

Rack House Primary School

National Curriculum for English 2014

Long Term Planning
2016-2017

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English Primary Curriculum 2014

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

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 word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching of writing

The new curriculum requires that children are taught key skills and processes that are essential for writing:

- Planning
- Drafting and writing
- Evaluating and Editing
- Proof reading
- Reading aloud to others

As part of this process, children are to be given opportunities to write for real purposes and audiences.

This document outlines the writing forms that would fit with each year group along with the statutory grammar, punctuation and vocabulary elements.

Reception

<p>Prime area</p> <p>Communication and Language</p>	<p><u>Speaking:</u></p> <p>To use past, present and future forms accurately when talking about events that have happened</p> <p>Extend vocabulary exploring meaning and sounds of new words to happen in the future</p> <p>To express themselves effectively showing awareness of learners needs</p> <p>To develop own stories into their play and to develop explanations by connecting idea and events.</p> <p><u>Listening and attention:</u></p> <p>To listen attentively in a range of situations</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><u>Understanding:</u></p> <p>To follow instructions following several ideas or actions</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p>
<p>Specific area</p> <p>Literacy: Reading</p>	<p>To read and understand simple sentences</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To read some common irregular words</p> <p>To demonstrate understanding when talking with others about what they have read.</p>
<p>Specific area</p> <p>Literacy: Writing</p>	<p>To use phonic knowledge to write words in ways which match their spoken sound.</p> <p>To write some irregular common words</p> <p>Begin to form simple sentences – sometimes with punctuation, which can be read by themselves and others</p> <p>To expect written text to make sense and check for sense if it does not</p> <p>To spell some words correctly and others to be phonetically plausible.</p> <p>To use a pencil and hold it effectively to form recognisable letters</p>

Year 1

<p>Spelling / phonics</p> <p>(Refer to appendix) Spelling needs to be taught alongside reading and handwriting.</p>	<p>Attempt to spell unfamiliar words using the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>Children should be taught how to respond to mis-spelt words (hot spot marking the error not the whole word)</p>
	<p>Spell words with adjacent consonants (phase 4)</p>
	<p>Know main spelling choices for each vowel phoneme (phase 5)</p>
	<p>Increased accuracy of phases 3, 4, and 5 high frequency words (see appendix)</p>
	<p>Spell the days of the week</p>
	<p>Spell plural nouns with increasing accuracy using suffixes –s or –es</p> <p>Add suffixes to verbs where no change is needed to the root word (helping, helped, helper)</p> <p>Use the prefix un to change the meaning of verbs and adjectives (unkind, untie)</p>
<p>Handwriting</p> <p>Requires frequent and discrete direct teaching.</p>	<p>Form lower case letters correctly in a script that will be easy to join later (entry strokes as of handwriting policy and scheme).</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place (entry strokes).</p> <p>Form capital letters (without entry strokes).</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these</p>
<p>Sentence construction</p>	<p>Write simple sentences independently. Understand how words can combine to make sentences.</p> <p>Join words and sentences (clauses) using ‘and’.</p>
	<p>To expect written text to make sense and to check for sense if it does not.</p>
	<p>Begin to rehearse sentences before writing and re-read during and after writing.</p> <p>To say out loud what they are going to write about</p>
<p>Punctuation</p>	<p>Use capital letters and full stops when punctuating a single simple sentence.</p>

	Begin to use question marks and exclamation marks to demarcate sentences.
	To use a capital letter for the personal pronoun 'I'
	To recognise full stops and capital letters when reading, and name them correctly; and understand how they affect the way a passage is read.
	To use capital letters for names and for the start of a sentence.
	Correctly use common uses of capitalisation: headings, titles, names.

Terminology children MUST know by the end of Year 1
word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Term 1	Term 2	Term 3
<p>Poetry recital: Julia Donaldson focus</p> <p>All about me: Superheroes</p> <p>Traction Man by Mini Grey (<i>stories about fantasy worlds and stories with familiar settings</i>)</p> <p>Recount and narrative</p> <p>Instructions</p> <p>All about me: What can I learn about the local area?</p> <p>Scaredy Squirrel and Scaredy Squirrel Makes a Friend by Melanie Watt</p> <p>Over and Under the Snow by Kate Messner</p> <p>Recount /diary</p> <p>Labels and captions, poetry linked to the senses</p>	<p>Poetry: Poems on a theme (acrostics)</p> <p>All around the world: How do I get there?</p> <p>Goldilocks and Just the One Bear by Leigh Hodgkinson (<i>traditional stories</i>)</p> <p>Chair for Baby Bear by K Umansky and C Fisher</p> <p>Narrative based on traditional stories</p> <p>Poetry: In this city</p> <p>Captions, descriptions, diary writing, information page, instructions</p> <p>Naughty Bus by Jan and Jerry Oke</p> <p>All around the world: What does the world mean to me?</p> <p>Traction Man and the Beach Odyssey</p> <p>Narrative</p>	<p>Poetry recital</p> <p>Is a pirate an explorer?</p> <p>Pirates Love Underpants by Claire Freedman and Ben Cort (poems on a theme)</p> <p>Pirates- Usborne version</p> <p>The Night Pirates by P Harris and D Allwright</p> <p>Class 3 all at Sea by Julia Jarman</p> <p>Labels and captions</p> <p>Recount</p> <p>Narrative</p> <p>What did children used to play with?</p> <p>Toys in Space by Mini Grey</p> <p>Narrative</p> <p>Invitations</p> <p>Diary</p>

Author and poet focus for class readers and reading corners Julia Donaldson (poet and author)	Author and poet focus for class readers and reading corners Oliver Jeffers (author)	Author and poet focus for class readers and reading corners Mini Grey (author)

Year 2

Spelling / phonics	Spell by segmenting words or phonemes and representing these by graphemes, spelling many correctly.
	Spell single syllable and multi syllabic words, e.g. sometimes, including some words with prefixes and suffixes (-ness, -er, -ful, -less, -ly, -er, -est)
	Spell the ends of regular past tense verbs with -ed.
	Increased accuracy of phases 4, and 5 high frequency words. Also, increased accuracy of the next 200 common words (see appendix).
	To distinguish between homophones and near homophones e.g there/ their, they're, see/sea, blew/blue, be/bee, won/one (see new National Curriculum 2014)
Handwriting	Join letters in cursive style in independent writing - legible and accurate (with entry strokes – see school handwriting policy.) Revise and practise correct letter formation frequently in line with school handwriting policy.
	Form lower case letters of correct size relative to one another.
	Write capital letter and digits of correct size, orientation and relationship to one another and to lower case letters.
Sentence construction	Write simple sentences that make sense. Encourage children to think aloud as they collect ideas, draft and reread to check their meaning is clear.
	To write compound sentences using conjunctions for coordination: <i>and, but, or</i>
	To begin to create complex sentences using conjunctions for subordination: <i>when, if, because</i>
	To create expanded noun phrases for descriptions and specification e.g. <i>the blue butterfly, the old man, the man in the moon, the teacher in the classroom.</i>
	Use sentences with different forms: statement, question, exclamation, command.
	To start sentences in a variety of ways e.g. using connectives: Next, Then, First; using a variety of openers: Once upon a time, One day, Last week.
	Use past and present tense consistently.
Punctuation	Punctuate sentences in the course of writing, using capital letters, full stops and question marks and exclamation marks with growing accuracy.
	Begin to use commas in lists.

	To re-read own writing for sense and punctuation.
	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
	To revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing.

Terminology children MUST know by the end of Year 2

verb, tense(past, present) , adjective, noun, suffix, apostrophe, comma, noun phrase, compound, adverb, statement, question, exclamation, command

Term 1	Term 2	Term 3
<p>Poetry recital: Michael Rosen focus</p> <p>Where in the world? <i>Is everywhere like Manchester?</i></p> <p>Seahorse the Shyest Fish in the Sea by Chris Butterworth</p> <p>Dougal’s Deep Sea Diary by Simon Bartram</p> <p>Narrative</p> <p>Information text/ non-chronological report</p> <p>Diary /autobiography</p> <p>Meerkat Mail by Emily Gravett</p> <p>Postcards, letters, instructions</p> <p>Information /non-chronological report</p>	<p>Poetry: Focus as below</p> <p>What can I find in the rainforest?</p> <p>Revision unit: Jack and the Baked Beanstalk by Colin Stimpson</p> <p>Narrative- Traditional stories</p> <p>Diary from different viewpoints</p> <p>Poetry-soundscape</p> <p>Persuasive poster (advertisement)</p> <p>Bear and the Piano by David Lichfield</p> <p>Informal letters</p> <p>Narrative</p> <p>Rainforest texts:</p> <p>Where the Forest Meets the Sea by Jeannie Baker</p> <p>The Sharman’s Apprentice by L Cherry</p> <p>The Vanishing Rainforest by R Platt and R V Wyk</p> <p>The Great Kapok Tree by L Cherry</p> <p>Stanley Saves the Amazon Rainforest by T Frias (possible class reader)</p>	<p>Poetry: focus as below</p> <p>Who changed our history? <i>The great fire of London.</i></p> <p>The Story of the Great Fire of London by Jill Atkins</p> <p>Toby and the Great Fire of London by M. Nash</p> <p>London on Fire by J.Miles</p> <p>Diary/Recount</p> <p>Poetry</p> <p>Narrative</p> <p>How do I keep healthy?</p> <p>Handa’s Surprise by Eileen Browne</p> <p>Oliver’s Vegetables by Vivian French</p> <p>Narrative</p> <p>Instructions</p> <p>Non-chronological report</p>

	We're Roaming in the Rainforest by L. Krebs	
Author and poet focus for class readers and reading corners Michael Rosen (poet)	Author and poet focus for class readers and reading corners Jeannie Baker (author) Rumble in the jungle by G Andrea and D Wojtowycz- performance poetry.	Author and poet focus for class readers and reading corners Anthony Browne (author)

Year 3

Spelling / phonics	<p>Ensure accuracy of phase 5 high frequency words (see appendix)</p> <p>Ensure accuracy of 200 most common words (see appendix)</p>
	Spell unfamiliar words using known conventions including grapheme/ phoneme correspondence and morphological rules (e.g. plurals).
	To use a dictionary with accuracy focussing upon using the first 2/3 letters of a word.
	To have a clear understanding of consonants and vowels (a rock, an open box).
	<p>To have a growing understanding of word families based upon common words. e.g solve, solution, solver, dissolve, insoluble.</p> <p>To explain how words are related in form and meaning.</p>
	To form nouns using a range of prefixes (for example super-, anti-, auto-)
	To spell further homophones e.g heel/ heal/ he'll, fair/fare, grate/great, grown/groan (see new National Curriculum 2014).
	To begin to spell all words in word list for years 3 and 4 (see appendix in National Curriculum 2014)
Handwriting	<p>Be joining all writing in a cursive style – legible and accurate (in line with handwriting policy).</p> <p>Handwriting should be taught on a regular basis</p>
	To write with increasing fluency.
Sentence and text construction	<p>To use adjectives appropriately.</p> <p>To intensify use of extended noun phrases (my lunch: dark, dismal dungeon)</p>
	<p>To write in complete sentences.</p> <p>To use past and present tense consistently and accurately.</p> <p>To vary tense choices e.g. use of the present perfect form instead of the simple past: <i>He has gone out to play</i> contrasted with <i>He went out to play</i>.</p>
	To know how sentences can be joined in more complex ways:

	<ul style="list-style-type: none"> • using conjunctions to express time and cause (e.g. when, before, so, after, while, because) • using adverbs to add detail (then, next, soon, therefore) • using prepositions to add detail (before, after, during, after, in, because of)
	To begin to organise texts into paragraphs as a way to group related material.
	To ensure Standard English is applied rather than local spoken forms. (e.g. <i>we were</i> not <i>we was</i>)
	To ensure sentence variation is created e.g. simple adverbials , use of direct speech e.g. 'Help!' shouted John as he tried to release his foot from the hole in the ground .
Punctuation	To demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter. To use commas in lists, exclamation marks and question marks accurately
	To know and use the basic conventions of speech punctuation through: identifying inverted commas (speech marks) in reading; beginning to use in own writing; using capital letters to mark the start of direct speech.
	To become aware of the use of commas in marking grammatical boundaries within sentences e.g. commas in compound sentences.
	To know other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry.

Terminology children MUST know by the end of Year 3

word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.

Term 1	Term 2	Term 3
<p>Poetry recital: Roald Dahl focus</p> <p>What is prehistoric Britain?</p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Fossil by Bill Thomson</p> <p><i>Narrative</i></p> <p>What did the Romans leave us?</p> <p>V Mail by K Hoare</p> <p><i>Letters-formal and informal</i></p>	<p>Poetry: Visual poems (Calligrams, shape, concrete)</p> <p>Who were the Anglo-Saxons?</p> <p>Beowulf by Kevin Crossley-Holland</p> <p>Beowulf by Michael Morpurgo (HA)</p> <p><i>Narrative- myths and legends</i></p> <p>Who are our European neighbours?</p> <p>A Lion in Paris by Beatrice Alemagna</p>	<p>Poetry focus as below (link to Snow Dragon)</p> <p>Snow Dragon by Vivian French</p> <p>What makes a volcano?</p> <p>When the Giant Stirred by Celia Godkin</p> <p>Escape from Pompeii by Christina Balit</p> <p><i>Narrative-fables</i></p> <p><i>Non-chronological report</i></p>

<p><i>Narrative-focus on familiar setting</i></p> <p><i>Information text</i></p>	<p><i>Newspaper /Journalistic report</i></p> <p><i>Recount /diary</i></p>	<p><i>Poetry</i></p> <p>Poetry unit:</p> <p>Robert Louis Stevenson</p> <p>Lewis Carroll</p>
<p>Author and poet focus for class readers and reading corners</p> <p>Roald Dahl (poet and author)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Emily Gravett (author)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Berlie Doherty (possible class reader-Tilly Mint and the Dodo)</p>

Year 4

Spellings / phonics	<p>To understand where to place apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p> <p>To understand the grammatical difference between plural and possessive</p>
	To apply strategies from new curriculum appendix to all written work
	To spell homophones or near homophones e.g. peace/piece, affect/effect, brake/break, male/mail (see word list in National Curriculum 2014)
	To spell all words in word list for years 3 and 4 (see National Curriculum 2014)
	To use a dictionary with accuracy focussing upon using the first 2/3 letters of a word.
Handwriting	<p>Be joining all writing in a cursive style confidently with entry strokes (see handwriting policy)</p> <p>Regular handwriting practise with focus on increasing speed.</p>
Sentence and text construction	<p>To reread own writing to check for grammatical sense (coherence) and accuracy (agreement).</p> <p>To ensure Standard English is applied rather than local spoken forms (e.g. <i>we were</i> not <i>we was</i>)</p> <p>To identify errors and to suggest alternative constructions.</p>
	To use fronted adverbials to add detail to sentences and to link sections of text e.g Later that day, I heard the bad news.
	To use expanded noun phrases in order to modify adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict teacher with curly hair.
	To use pronouns or nouns appropriately across sentences to aid cohesion and avoid repetition.
	To use paragraphs to organise ideas around a theme.
	To expand range of conjunctions and prepositions within sentences e.g. when, before, so, after, while, because, until, as, since, unless, even, if only, before, after, during, after, in, because of etc
Punctuation	<p>To practise using commas to mark grammatical boundaries within sentences: link to work on editing and revising own writing.</p> <p>To use commas after fronted adverbials e.g. Later that day, I heard the bad news.</p>

<p>Author and poet focus for class readers and reading corners</p> <p>Allan Ahlberg (author)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Dick King Smith (author)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>David Weisner (author)</p>

Year 5

Spellings and phonics	To ensure children understand and apply their knowledge of spelling patterns, word roots, suffixes, prefixes, silent letters and where the words come from.(e.g. <i>tele</i> relates to from afar)
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	To spell further homophones and other words that are often confused.(e.g allowed / aloud, isle, island, I'll altar / alter, cereal/serial (see New National Curriculum 2014)
	To begin to spell all words in word list for years 5 and 6 (National Curriculum 2014)
	To use a dictionary to check the spelling and meaning of a word. To use first 3 / 4 letters of a word to check spelling, meaning or both of these in a dictionary.
Handwriting	To write legibly, fluently and with increasing speed – with entry strokes (see handwriting policy) Regular handwriting practise with focus on increasing speed.
Sentence and text construction	To continue to write complex sentences using a secure range of subordinating conjunctions: when, before, so, after, while, because, until, as, since, unless, even, if only, before, after, during, after, in, because of etc. To ensure some variety in the use of subordinating conjunctions (e.g. Because it was so hot, we had to drink a lot of water.)
	To use paragraphs confidently in independent writing: Use devices to build cohesion within a paragraph e.g. then, after that, firstly. Use devices to link ideas across paragraph using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly.
	To write relative clauses to add detail to writing (clauses beginning with who, which, where, when , whose, that)
	To indicate degrees of possibility using adverbs – perhaps/ surely or modal verbs – might, should, will, must
	To develop ideas in greater detail by extending noun phrases. To know when this is appropriate.
	To ensure Standard English is applied rather than local spoken forms. (e.g. <i>we were</i> not <i>we was</i>)
Punctuation	To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.
	To use brackets, dashes or commas to indicate parenthesis, e.g. The man, with the blue hat on, was walking down the street. My mum (the teacher in Year 4) works far too hard.
	To understand how dialogue is set out, e.g. on separate lines for alternate speakers, and the positioning of commas before speech marks.
	To secure the use of the comma in embedding clauses within sentences and to ensure commas are used to clarify or avoid ambiguity.

Terminology children MUST know by the end of Year 5

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Term 1	Term 2	Term 3
<p>Poetry recital: Carol Ann Duffy</p> <p>What can I learn about the Mayans?</p> <p>Charlie and the Chocolate Factory by R Dahl</p> <p>Rain Player by D Wisniewski</p> <p>Chocolate – A Sweet History by Sandra Markle (non-fiction)</p> <p><i>Narrative- fantasy</i></p> <p><i>Persuasion</i></p> <p><i>Non-chronological report</i></p>	<p>Poetry: Figurative language focus (possible link to rivers as below)</p> <p>How are rivers formed?</p> <p>Queen of the Falls by Chris Van Allsburg</p> <p>Manfish by Jennifer Berne</p> <p><i>Biography</i></p> <p><i>Recount/Journalistic/Diary</i></p> <p><i>Poetry</i></p> <p>What’s the history of law, crime and punishment?</p> <p>The Promise by Nicola Davies</p> <p><i>Narrative</i></p> <p><i>Discussion</i></p>	<p>Poetry: Narrative poetry</p> <p>What makes Earth and space extreme?</p> <p>Iron Man by Ted Hughes</p> <p>The Moon Dog by Helen Ward</p> <p>The Lost Happy Endings by Carol Ann Duffy</p> <p><i>Playscripts</i></p> <p><i>Narrative-adventure/twist on traditional tale</i></p> <p><i>Journalistic</i></p> <p><i>Biography and autobiography (transition into Year 6)</i></p>
<p>Author and poet focus for class readers and reading corners</p> <p>Carol Ann Duffy (author and poet)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Chris Van Allsburg (author)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Ted Hughes (author and poet)</p>

Spelling / phonics	To ensure children understand and apply their knowledge of spelling patterns, word roots, suffixes, prefixes , and where the words come from.(e.g. <i>tele</i> relates to from afar)
	To spell some words with 'silent' letters, e.g. knight, psalm, solemn
	To understand how words are related by meaning as synonyms and antonyms. To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out=discover)
	To spell further homophones and words that are often confused, (e. g. advise/ advice, practice/ practise, wary/weary, steel, steal, stationary/stationery, dessert/ desert...see new National Curriculum 2014)
	To spell all words in word list for years 5 and 6 (see appendix in National Curriculum 2014)
	To use a dictionary to check the spelling and meaning of a word.
Handwriting	To write legibly, fluently and with increasing speed (with entry strokes see handwriting policy) Regular handwriting practise with focus on increasing speed.
Sentence and text construction	To use a variety of sentence length, structure and subject to provide clarity and emphasis..
	To use the subjunctive mood e.g. <i>If I were you...Were they to come...</i>
	To use the passive to affect the presentation of information within a sentence e.g. I broke the window in the greenhouse; the window in the green house was broken (by me).
	To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as on the other hand, in contrast, as a consequence), and ellipses.
	To use layout devices to structure text e.g. headings, sub-headings, columns, bullets or tables
	To ensure Standard English is applied rather than local spoken forms. (e.g. we were not we was)
Punctuation	To secure knowledge and understanding of more sophisticated punctuation marks: colon, semi-colon, parenthetic commas, dashes, brackets, hyphens.
	To assess the effectiveness of their own and others' writing
	To draft work with confidence and precision enhancing effect and clarity.
Terminology children MUST know by the end of Year 6	

semi- colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.

Term 1	Term 2	Term 3
<p>Poetry: Recital (include poems with onomatopoeia and metaphor)</p> <p>Home and away: What is the impact of war?</p> <p>The Librarian of Basra by Jeanette Winter</p> <p>Ali Pasha by Michael Foreman</p> <p>Farther by Graham Baker Smith</p> <p>Flossie’s Diary by Marcia Williams</p> <p>Erika’s Story by Ruth V Lee</p> <p>Narrative</p> <p>Discussion</p> <p>Diary/Journalistic</p> <p>Biography and Autobiography</p> <p>The Unforgotten Coat by Frank Cottrell Boyce (class reader)</p>	<p>Poetry: Malorie Blackman focus</p> <p>Cloudbusting by Malorie Blackman</p> <p>Captivity versus freedom: What does it mean to be free?</p> <p>King Kong by Anthony Browne- revision unit 2</p> <p>Zoo by Anthony Browne</p> <p>Ape by Martin Jenkins and Vicky White</p> <p>Gorilla Journal by Caroline Franklin</p> <p>Journalistic</p> <p>Persuasion/Debate</p> <p>Narrative</p>	<p>Poems with a theme (e.g. journeys)</p> <p>Are all journeys the same?</p> <p>Eric by Shaun Tan</p> <p>The Journey by Francesca Sanna</p> <p>Journey by Aaron Becker</p> <p>The Arrival by Shaun Tan</p> <p>What can I learn about the Ancient Greeks?</p> <p>Greek myths and legends- focus on journeys</p> <p>Selfish Giant by Michael Foreman and Oscar Wilde - revision unit 1</p> <p>Narrative from a different viewpoint</p> <p>Myths and Legends</p> <p>Diary</p> <p>Explanation</p>
<p>Author and poet focus for class readers and reading corners</p> <p>Anthony Browne (author)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Malorie Blackman (poet)</p>	<p>Author and poet focus for class readers and reading corners</p> <p>Shaun Tan (author)</p> <p>Classic literature</p>

Letters and sounds: High Frequency Words Checklist
(**Bold=tricky words**)

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Letters and sounds: High Frequency words Checklist

(Next 200 common words in order)

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes

