



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Across the whole year we are teaching phonics, name writing and handwriting. There are opportunities for mark making across all the role play areas, where speaking and listening is also a focus. Mark making opportunities are also planned for across many areas of the continuous provision to fit in with the topics we are doing.					
	<p>All About Me Early mark making – drawing a picture of themselves Putting out lots of mark making activities and opportunities Start phonics Bears Write an invitation to their bear for the Teddy Bears Picnic Reading a non-fiction book about polar bears Hot-seating when adult dresses up as Goldilocks and comes into the room crying</p>	<p>Halloween Read Funnybones and focus on rhyming Divali/Light and Dark Read about Rangoli Art on Espresso Simple sequencing of Rama and Sita story. Look at a recipe for salt dough Read non-fiction book about Light Dinosaurs Speaking and listening focus to describe different dinosaurs Make own class non-fiction big book about dinosaurs Christmas Read story about the Nativity. Write own Christmas cards</p>	<p>Winter Storytelling – what happens next in our story? Arctic & Antarctic Read fiction and non-fiction books about animals that live in these regions Write a fact about an Arctic animal Birds Reading facts about British birds Writing simple facts about birds Chinese New Year Learning the story of the Great Race and retelling it Writing a short sentence to say which Chinese animal they are Oxford Reading Tree Reading lots of ORT stories Writing a speech bubble for Kipper</p>	<p>People Who Help Us Writing about the jobs of different people who help us in the community Reading non-fiction books about these jobs Making police and firefighter ID badges Book Week Reading a whole wealth of stories this week Making a Gruffalo storytelling box Farms Writing about what we might see on a farm Writing a sequence to demonstrate 'The story of milk' Reading different farm animal names Easter Writing Easter cards Reading the Easter story</p>	<p>Castles Reading non-fiction books about castles as well as traditional fairy tales Retell stories with puppet theatre Making up an exciting story about castles and kings Kendal Writing about Kendal and what we can see looking down from a hot air balloon Healthy Week(s) Making, drawing and labelling their own fruit smoothie Looking at recipes for smoothies Speaking about ways to stay healthy</p>	<p>Handa's Surprise Read Handa's Surprise Act out the story with props Using descriptive language to describe the real fruits taken from the story Writing a riddle about an African animal Elmer Read Elmer Order parts of the story Tell story using puppets and theatre Use talk partners to retell the story, taking it in turns Do a 'Big Write' to tell the Elmer story Celebration and Transition Write a sentence to talk about your favourite memory of Reception</p>
Year 1/2 Cycle A	<p>What makes me special? Core values – respect, self-belief and pride</p>		<p>Who Lived in a Castle? Core Values - perseverance and achieve</p>		<p>What Lives on Our Field? Core Values – Respect, perseverance, achieve, pride</p>	
	<p>Cave Baby by Julia Donaldson & Emily Gravett Labels, captions, informal letters, narrative (own versions), retellings. King of the Classroom by Derrick Barnes Letters, sequels, non-chronological reports & own versions</p>	<p>Betty and the Yeti by Ella Burfoot Own version narrative, own version handbook Room on the Broom By Julia Donaldson Nonsense word dictionary, poems and poetic sentences The Smelly Sprout by Allan Plenderleith Fantasy story where children go on an adventure on at Christmas time.</p>	<p>Cinderella by Ali Busby Fantasy story where children are transported to another world. Zog by Julia Donaldson Diary entry, letter, certificate, Egg Spotter's Guide (non-fiction report)</p>	<p>The Massi and I by Virginia Kroll Diary account, descriptive language, comparison of living and letters. I Do Know All About Chocolate by Lauren Child fact-files, instructions, descriptive language, lists</p>	<p>The Bad Tempered Ladybird by Eric Carle Retell, narrative, using conjunctions, commands and statements. Iggy Peck Architect by Andrea Beaty Labels, captions, fact-files. Dinosaurs and all that Rubbish by Michael Foreman Narrative (retelling), setting description, letters, pamphlet, poster, instructions. Y2 SATS</p>	<p>Yeti and the Bird by Nadia Shireen Letters, list of rules, character descriptions, longer story. Lost and Found by Oliver Jeffers Character descriptions, non-chronological reports, narrative (own versions).</p>
Year 1/2 Cycle B	<p>Why Do we Love The Lakes? Core Values – Respect, perseverance, achieve, pride, self belief</p>		<p>Why are Polar Bears White? Core Values – respect, achieve, perseverance</p>		<p>How Does Your Garden Grow? Core Values – Respect, perseverance, achieve, pride</p>	
	<p>Katie Morag series Recounts, information texts, tourist guides. Comparative language and similarities and differences. What the ladybird heard? By Julia Donaldson Non-chronological report, a poster and a diary entry in role. Winnie the Witch series</p>	<p>The Bear Under the Stairs by Helen Cooper Letters, own version narrative and a comparison. The Polar Express by Chris Van Allsburg A rhyming couplet and a first-person narrative on an imagined experience.</p>	<p>Wolves by Emily Gravett Non-chronological reports (leaflets), character descriptions. The Journey Home by Frann Preston-Gannon Posters, lists, short story, information report. The Snowman by Raymond Briggs</p>	<p>The Dragon Machine by David Wiesner Dragon guide, explanation, letter of advice, shopping list, description, letters in role, extended dragon machine story. The Minpins by Roald Dahl Setting description, character description, reports, retellings, fantasy narrative.</p>	<p>Beatrix Potter series Character descriptive, creative writing, story structure and setting description. The Great Fire of London by Liz Gogerly Diary extract, letter writing and emotive language, report writing.</p>	<p>Tadpole's Promise by Jeanne Willis & Tony Ross Explanation texts, narrative (own versions), setting descriptions. House Held up by Trees by Ted Kooser Descriptive non-fiction, life-cycles, seed packets, journalistic writing.</p>



	Sentence structure. Nouns, adjectives and verbs.		Recount, descriptive language, expanded noun phrases.		Y2 SATS	
Year 3/4 Cycle A	World War 2 – Life on the Homefront Core values – respect and self-belief		Ancient Egypt Core values – perseverance and achieve		Kendal Land Use Core values – pride and respect	
	Into the Forest – Anthony Brown Sentence development including openers, language associated with emotions, use of commas to mark clauses, narrative (own version) The Lion and the Unicorn – Shirley Hughes Writing an opener, how to use punctuation associated with speech, descriptive writing with dialogue.	The Day the Crayons Quit – Oliver Jeffers Letter writing – expressing/responding to opinion, persuasive language techniques The Bug Chant – Tony Mitton Poetry – features of poetry/rhyme, similes, metaphors, personification, grammatical features. End of term assessment.	Felix After the Rain – Dunja Jogan Spoken Language unit – develop understanding through speculating, hypothesising, imagining an exploring ideas. Egyptian Cinderella – Shirley Climo synonyms/antonyms, comparative conjunctions, diary writing, retelling traditional tale, debate – presenting arguments for/against	Howard Carter & Tutankhamun Non-chronological report - recount in the form of a diary. Newspaper report on the discovery of Tutankhamun. The Tunnel – Anthony Brown Spine poems, revise how to use punctuation associated with speech, narrative adventure writing End of term assessment	Sandman and the Turtles and Dolphin Boy – Michael Morpurgo Explanation writing, converting script writing to dialogue, factual writing on Dolphins, imaginative writing on swimming with dolphins. Variety of traditional poetry – Robert Louis Stevenson Features of poetry rhyming couplets to write their own poems	The Great Kapok Tree – Lynne Cherry Generating notes, persuasive devices, letter writing, information posters The Colour Monster – Anna Llenas Emotional literacy developing vocabulary to express feelings and like these to figurative language to generate Emotional poetry. End of term assessment
Year 3/4 Cycle B	India Core values – respect, pride & self-belief		Rivers Core values – achieve, pride & self-belief		Anglo-Saxons and Romans Core values – perseverance, self-belief & achieve	
	I Am Henry Finch – Alexis Deacon Word order, word class, sentence development including commas to mark expanded noun phrases, narrative considering emotions. Rickshaw Girl – Matali Perkins Sentence development including emotion openers, fronted adverbials openers, writing a summary, writing an explanation.	The Firework Maker’s Daughter – Philip Pullman Instructional writing, persuasive writing, poetry. Seasons of Splendour- Madhur Jaffrey Narrative retelling traditional tales from other cultures, sentence composition using commas to mark clauses. End of term assessment	River Story – Meredith Hooper Explanation writing, how to note take and organising work under sub-headings, information posters Voices in the Park – Anthony Brown Writing from a different perspective, diary writing, explanation and justification	Shaping the World. Historical Heroes in Verse – Liz Brownlee Features of shape poetry, writing shape poems, explanation and justifications Little People, Big Dreams Rosa Parks – Lisbeth Kaiser Autobiographical and biographical writing, how to paragraph & organise writing End of term assessment	The Miraculous Journey of Edward Tulane – Katie DiCamillo Diary writing, features & techniques of persuasive letter writing, exploring the idea of personal journeys and the impact life events have on shaping our personalities.	Anglo-Saxon Boy – Tony Bradman Diary writing, letter writing, Newspaper report writing – Battle of Hastings End of term assessment
Year 5/6 Cycle A	Core values – perseverance, pride & self-belief		Core values – pride, respect & self-belief		Core values - TBC	
	Street Child – Berlie Doherty Letter writing, diary writing, poetry, conjunctions, adverbs, adjectives, openers. Water Tower – Gary Crew Persuasive email, persuasive article, complex sentences adding detail/short sentences for impact, using a range of punctuation.	Shackleton’s Journey – William Grill Letter to a loved one, letter of complaint, newspaper report conjunctions, adverbs, adjectives, openers, complex sentences adding detail/short sentences for impact, using a range of punctuation. End of term assessment	Boy in the Girls’ Bathroom – Louis Sachar Persuasive email, persuasive letter, personal letters, diary entry, pronouns, nouns, verb tenses, using time and additional conjunctions Beneath the Surface – Gary Crew Persuasive email, newspaper report, varying sentence openers, subordinate conjunctions, adverbial phrases	Over the Line – Tom Palmer Formal letter, personal letter, varying conjunctions, clauses, range of punctuation, different techniques to conclude work End of term assessment		
Year 5/6 Cycle B	Core values – respect, perseverance, self-belief, achieve & pride		Core values – self-belief, achieve, pride & respect		Core values - TBC	
	Discrete reading lessons taught over the Autumn Term: The Nowhere Emporium (fiction) Nelson Mandela (non-fiction) Invictus (Poetry) Maya Angelou (non fiction/poetry) The Arrival/ Way Home (fiction) Biographies (non-fiction) Song lyrics (Tracy Chapman)	Discrete writing lessons taught over the Autumn Term: Recount (So Good to Me/Bert) Descriptive writing (Jakku) Playscripts Short, mystery story writing Persuasion (poster and leaflet) Instructions Poetry (Highway Man, Pizza Poem)	After the War – Tom Palmer Magazine feature, personal letter, pronouns, nouns, verb tenses, using time and additional conjunctions Kasper Prince of Cats – Michael Morpurgo Diary entry, newspaper report, varying sentence openers,	Everest – Alexandra Stewart Diary entry, non-chronological report, varying conjunctions, clauses, range of punctuation, different techniques to conclude work End of term assessment	Holes – Louis Sachar Diary entry, non-chronological report, letter of complaint, poetry, playscript, instructions Room 13 – Robert Swindells TO BE CONFIRMED	When the Sky Falls – Phil Earle TO BE CONFIRMED End of term assessment



		<p>Non-chronological report (Spiderwick)</p> <p>Conjunctions, adverbs, adjectives, openers, complex sentences adding detail/short sentences for impact, using a range of punctuation, complex sentences adding detail/short sentences for impact, using a range of punctuation.</p>	<p>subordinate conjunctions, adverbial phrases</p>			
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