

English

	Autumn	Spring	Summer
Nursery	<p>Enjoy a rich variety of books and stories daily which they use and develop in all aspects of their curriculum through role play, drama, art, model-making and topic work. Their writing begins with drawings and mark making and they learn to annotate their pictures and designs with adult help and scaffolding. When ready, they begin work with phonics learning letter sounds and blends and writing the words they need to title their work or describe a story or an activity.</p>		
Reception	<p>Children learn to read, write and spell using the Ruth Miskin Literacy programme (RML), 'Read Write Inc.'</p> <p>Children are taught phonics daily - letter sounds, blending, segmenting and sentence construction. They apply their phonic knowledge to reading colour coded fiction and non-fiction books at their appropriate level and in writing move from mark making to forming letters and writing sentences that are carefully scaffolded. Independent writing is encouraged and celebrated.</p> <p>As well as RML, children enjoy a rich range of stories and nonfiction books each week that include, role play and drama and also links to topic work activities.</p>		
Year 1	<p>The Ruth Miskin Literacy programme (RML), 'Read Write Inc.' Continues in year 1 with daily phonic work and writing activities. They follow the programme through eight colour coded books, from red to grey, that deliver letter, sound and word recognition and structure oral and written sentence building by careful listening to adults. Ample opportunity is provided to share ideas, model writing and role play and rehearse sentences with partners. They read story books and nonfiction books closely matched to their developing phonic knowledge and weekly writing sessions are based on a story, poem or an information text.</p>		



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Year 2	<p>The Ruth Miskin Literacy programme (RML), 'Read Write Inc.' Continues in year 2 until completion of the Grey book activities. Throughout the programme they are taught to read a variety of genre with fluency and expression and write carefully punctuated sentences.</p> <p>When the children are accurate speedy readers they are ready to move on to the Ruth Miskin Literacy and Language Programme.</p> <p>This is a complete programme, aligned to the National Curriculum and used by the children in Year 2 to Year 5. They read and discuss texts, explore and use new vocabulary, are encouraged to ask and answer questions and explore use grammar embedded in texts. Each unit of work, Fiction and non-fiction commences with a text by a published author. Writing activities are closely linked to the text and their reading.</p>		
	<p>Fiction Reading: Story with a familiar setting. Explore themes of family, relationships and independence Writing: Create a new story about friendship set in a school.</p> <p>Non-fiction Explanation texts Explore how families in the animal world are different to families in the human world. Write and explanation of the life cycle of a frog.</p> <p>Fiction Reading: Poetry Explore poetic technique in a variety of animal poems Writing: Imagine a new sea creature and write a shape poem to describe it.</p> <p>Non-fiction A non-chronological text Study non-fiction texts about sea creatures. Explore the use of fact and opinion and write a N.C. text about shipwrecks.</p>	<p>Fiction Reading: A playscript. Identify how actions can reveal thoughts and feelings and identify important characters and moments in the play Writing: Create a new play scene.</p> <p>Non-fiction Persuasive writing Examine persuasive texts in a variety of forms and how layout and language can be persuasive. Write and perform a voice-over for a film trailer.</p> <p>Fiction Reading: Traditional Tales. Looking at plot settings and the power of change. Writing: Create a new fairy tale using the featured studied.</p> <p>Non-fiction An Instruction text Learn why different forms of instructions are useful for different purposes. Write a clear set of instructions for how to make a Thaumatrope</p>	<p>Fiction Reading: Story with a familiar setting. Examine communication and relationships. Explore what character's speech and actions reveal about them. Writing: focus on personal writing e.g. diary writing and write a diary entry about a character.</p> <p>Non-fiction Communication Text Look at formal and informal writing and write an invitation.</p> <p>Fiction Reading: Fantasy world story Look at themes of envy and courage and explore them within fantasy stories. Writing: Use drama to explore scenes and write a fantasy story set in space.</p> <p>Non-fiction Information texts Consider the importance of using different presentation methods. Gather information about chocolate and present it in a chocolate exhibition.</p>



	<p>Fiction Reading: Story with a familiar setting- The seaside Writing: Explore changing moods of character and write descriptions of settings Non-fiction Information texts Draw on their learning in the unit to write an A-Z holiday guide.</p> <p>Fiction Reading: A playscript Key themes friendship and lying Writing: Develop ideas for an extended scene of the play. Non-fiction Information texts Explore examples and think about what works well and how they can be improved. Write an instructional text-How to make a musical instrument.</p>	<p>Fiction Reading: a science fiction humorous story Writing: Create a new episode for the story with a new adventure. Non-fiction Discussion Text Explore the idea of fact and opinion through the texts. Write their own discussion text and take part in a class debate.</p> <p>Fiction Reading: Poetry Fun with riddles and tongue twisters and performing poems. Writing: Write a poem experimenting with water imagery Non-fiction Explanation texts Explore links to science and the water cycle with features of explanation texts both in spoken and written.</p>	<p>Fiction Reading: Mystery story Explore how authors create mystery and suspense. Writing: Use similar techniques to write their own dramatic story. Non-fiction Non-chronological report Examine key features of this text type and with support, write their own report about space.</p> <p>Fiction Reading: A folk tale Writing: Write their own folk tale in a new setting. Non-fiction Information texts Compare an autobiography and biography. Use audio and written sources to write their own.</p>
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<p>Fiction:</p> <p>Reading: Dilemma story</p> <p>Explore characters, understand how suspense is created and explore how the creation of tension when reading aloud.</p> <p>Writing –write a new chapter to the story containing a dilemma.</p> <p>Poetry</p> <p>Reading –make links between their poems and own experiences, explore poetic techniques, range and form poetry takes practise reciting to an audience.</p> <p>Writing – write a poem in free verse or in the style of poems studied.</p> <p>Information text.</p> <p>Write a leaflet giving advice or information.</p> <p>Non-chronological reports –Write using the features of a non-chronological report, giving facts and technical language.</p>	<p>Fiction:</p> <p>Reading: Traditional Storytelling</p> <p>Link tradition of oral storytelling and ballads to their own experiences.</p> <p>Explore the language in the story particularly synonyms.</p> <p>Writing</p> <p>Write a new story using characters from the story studied.</p> <p>Play scripts</p> <p>Reading</p> <p>Explore a play script – the characters, important moments in the play and the usefulness of Flashbacks. Understand Play script conventions including stage directions.</p> <p>Writing</p> <p>Write a play script scene. Use drama to help with planning.</p> <p>Non-fiction</p> <p>Explanation texts</p> <p>Understand the key features of an explanation text and write a summary of an explanation they have read. Include some technical language.</p>	<p>Fiction</p> <p>Reading: Stories with a historical setting</p> <p>Develop understanding of plot and characters in a historical setting (Victorian).</p> <p>Writing</p> <p>Write part of a story from a character’s point of view.</p> <p>Reading</p> <p>Stories from another culture</p> <p>Explore the cultural context of the story set in India and how the senses are used to create vivid descriptions.</p> <p>Writing</p> <p>Write a new episode exploring use of tension and pace.</p> <p>Non-fiction</p> <p>Write an entry for a class newspaper set in Victorian times.</p> <p>Persuasive text. Write a trailer to advertise a new film.</p>	
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	<p>Fiction Reading: A Myth Study the importance of different characters is analysed and differences between oral and written story telling is explored. Writing: write a myth with the conventions of oral storytelling. Deliver to an audience. Non-fiction Instruction text Explore features of instruction writing. Write instructions for writing a Greek myth or for making an item. Fiction Reading: Myth (dilemma story) How a dilemma can be a driving force of a narrative. Writing; Compose an ending to the story written in the role of the main character as a diary entry. Non-fiction A recount Study the differences between a diary and a newspaper recount. Write a newspaper report based on a real-life rescue.</p>	<p>Fiction Reading: Poetic style Study two poems about cities with similar themes, rich vocabulary and strong imagery. Writing: Compose a free verse poem or a poem in the style of one read in this unit. Non-fiction Persuasive ext Explore features of persuasive writing linked to the 'Cities' theme. Write a persuasive letter or presentation which is presented to the class in the role of residents who oppose plans for building in their town. Fiction Reading: Story by a significant author Explore the work of an author and his style of writing, techniques and how characters are created. Writing; Write an episode that could be used to continue the story. Non-fiction Biography and autobiography Examine the differences between a biography and autobiography. Use information about an author to create a biographical presentation.</p>	<p>Fiction Reading: Story from another culture Explore the structure of a story from another culture. Examine how pace and suspense add to its excitement. Writing: Write an extract from a story using techniques that add suspense and tension. Non-fiction Non-chronological report Gather information about a mythical creature and write a guide for someone interested in watching or keeping such a creature. Fiction Reading: A play script Explore dramatic conventions and subtleties of character, also the conflicting emotions and the plot and sub-plot. Writing; Write an extra scene for the play. Non-fiction Script forms A study of broadcast scripts on non-fiction themes. Examine discussion texts and conventions of oral debate. Write a scripted debate on an issue which can be presented to the class.</p>
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Year 6	<p>Year 6 develop their own English Curriculum, aligned with the National Curriculum, that consolidates the skills, learning and practise of all the previous year's learning in KS1 and KS2, using a range of texts for reading and example, to enhance their learning, develop higher order writing skills and to equip them for the end of KS2 Assessments in reading and writing. The following genre are covered each term in a range of activities.</p>		
	<p>Autumn 1 Newspaper Reports Narrative – quest story</p> <p>Autumn 2 Biography Non-chronological report Poetry</p>	<p>Spring 1 Persuasive argument Diary entry Letter of complaint</p> <p>Spring 2 Persuasive letter Describing a setting</p>	<p>Summer 1 Leaflets See unit plans (John) for SATs revision</p> <p>Summer2 Drama based – End of year Production and transition booklet</p>

