

English

Year Group	Autumn	Spring	Summer
KS1 – Year A Key Texts	<i>* The Colour Monster, Anna Llenas</i> <i>* Stories by the same author: Julia Donaldson</i> <i>The Snail and the Whale, Superworm</i> <i>Tiddler, Zog, The Detective Dog –</i>	<i>*Little Red Riding Hood & The Gingerbread Man</i> <i>*Contrasting stories: Lon Po Po / Little Red and the Very Hungry Lion / Pretty Salama</i>	<i>*Lost and Found, Oliver Jeffers (Autumn 2022 then Summer 2025)</i> <i>*Zahra</i> <i>*The Magic Pebble</i>
Writing Genre	After looking at the Colour Monster the children will be discussing emotions and producing their own pieces of descriptive writing. Based on the work of Julia Donaldson the children will write their own character descriptions and descriptive narratives. These stories will for the basis of some information writing based on their science and topic work.	The children will write their own alternative fairy tale, including character and setting descriptions and where appropriate using speech and thought bubbles. The children will also look at instructional writing. They will also produce non-fiction writing based on the Great Fire of London, including past and present tense sentences.	Linked to their penguin topic the children will work to create a penguin information book and an explanation text. They will also have the opportunity to write a recount and non-chronological report and compare their stylistic features. The children will consolidate their descriptive writing and write poems around a given theme.
KS1 – Year B Key Texts	<i>*Meerkat Mail</i> <i>*The Tiger who came to Tea</i> <i>*The disgusting sandwich / Giant jam sandwich</i> <i>*Oliver’s Vegetables</i> <i>*The way back home</i> <i>*Man on the Moon</i> <i>*Mog’s Christmas</i>	<i>*Jack and the Beanstalk / Jack and the baked beanstalk</i> <i>*3 Billy Goats Gruff</i> <i>*The Koala who could</i>	<i>*Light house Keepers Lunch</i> <i>*The Invisible</i> <i>*The River</i> <i>*Ruby’s Worry</i> <i>*Perfectly Norman</i> <i>*The Very Lonely Christmas Tree</i>
Writing Genre	The children will look at the features of a non-chronological report and write their own about tigers, looking after Earth or an alien. The children will also have the opportunity to write a recount and compare its stylistic features. Within their own alternative narratives they will focus on character and setting descriptions as well as speech and thought bubbles. The children will be writing letters and instructions based on their topic work.	The children will write alternative versions of traditional tales and diary extracts based on a given character. They will build on their knowledge of non-chronological report and write one based on an Australian animal. They will also be writing their own poems this term.	The children will write a recount of their castle visit and an information text based on castles. Within the non-fiction genre the children will also write an explanation text about lighthouses. The children will be writing their descriptive narratives based around the work of Tom Percival

<p>Lower KS2 – Year A</p> <p><i>Key Texts</i></p>	<p><i>*Lights on Cotton Rock David Litchfield</i> <i>*Bill’s New Frock Anne Fine</i> <i>*Escape from Pompeii</i></p>	<p><i>*The Magic Box Kit Wright</i> <i>*The Proudest Blue Ibtihaj Muhammad</i> <i>*Aesop’s Fables, Michael Rosen & Michael Morpurgo</i> <i>*Beowulf Rob Lloyd Jones</i> <i>*Ride of passage (Literacy Shed)</i></p>	<p><i>*Fantastic Mr Fox Roald Dahl</i> <i>*How to be a Viking Cressida Cowell</i> <i>*Japanese Haikus</i></p>
<p><i>Writing Genre</i></p>	<p>The children will be writing their own narratives with a focus on setting description They will also revisit non-chronological reports and write about an alien, as well as instructional and letter writing.</p>	<p>The children will be writing their own myths and fables. After studying poetry they will write their own poems on a theme. Within fiction writing they will be focusing on direct speech narrative.</p>	<p>The children will write their own stories and newspaper reports. They will also write poems and fact files based on their topic work and an explanation linked to science (rocks or water cycle).</p>
<p>Lower KS2 – Year B</p> <p><i>Key Texts</i></p>	<p><i>*How does a lighthouse work?</i> <i>*Roman Belyae</i> <i>*The Lighthouse (Literacy Shed)</i> <i>*The Ancient Egypt Sleepover Stephen Davis</i> <i>*Is it Because? Tony Ross</i> <i>*Journey Aaron Becker</i></p>	<p><i>*The Iron Man</i> <i>*Ted Hughes</i> <i>*The Little Shoemaker (Literacy Shed)</i> <i>*The Iron Man – Ted Hughes</i></p>	<p><i>*The Hodgeheg Dick King-Smith</i> <i>*The Wolf’s Story Tony Forward</i> <i>*Gran can you rap? Jack Ousby</i></p>
<p><i>Writing Genre</i></p>	<p>The children will be writing their own adventure story, focusing particularly on setting description. The children will study and write their own poems as well as looking at the features of a diary entry.</p>	<p>The children will be writing their own narratives, including an action sequence and setting and character descriptions. The children will also write a non-chronological report on a Mandir. They will also have the opportunity to write a persuasive advert, instructions and poetry based on the blackout.</p>	<p>The children will be focusing on fictional narratives, writing alternative traditional tales and fables and well as their own narrative poetry.</p>
<p>Upper KS2 – Year A</p> <p><i>Key Texts</i></p>	<p><i>*Video entitled: ‘Broken’.</i> <i>*Gunner’s Boy – Ann Turnbull.</i> <i>*Diver’s Daughter – Patrice Lawrence.</i> <i>*BLM Poems by Benjamin Zephaniah and Vanessa Kisuule.</i></p>	<p><i>*Video extract from Ratatouille.</i> <i>*Leuk the Hare – L.Senghor</i> <i>*Video stimuli – cause and effect.</i> <i>*Fairtrade.org -use of the website.</i> <i>*Wolf Brother – Michelle Paver</i></p>	<p><i>*Wolf Brother – Michelle Paver</i> <i>*The late Queen’s and new King’s coronation.</i> <i>*Cluedo.</i> <i>*DT – making a toy for their buddy.</i> <i>*Write a letter to their new teacher.</i></p>
<p><i>Writing Genre</i></p>	<p>The children will be writing their own sub-plot of a text studied, focusing on character descriptions and considering if the characters spoke what would they say (missing dialogue). They will also be writing diary extracts based on these characters and structuring newspaper articles based on their topics. The children will also be studying poetry from a range on ethnicities linked to their topic work and crafting their own.</p>	<p>The children will be writing a continuation of a story, including writing in the passive voice, as well as their own diary entries. They will also be writing non-chronological reports based on pre-historic animals encountered in the story. The children will be writing their own short explanations with a focus on casual conjunctions as well as letters to persuade Tesco to sell more fair-trade products, linked to topic work.</p>	<p>The children’s narrative writing will focus on character descriptions, as well as describing a pivotal moment as a wolf / as the bearer of the Crown Jewels. They will be writing their own picture book about the toy made for their buddy in DT. The children will be acting from a script and writing a report on ‘Whodunnit’.</p>

<p>Upper KS2 – Year B</p> <p>Key Texts</p>	<p><i>*Alfie, 'Flashback stories' – a series including 'Alfie's adventure in Ancient Greece' by A Hammond.</i></p> <p><i>*BBC videos related to bullying.</i></p> <p><i>*Gravity – Film vs. Tess Gerritsen</i></p> <p><i>*Home Alone – video.</i></p>	<p><i>*Piano – Aidan Gibbons</i></p> <p><i>*Biographies – extracts based on famous people.</i></p> <p><i>*DT – making model Anderson Shelters.</i></p> <p><i>*When we were Warriors – Emma Carroll.</i></p> <p><i>*WWII – Evacuation evening.</i></p> <p><i>*Images of war.</i></p>	<p><i>*The mystery of crop circles.</i></p> <p><i>*Hidden Figures – Margot Lee Shetterly.</i></p> <p><i>*Highwayman – Alfred Noyes.</i></p>
<p>Writing Genre</p>	<p>The children will be writing a story with a historical flashback, as well as high paced action stories. They will be using dialogue and adverbials to convey this action. Their diary extracts will be written showing opposing viewpoints.</p>	<p>The children's writing will be based around their history topic. They will produce an emotive piece of writing based on the piano. They will study the features of a biography and write their own based on a key figure from WWII.</p> <p>The children will write an informal letter home from Stan and in contrast a formal letter from a billeting officer.</p> <p>The poetry written will be based on the Blitz.</p> <p>They will look at how to make instructions precise based on their making.</p>	<p>The children will be writing descriptively, describing characters like Tim the Ostler and Bess from The Highwayman. Their diary writing will encapsulate this emotive base too. The children will write formally and persuasively in different ways, including letters. The non-fiction writing will be an explanation text based around the mystery of crop circles.</p>