossaries	Story sequels Questions, speech bubbles, letters, lists	Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes	Own version superhero narratives Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	
Theme/Term	Similarities & differences Spring 1					Nature & environment Spring 2		
Planning Sequence/ Spelling Seed Text	 Beegu Alexis Deacon	 The Odd Egg Emily Gravett	 OR Leo and the Octopus Isabelle Marinov	 Stanley's Stick John Hegley and Neal Layton	 DINOSAURS and all that rubbish Michael Foreman	 The SEA SAW TOM PERCIVAL	 OR The Sea Saw Tom Percival	History: Changes within Living
Length	10 sessions, 2 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	11 sessions, 2+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks		
Outcomes	Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports	Egg-spotter's guides (non-fiction reports) Thought and speech bubbles, diaries, letter, certificate	Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts	Own version narratives Retellings, descriptions	Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters	Own version narrative Writing in role; notes of advice; missing posters; diary entries; letters of thanks		
Theme/Term	Friendship & kindness Summer 1					Imagination & creativity Summer 2		
Planning Sequence/ Spelling Seed Text	 Lost and Found Oliver Jeffers	 YETI and the BIRD Nadia Shireen	 PIG the PUG Aaron Blabey	 Dadaji's Paintbrush Rashmi Sirdeshpande	 OR Iggy Peck, Architect Andrea Beaty and David Roberts	 The Magic Bed John Burningham	 JULIAN IS A MERMAID Jessica Love	OR Julian is a Mermaid Jessica Love
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15+ sessions, 3+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	10+ sessions, 2+weeks	
Outcomes	Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Own version narratives about unlikely friendships List of rules, letters, postcards, character descriptions	'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives	Own version narrative Labels, captions, character comparisons, thought and speech bubbles, fact files	Fact files Labels, captions, character comparisons, thought and speech bubbles	Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists	Three-verse poems Instructions, writing in role, advertisements	





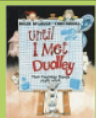






















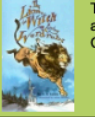






Year 2

Theme/Term	A twist in the tale Autumn 1					Creation & conservation Autumn 2					
Planning Sequence/ Spelling Seed Text	 <i>Goldilocks & the Three Bears</i> Lauren Child You & Me Anthony Browne <i>Goldilocks & Just the One Bear</i>	 <i>Wolves</i> Emily Gravett	Living Things: Science:	 <i>Jim and the Beanstalk</i> Raymond Briggs		 <i>The Journey Home</i> Frann Preston-Gannon	Science: Conservation	 <i>We Are Water Protectors</i> Carole Lindstrom	 <i>House Held Up by Trees</i> Ted Kooser	OR <i>House Held Up by Trees</i> Ted Kooser	Science: Plants
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		
Outcomes	Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions		Non-chronological leaflets Captions, information writing, character descriptions and comparisons		Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters		Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories		Environmental campaign Descriptive non-fiction, life-cycles, character description		News reports Descriptive non-fiction, life-cycles, instructions for seed packets
Literary Leaf Text	 <i>The Spider and the Fly</i> Mary Howitt and Tony DiTerlizzi	 <i>After the Fall</i> Dan Santat	 <i>Cinderella An Art Deco Fairy Tale</i> Lynn Roberts and David Roberts	 <i>Dixie O'Day: In the Fast Lane</i> Clara Valliumy		 <i>There's a Rang-Tan in my Bedroom</i> James Sellick		 <i>Lost Species</i> Jess French	 <i>The Magic and Mystery of Trees</i> Jen Green		Science: Plants
Length	10 sessions, 2 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		12 sessions, 2+ weeks		10 sessions, 2 weeks		15 sessions, 3 weeks
Theme/Term	Bravery vs. fear Spring 1					Change & relationships Spring 2					
Planning Sequence/ Spelling Seed Text	 <i>The Bear Under the Stairs</i> Helen Cooper	 <i>ROALD DAHL The Minpins</i> Roald Dahl		 <i>OR The Bear and the Piano</i> David Litchfield		 <i>The Owl and the Pussy-cat</i> Edward Lear		 <i>Tadpole's Promise</i> Jeanne Willis	Science: Life cycles	 <i>Grandad's Camper</i> Harry Woodgate	 <i>OR If All the World Were...</i> Joseph Coelho
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks
Outcomes	Information texts Letters, retellings, own version narratives		Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards		Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters	Rhyming poems Letters, interviews, lists, instructions		Own version narratives Explanations, speech / thought bubbles, setting descriptions, extended explanations		Sequel narratives Labels, memories poems, interviews, photo album captions, postcards	Non-narrative read-aloud poem Writing in role, diaries, letters of advice, short explanations
Literary Leaf Text	 <i>Rabbit and Bear</i> by Julian Gough & Jim Field	Science: Living Things	 <i>A Book of Bears</i> Katie Viggers	Science: Living Things	 <i>Hotel Flamingo</i> Alex Milway	 <i>Too Small Tola</i> Atinuke		 <i>Fanatical about Frogs</i> Owen Davey		 <i>ROALD DAHL THE MAGIC FINGER</i> Roald Dahl	
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		12 sessions, 2+ weeks		12 sessions, 2+ weeks		12 sessions, 2+ weeks
Theme/Term	Fictional Worlds & fantasy Summer 1					Urban metropolis Summer 2					
Planning Sequence/ Spelling Seed Text	 <i>The Dragon Machine</i> Helen Ward	 <i>Ocean Meets Sky</i> Eric Fan and Terry Fan		 <i>OR Toys in Space</i> Mini Grey		 <i>The Great Fire of London</i> Emma Adams	History: Great Fire of London	 <i>ROSIE REVERE, ENGINEER</i> Andrea Beaty	 <i>A WALK IN LONDON</i> Salvatore Rubbino	<i>OR A Walk in London</i> Salvatore Rubbino	Geography: London
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		
Outcomes	Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters		Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue		Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates		Leaflet for local landmarks Short explanations, writing in role, reports, adverts		A Walk in...' guidebooks Recounts of a trip around the local area, statements of information	
Literary Leaf Text	 <i>Eric</i> Shaun Tan	 <i>Cakes in Space</i> Philip Reeve		 <i>The Ride-by-Nights</i> Walter de la Mare		 <i>Ada Twist and the Perilous Pantaloon</i> Andrea Beaty		 <i>The Street Beneath my Feet</i> Charlotte Guillian	 <i>Grimwood</i> Nadia Shireen		
Length	12 sessions, 2+ weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		14 sessions, 2+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks

Year 3




Theme/Term	Magic & wonder Autumn 1					Dreams & curiosity Autumn 2				
Planning Sequence/ Spelling Seed Text	 <i>Leon and the Place Between</i> Angela McAllister	 <i>The Heart and the Bottle</i> Oliver Jeffers	PSHCE: Grief	 <i>OR The First Drawing</i> Mordicai Gerstein	History: Stone Age	 <i>The BFG</i> Roald Dahl	 <i>The Tear Thief</i> Carol Ann Duffy	 <i>OR The Tin Forest</i> Helen Ward	Science: Recycling	
Length	15 sessions, 3 weeks		17 sessions, 3+ weeks		10 sessions, 2 weeks	15 sessions, 3 weeks		10 sessions, 2 weeks		
Outcomes	Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue		Own version 'dilemma' narratives Character descriptions, narrative retellings		Own historical narratives Character descriptions, diaries, recounts	Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions		Letters of explanation Shared poems, persuasive posters, discussions		
Literary Leaf Text	 <i>The Lost Spells</i> Robert MacFarlane		 <i>Arthur and the Golden Rope</i> Joe Todd Stanton		History: Vikings	 <i>The BFG</i> Roald Dahl		 <i>New and Collected Poems for Children</i> Carol Ann Duffy		
Length	10 sessions, 2 weeks		15 sessions, 3 weeks		15 Sessions, 3 weeks		10 Sessions, 2 weeks			
Theme/Term	Disaster, hope & healing Spring 1					Overcoming adversity Spring 2				
Planning Sequence/ Spelling Seed Text	 <i>The Pied Piper of Hamelin</i> Michael Morpurgo	 <i>Escape from Pompeii</i> Christina Balit	History: Ancient Rome	 <i>OR The Last Garden</i> Rachel Ip	 <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham	 <i>OR Small in the City</i> by Sydney Smith	 <i>OR Black Dog</i> Levi Pinfold	 <i>Cinderella of the Nile</i> by Beverley Naidoo	 <i>OR Nen and the Lonely Fisherman</i> Ian Eagleton	
Length	15 sessions, 3 weeks		16 sessions, 3+ weeks		15 Sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Own version myths/legends Writing in role, information reports, adverts, formal letters		Newspaper reports Setting descriptions, diaries, letters, thought bubbles		Own version extended narrative Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue		Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions	Extended narrative from an alternative point of view Setting description, poem, diary entry, dialogue, letter of advice, lost poster	Own version 'suspense' narratives Postcards, dialogue, retellings, descriptions	Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports
Literary Leaf Text	 <i>The Pied Piper of Hamelin</i> Robert Browning		 <i>Earth Shattering Events</i> Robin Jacobs		Science: Volcanoes	 <i>Old Possum's Book of Practical Cats</i> T. S. Eliot		 <i>Africa, Amazing Africa</i> Atinuke		Geography: Africa
Length	10 sessions, 2 weeks		15 Sessions, 3 weeks		12 sessions, 2+ weeks		15 Sessions, 3 weeks		15 Sessions, 3 weeks	
Theme/Term	From mystery to discovery Summer 1					Confidence & caution Summer 2				
Planning Sequence/ Spelling Seed Text	 <i>The Mysteries of Harris Burdick</i> Chris Van Allsburg	 <i>How to Live Forever</i> Colin Thompson	 <i>OR Flotsam</i> David Wiesner	Geography: Oceans	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc	 <i>Our Tower</i> Joseph Coelho		 <i>OR The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman		
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		15 sessions, 3 weeks	
Outcomes	Extended fantasy narrative Setting description, short first person narrative, dialogue, speech, action scene		Prequels Lost posters, letter of warnings, character and setting descriptions, instructions		Sequels (mystery narratives) Setting descriptions, narrative retellings, non-chronological reports, letters (informal)		Narrative poems Warning posters, alternative endings, performance poetry, letter of apology		Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks	
Literary Leaf Text	 <i>Mr Penguin and the Lost Treasure</i> Alex T. Smith		 <i>I am the Seed that Grew the Tree</i> Fiona Waters		Science: Plants	 <i>A Necklace of Raindrops</i> Joan Aiken		 <i>Fortunately, the Milk</i> Neil Gaiman		
Length	15 sessions, 3 weeks		12 Sessions, 2+ weeks		14 sessions, 2+ weeks		12 Sessions, 2+ weeks			

Year 4

Theme/Term	Finding Freedom Autumn 1					Invention & innovation Autumn 2								
Planning Sequence/ Spelling Seed Text	 <i>Tar Beach</i> Faith Ringgold	 <i>Varmints</i> Helen Ward	Science: Lifeycles	 <i>OR The Mermaid of Zennor</i> Charles Causley	 <i>FARTHER</i> Grahame Baker Smith	History: WW 1	 <i>Until I Met Dudley</i> Roger McGough and Chris Riddell	Science: Inventions	 <i>OR The Iron Man</i> Ted Hughes					
Length	15 sessions, 3 weeks		16 sessions, 3+ weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		15 sessions, 3 weeks					
Outcomes	Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)		Explanations Descriptive comparisons, retellings, setting descriptions, poetry		Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue		Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions		Two explanation texts - formal and informal Letters, short explanatory paragraphs		Mystery narratives Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry			
Literary Leaf Text	 <i>Undeclared</i> Kwame Alexander	 <i>Zombierella</i> Joseph Coelho		 <i>Annie Lumsden, The Girl from the Sea</i> David Almond	 <i>The Story of Flight</i> Jakob Whitfield			 <i>The Wild Robot</i> Peter Brown						
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		12 sessions, 2+ weeks				15 sessions, 3 weeks					
Theme/Term	Darkness & light Spring 1					Taking courage Spring 2								
Planning Sequence/ Spelling Seed Text	 <i>Frindleswyde</i> Natalia & Lauren O'Hara	 <i>OR Winter's Child</i> Angela McAllister	 <i>The Selfish Giant</i> Oscar Wilde	 <i>OR Cinnamon</i> Neil Gaiman	Geography: India	 <i>The Lion and the Unicorn</i> Shirley Hughes	History: WW2	 <i>Odd and the Frost Giants</i> Neil Gaiman	History: Vikings	 <i>OR The Matchbox Diary</i> Paul Fleischman				
Length	16 sessions, 3+ weeks		11 sessions, 2+ weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks		18 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Narrative sequels Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches		Fantasy story sequels Postcards (recount), dialogue, setting descriptions as letters, retellings		Own version narratives about kindness Letters, first person recounts, diaries, letters, posters,		Own version mythical tales Diaries, informal letters, dialogue, adverts, limericks and other poetic forms		Own version historical narratives Letters, diaries, character and setting descriptions, non-chronological reports		Retellings - alternative perspective Narrative recounts, character and setting descriptions, letters, short explanations		Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	
Literary Leaf Text	 <i>The Firework Maker's Daughter</i> Philip Pullman				 <i>Tamarind and the Star of Ishta</i> Jasbinder Bilan	Geography: India	 <i>How Does a Lighthouse Work?</i> Roman Belyaev	 <i>Viking Voyagers</i> Jack Tite	 <i>Letters from the Lighthouse</i> Emma Carroll					
Length	14 sessions, 2+ weeks			15 sessions, 3 weeks			12 sessions, 2+ weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks			
Theme/Term	Exploration & discovery Summer 1					Different worlds Summer 2								
Planning Sequence/ Spelling Seed Text	 <i>Weslandia</i> Paul Fleischman	 <i>OR Baker by the Sea</i> Paula White	 <i>The Story of Tutankhamun</i> Patricia Cleveland-Peck	History: Ancient Egypt	 <i>OR Shackleton's Journey</i> William Grill	 <i>The Lion the Witch and the Wardrobe</i> C. S. Lewis	History: WW2	 <i>Jabberwocky</i> Lewis Carroll	 <i>OR Pride: The Story of Harvey Milk and the Rainbow Flag</i> Rob Sanders					
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		20 sessions, 4 weeks		10 sessions, 2 weeks		10 sessions, 2 weeks			
Outcomes	Imagined land narratives Character description, informative posters, persuasive leaflets, log book		Tourist brochure Job applications, advertisements, setting descriptions, letter in role		Non-chronological reports Retelling, character description, book review		Tutankhamun Biographies Retelling, character descriptions, diaries, newspaper, posters		Own version narratives (set in other worlds) Poems, eyewitness reports, an imaginary conversations, writing in role		Nonsense poems Performance poetry, explanatory descriptions		Biographies of Harvey Milk Thought bubbles, speech, simple leaflets	
Literary Leaf Text	 <i>The Humans</i> Jonny Marx	 <i>The Polar Bear Explorers' Club</i> Alex Bell			 <i>The Lion the Witch and the Wardrobe</i> C. S. Lewis			History: WW2	 <i>Two Weeks with the Queen</i> Morris Gleitzman					
Length	15 sessions, 3 weeks			18 sessions, 3+ weeks			20 sessions, 4 weeks			16 sessions, 3+ weeks				

Theme/Term	Ambition & desire Autumn 1					Power vs. principles Autumn 2					
Planning Sequence/ Spelling Seed Text	 <i>The Man Who Walked Between the Towers</i> Mordcai Gerstein	 <i>Robot Girl</i> Malorie Blackman	Science: Robots	 <i>Hidden Figures</i> OR <i>Hidden Figures</i> Margot Lee Shetterly	Science: Space	 <i>The Tempest</i> William Shakespeare	 <i>The Odyssey</i> Gillian Cross	History: Ancient Greece	 <i>Percy Jackson</i> OR <i>Percy Jackson</i> Rick Riordan	History: Ancient Greece	
Length	12 sessions, 2+ weeks		15 sessions, 3 weeks		17+ sessions, 3+ weeks		14+ sessions, 3 + weeks		20 sessions, 4 weeks		
Outcomes	Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches		Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews		Memoirs Reports, formal and informal letters, diaries, character descriptions, journalistic writing		Playscripts Setting descriptions, character descriptions, diaries, dialogue		Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts		
Literary Leaf Text	 <i>The Good Thieves</i> Katherine Rundell	 <i>Cosmic Frank</i> Cottrell Boyce	Science: Space	 <i>Hidden Figures</i> Young Readers' Edition Margot Lee Shetterly	Science: Space	 <i>Cogheart</i> Peter Bunzl	 <i>Who Let the Gods Out</i> Maz Evans	History: Ancient Greece	 <i>Mythologica</i> Dr. Stephen P. Kershaw	History: Ancient Greece	
Length	15 sessions, 3 weeks		19 sessions, 3+ weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks		14 sessions, 2+ weeks		
Theme/Term	Belonging & equality Spring 1					Legends & folklore Spring 2					
Planning Sequence/ Spelling Seed Text	 <i>The Lost Thing</i> Shaun Tan	 <i>The Island</i> Armin Greder		 <i>Freedom Bird</i> OR <i>Freedom Bird</i> Jerdine Nolen		 <i>The Sleeper and the Spindle</i> Neil Gaiman and Chris Riddell	 <i>Beowulf</i> Michael Morpurgo		 <i>OR The Lost Happy Endings</i> Carol Ann Duffy		
Length	16 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		17 sessions, 3+ weeks		15 sessions, 3 weeks		
Outcomes	Own version fantasy narratives Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports		Sequel from a different perspective Welcome guide, description, letter of advice, analysis comparison, diary entry in role, imagined conversation		Biographies Writing in role, thought bubbles, dialogue, postcards, recounts, poems		Fairytale reworkings Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives		Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries		
Literary Leaf Text	 <i>The Wonderling</i> Mira Bartok	 <i>Me, My Dad and the End of the Rainbow</i> Benjamin Dean		 <i>Black and British: A short, essential history</i> David Olusoga	History: Britain	 <i>When the Stars Come Out</i> Nicola Edwards	 <i>Sir Gawain and the Green Knight</i> Michael Morpurgo		 <i>The Listeners</i> Walter de la Mare		
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		12 sessions, 3 weeks		15 sessions, 3 weeks		
Theme/Term	Lessons from history Summer 1					Mystery & truth Summer 2					
Planning Sequence/ Spelling Seed Text	 <i>Kaspar, Prince of Cats</i> Michael Morpurgo	 <i>OR Children of the Benin Kingdom</i> Dina Orji	History: Benin	 <i>Alte Zachen</i> Ziggy Hanaor	History: WW2	 <i>OR Anne Frank</i> Josephine Poole	History: WW2	 <i>High Rise Mystery</i> Sharna Jackson	 <i>OR Origami Yoda</i> Tom Angleberger	 <i>Curiosity</i> Markus Motum	 <i>OR Firebird</i> Saviour Pirota and Catherine Hyde
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2+ weeks		15 sessions, 3 weeks		
Outcomes	Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports		Non-chronological reports Informal letters, diaries, survival guides, eyewitness reports, story summaries		Analytical essay Character descriptions, flashbacks, diary entries in role, short autobiographies		Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces		Extended stories Character & setting descriptions, police & newspaper report, dialogue, persuasive letters		
Literary Leaf Text	 <i>The Story of Titanic for Children</i> Joe Fullman	 <i>Poems from the Second World War</i> Poems from the Second World War Gaby Morgan	History: WW2	 <i>When Hitler Stole Pink Rabbit</i> Judith Kerr	History: WW2	 <i>Overheard in a Tower Block</i> Overheard in a Tower Block Joseph Coelho		 <i>Real-life Mysteries: Can you explain the unexplained?</i> Susan Martineau and Vicky Barker			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		15 sessions, 3 weeks		


Year 6


Theme/Term	Migration & movement Autumn 1						Evolution & inheritance Autumn 2									
Planning Sequence/ Spelling Seed Text	 The Arrival Shaun Tan	 Rain Player David Wisniewski	History: Mayans	 OR Windrush Child Benjamin Zephaniah	History: Britain	 The Promise Nicola Davies	 OR Can We Save the Tiger? Martin Jenkins	 The Last Bear Hannah Gold	 OR The Hidden Forest Jeannie Baker							
Length	17 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks			
Outcomes	Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides		Analytical essays about The Maya Instructions, posters, missing scenes, diaries, newspapers, debates		Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter		Sequels to continue the cyclical story Experimentation with figurative language, reports		Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems		Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report		Balanced discussions Research notes, non-chronological reports in the form of a letter to a character			
Literary Leaf Text	 Fly Me Home Polly Ho Yen		 On the Move: Poems about Migration\ Michael Rosen		 Beetle Boy M. G. Leonard		 The Tiger Rising Kate DiCamillo		 Darwin's Voyage of Discovery Jake Williams		Science: Evolution					
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		18 sessions, 3+ weeks		12 sessions, 2+ weeks							
Theme/Term	Enterprise & activism Spring 1						Utopia vs. dystopia Spring 2									
Planning Sequence/ Spelling Seed Text	 The Invention of Hugo Cabret Brian Selznick	 Suffragette: The Battle for Equality David Roberts	History: Suffragettes	 OR Stonewall Rob Sanders & Jamey Christoph	 The Three Little Pigs Project The Guardian	 Boy in the Tower Polly Ho-Yen	 OR The Last Wild Piers Torday									
Length	17 sessions, 3+ weeks		10 sessions, 2 weeks		15 sessions, 3 weeks		11 sessions, 2+ weeks		15 sessions, 3 weeks		16 sessions, 3+ weeks					
Outcomes	Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques		Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports		A visitor's guide to The Stonewall Inn National Historic Landmark Adverts, short news reports, protest banners, writing in role		Discussion texts News reports, persuasive speeches, narratives from a particular point of view, interview scripts, diaries, debates		Own version narratives (past and present tense) Journalistic writing, formal letters, non-chronological reports		Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal letters					
Literary Leaf Text	 The Invention of Hugo Cabret Brian Selznick	 The Little Match Girl Strikes Back Emma Carroll	 Politics for Beginners Louie Stowell		 Caged Bird Maya Angelou		 The Wolves of Willoughby Chase Joan Aiken									
Length	17 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		10 sessions, 2 weeks		15 sessions, 3 weeks							
Theme/Term	Fate vs. free will Summer 1						Crossing borders Summer 2									
Planning Sequence/ Spelling Seed Text	 Grimm Tales for Young and Old Phillip Pullman	 OR The Wind in the Wall Sally Gardner	 ROMEO AND JULIET Romeo and Juliet William Shakespeare	 OR The Princess' Blankets Carol Ann Duffy	 The Unfogotten Coat Frank Cottrell Boyce	 OR Some Places More Than Others Renee Watson	 A Beautiful Lie Irfan Master	History: India	 OR Night Mail W H Auden							
Length	15 sessions, 3 weeks		15 sessions, 3+ weeks		15 sessions, 3 weeks		10 session, 2 weeks		15 sessions, 3+ weeks		15 sessions, 3 weeks					
Outcomes	Own version traditional tales Viewpoint retellings, character studies, monologues, character comparisons		Extended Gothic narrative Posters, figurative writing, descriptions, old English letter, dialogue		Playscripts Diaries, letters, narratives, character descriptions, balanced arguments		Own version fairytales Retellings, diaries, informal letters, descriptions, adverts, formal speeches		Own version narratives Diaries, explanations (sci experiment), dialogue, non-chronological reports		Poems with similar structure Summaries, analysis and performances		New chapters Journalistic writing, recounts, discussion texts		Poetry Letters, diaries, information leaflets, instructions	
Literary Leaf Text	 Grimm Tales for Young and Old Phillip Pullman		 Poetry for Kids: William Shakespeare William Shakespeare		 Incredible Journeys Levison Wood		 Poetry for Young People: Langston Hughes Benny Andrews		 AFTER THE WAR Tom Palmer		After the War: From Auschwitz to Ambleside Tom Palmer		History: WW2			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks							

Curriculum Progression Map

The curriculum progression map is a very detailed document. Below is a snapshot of this document. For a more detailed outlook, please see the English Subject Leader.

Reception

 <div> <h1>The Literary Curriculum</h1> <p>For Primary Schools</p> </div>			Prime Area						Literacy							
			Communication and Language													
			Listening, Attention & Understanding			Speaking:			Comprehension			Word Reading			Writing	
			Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Make comments about what they have heard and ask questions to clarify their understanding ;	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Anticipate – where appropriate – key events in stories;	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Say a sound for each letter in the alphabet and at least 10 digraphs;	Read words consistent with their phonic knowledge by sound-blending;	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed;	Spell words identifying sounds that represent the sound with a letter;
Themes	Books															
Outside Inside	Where the Wild Things Are	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Bringing the Rain to Kapiti Plain	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Anansi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowing Yourself	Look Up!	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I am Henry Finch	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Halibut Jackson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Talents & Powers	The Magic Paintbrush	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Little Red	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Super Milly and the Super School Day	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sowing a Seed	The Tiny Seed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	I Will Not Ever Never Eat a Tomato	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	The Extraordinary Gardener	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strength of Mind	Weirdo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Hairy Maclary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	The Night Pirates	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family and Friends	So Much	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Oi Frog	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Izzy Gizmo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

 The Literary Curriculum For Primary Schools		Word Reading									Develop pleasure in reading, motivation to read, v understanding by:				
Curriculum 2014 Objectives		Apply phonic knowledge and skills as the route to decode words	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read other words of more than one syllable that contain taught GPCs	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Being encouraged to link what they read or hear read to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Recognising and joining in with predictable phrases	Learn to appreciate rhymes, poems, recite s by heart
Themes	Books														
Journeys & exploration	Cave Baby	✓						✓	✓		✓	✓		✓	
	Naughty Bus	✓		✓			✓				✓	✓			
	Astro Girl			✓	✓				✓		✓	✓			
	Sidney, Stella and the Moon			✓	✓				✓		✓	✓			
Heroes & villains	Billy and the Beast	✓				✓							✓		
	I Want My Hat Back							✓							
	Send for a Superhero	✓				✓							✓		
Similarities & differences	Beegu	✓	✓	✓			✓		✓	✓	✓			✓	
	The Odd Egg	✓				✓		✓				✓		✓	
	Leo and the Octopus				✓	✓						✓			
Nature & environment	Stanley's Stick		✓	✓		✓			✓	✓	✓	✓	✓		
	Dinosaurs and All That Rubbish					✓			✓		✓	✓			
	The Sea Saw				✓	✓						✓			
Friendship & kindness	Lost and Found	✓		✓		✓		✓				✓			
	Yeti and the Bird				✓	✓						✓			
	Pig the Pug			✓				✓							
Imagination & creativity	Dadaji's Paintbrush		✓					✓							
	Iggy Peck, Architect							✓							
	The Magic Bed				✓	✓			✓			✓		✓	
	Julian Is A Mermaid					✓		✓							


 The Literary Curriculum For Primary Schools		Word Reading								Develop pleasure in reading, motivation to read, vocabulary					
Curriculum 2014 Objectives		Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Read accurately words of two or more syllables that contain the same graphemes as above	Read words containing common suffixes	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re-read these books to build up their fluency and confidence in word reading	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Discussing the sequence of events in books and how items of information are related	Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales	Being introduced to non-fiction books that are structured in different ways	Recognising simple recurring literary language in stories and poetry	Discuss and clarify the meaning of words, linking meaning to known vocabulary
Themes	Books														
A Twist in the Tale	The Goldilocks Project		✓		✓	✓				✓		✓			
	Wolves	✓	✓	✓						✓		✓	✓		
	Jim and the Beanstalk	✓					✓					✓		✓	
Creation & conservation	The Journey Home		✓		✓	✓				✓		✓	✓		
	House Held Up By Trees	✓	✓	✓	✓					✓	✓		✓	✓	
	We Are Water Protectors	✓	✓	✓	✓					✓				✓	
Bravery vs. fear	The Bear Under the Stairs	✓	✓			✓	✓	✓						✓	
	The Minpins	✓			✓						✓				
	The Bear and the Piano	✓	✓			✓	✓	✓						✓	
Change & relationships	The Owl and the Pussy-cat	✓	✓	✓	✓				✓	✓				✓	
	Tadpole's Promise	✓	✓					✓			✓		✓	✓	
	Grandad's Camper	✓	✓	✓	✓					✓	✓				
	If All the World Were	✓	✓	✓	✓				✓	✓				✓	
Fictional worlds & fantasy	The Dragon Machine	✓				✓					✓				
	Ocean Meets Sky	✓			✓	✓					✓				
	Toys in Space	✓			✓	✓				✓	✓				
Urban metropolis	The Great Fire of London	✓				✓					✓		✓		
	Rosie Revere, Engineer		✓			✓		✓		✓			✓		
	A Walk in London					✓				✓			✓		



The Literary Curriculum

For Primary Schools

Curriculum 2014 Objectives


<div></div> <div><h1>The Literary Curriculum</h1><p>For Primary Schools</p></div>			Word Reading		Reading Comprehension											
			Develop positive attitudes to reading and understanding of what they read by:										Understand what they read, in books			
			Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words that they have read	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identifying themes and conventions in a wide range of books	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Discussing words and phrases that capture the reader's interest and imagination	Recognising some different forms of poetry [for example, free verse, narrative poetry]	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen next and inferring details and implications
Curriculum 2014 Objectives																
Themes	Books															
Magic & wonder	Leon and the Place Between	✓	✓				✓	✓		✓						
	The Heart and the Bottle	✓	✓		✓		✓	✓		✓			✓	✓		
	The First Drawings	✓		✓			✓			✓				✓		
Dreams & curiosity	The BFG	✓	✓				✓	✓		✓						
	The Tear Thief	✓	✓					✓		✓				✓		
	The Tin Forest	✓		✓	✓		✓			✓			✓	✓		
Disaster, hope & healing	The Pied Piper	✓	✓				✓	✓		✓						
	Escape from Pompeii	✓		✓	✓		✓			✓			✓	✓		
	The Last Garden	✓	✓				✓	✓		✓						
Overcoming adversity	Cloud Tea Monkeys	✓	✓					✓		✓				✓		
	Black Dog	✓						✓		✓				✓		
	Small in the City	✓	✓					✓		✓				✓		
	Cinderella of the Nile	✓	✓					✓		✓				✓		
	Nen and the Lonely Fisherman	✓	✓					✓		✓		✓	✓	✓		
From mystery to discovery	Sparky	✓	✓					✓		✓				✓		
	The Mysteries of Harris Burdick	✓		✓	✓		✓			✓			✓	✓	✓	
	How to Live Forever	✓		✓		✓		✓		✓		✓	✓	✓		
Confidence & caution	Flotsam	✓			✓			✓					✓	✓		
	Jim, A Cautionary Tale		✓	✓					✓		✓	✓				
	Our Tower	✓		✓	✓			✓		✓				✓		
	The Day I Swapped My Dad for Two Goldfish		✓	✓			✓		✓							

<div>The Literary Curriculum</div> <div>For Primary Schools</div>			Word Reading		Reading Comprehension										
					Develop positive attitudes to reading and understanding of what they read by:								Understand what they read, in books they		
			Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words that they have read	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identifying themes and conventions in a wide range of books	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Discussing words and phrases that capture the reader's interest and imagination	Recognising some different forms of poetry [for example, free verse, narrative poetry]	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Curriculum 2014 Objectives															
Themes	Books														
Finding freedom	Tar Beach	✓	✓		✓			✓						✓	
	Varmints	✓		✓		✓		✓		✓		✓		✓	
	The Mermaid of Zennor	✓		✓	✓		✓		✓						
Invention & innovation	FARTHER	✓					✓	✓		✓			✓		
	Until I Met Dudley	✓			✓					✓					
	The Iron Man	✓	✓					✓		✓					
Darkness & light	Frindleswylde	✓	✓				✓	✓	✓				✓	✓	
	Winter's Child	✓					✓	✓		✓	✓		✓	✓	
	The Selfish Giant	✓		✓			✓	✓		✓				✓	
	Cinnamon	✓		✓			✓	✓	✓		✓		✓	✓	
Taking courage	The Lion and the Unicorn	✓	✓	✓			✓	✓	✓			✓	✓	✓	
	Odd and the Frost Giants	✓	✓				✓	✓		✓					
	The Matchbox Diary	✓		✓		✓		✓		✓			✓	✓	
Exploration & discovery	Weslandia	✓		✓		✓		✓		✓		✓	✓	✓	
	The Baker by the Sea	✓	✓	✓				✓	✓		✓		✓	✓	
	The Story of Tutankhamun	✓		✓	✓	✓	✓							✓	
	Shackleton's Journey	✓		✓		✓	✓							✓	
Different worlds	The Lion, the Witch and the Wardrobe	✓	✓	✓				✓		✓					
	Jabberwocky	✓		✓				✓	✓		✓			✓	
	Pride: Story of Harvey Milk & the Rainbow Flag	✓		✓	✓			✓				✓			



Curriculum 2014 Objectives

Themes	Books															
Ambition & desire	The Man Who Walked Between the Towers	✓									✓	✓	✓	✓		
	Hidden Figures	✓		✓	✓			✓			✓		✓	✓		✓
	The Tempest	✓	✓		✓		✓		✓	✓	✓		✓			
Power vs. principles	Robot Girl	✓		✓	✓		✓	✓			✓		✓	✓	✓	✓
	The Odyssey	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓
	Percy Jackson	✓											✓			
Belonging & acceptance	The Lost Thing	✓		✓								✓				
	The Island	✓					✓	✓			✓		✓	✓		
	Freedom Bird	✓	✓		✓		✓					✓	✓	✓	✓	✓
Legends & folklore	The Sleeper and the Spindle	✓		✓	✓			✓			✓		✓	✓	✓	✓
	Beowulf	✓		✓	✓			✓			✓		✓	✓	✓	✓
	The Lost Happy Endings	✓											✓			
Lessons from history	Kaspar, Prince of Cats	✓			✓							✓	✓	✓	✓	✓
	Children of the Benin Kingdom	✓	✓		✓		✓	✓			✓	✓	✓	✓		✓
	Alte Zachen	✓			✓		✓	✓			✓	✓	✓			✓
	Anne Frank	✓			✓		✓	✓								✓
	Otto, Autobiography of a Teddy-bear	✓			✓		✓	✓				✓				✓
Mystery & truth	High Rise Mystery	✓		✓	✓			✓			✓		✓	✓		✓
	Origami Yoda	✓	✓	✓												
	Curiosity	✓									✓	✓				✓
	Firebird	✓			✓			✓				✓				✓

<div></div> <div><h1>The Literary Curriculum</h1><p>For Primary Schools</p></div>		Word Reading	Maintain positive attitudes to reading and understanding of what they read by:								Reading Comprehension				
										Understand what they read by:					
		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Recommending books that they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in and across a wide range of writing	Making comparisons within and across books	Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Asking questions to improve their understanding	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Summarising the main ideas drawn from more than one paragraph, identifying the support the main ideas
Curriculum 2014 Objectives															
Themes	Books														
Migration & movement	The Arrival	✓								✓	✓	✓	✓	✓	
	Rain Player	✓		✓	✓		✓					✓	✓	✓	
	Windrush Child	✓	✓		✓			✓	✓	✓	✓	✓	✓		
Evolution & inheritance	The Promise	✓									✓	✓			
	Can We Save the Tiger	✓	✓	✓				✓	✓		✓				✓
	The Last Bear	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	
Enterprise & activism	The Hidden Forest	✓	✓	✓								✓			
	The Invention of Hugo Cabret	✓	✓				✓				✓	✓			
	Suffragette: The Battle for Equality	✓	✓		✓		✓		✓		✓	✓			
	Stonewall	✓	✓	✓			✓					✓		✓	
Utopia vs. dystopia	The Templeton Twins Have an Idea	✓	✓	✓		✓		✓							
	The Three Little Pigs Project	✓									✓	✓			
	The Boy in the Tower	✓	✓				✓	✓			✓	✓			
Fate vs. free will	The Last Wild	✓	✓				✓	✓			✓	✓	✓		
	Grimm Tales for Young and Old	✓			✓		✓					✓			
	The Wind in the Wall	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Romeo and Juliet	✓	✓		✓		✓	✓	✓	✓		✓			
Crossing borders	The Princess Blankets	✓			✓							✓	✓		
	The Unforgotten Coat	✓							✓	✓	✓	✓	✓	✓	✓
	Night Mail	✓							✓				✓		
	A Beautiful Lie	✓	✓		✓		✓				✓				✓
	Some Places More Than Others	✓							✓		✓	✓	✓	✓	