



Harvington C.E. First and Nursery School

Writing

Intent and Implementation

Progression of Knowledge and Skills for Writing

Curriculum Intent Statement

At Harvington CE First and Nursery School we believe that language and English is fundamental to the overall development of the child and enables their access to the curriculum in all its aspects. It is acknowledged that, "Speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development" (Rose 2006). Our aims in teaching Writing are to help each pupil achieve their potential and to provide them with the necessary understanding, skills, concepts and confidence to be able to write and understand writing confidently. Children learn to write through a wide range of activities, including stories, pictures, outdoor activities, practical activities, games, songs and imaginative play. It is important that every child is able to access the curriculum and that they are able to feel they have succeeded. To do this, teachers ensure that work is appropriately differentiated so every child is able to achieve.

Our curriculum intent includes planned opportunities to:

- Build an English curriculum that develops learning and results in the acquisition of knowledge and skills so that all children know more, remember more and understand more.
- Provide opportunities across all curricular areas for the development of writing skills to help all pupils know more, remember more and understand more.
- Ensure that children will enjoy writing across a range of genres.
- Allow children of all abilities to be able to succeed in all English lessons because work will be appropriately challenged.
- Build upon vocabulary that the children will use within their writing.
- Provide children with a good knowledge of how to adapt their writing based on the context and audience.
- Allow children to effectively apply spelling rules and patterns they have been taught.
- Ensure parents and carers will have a good understanding of how they can support spelling, punctuation, grammar and composition at home and contribute regularly to homework.
- Reinforce our Christian values.
- Promote confidence, enthusiasm and resilience.

Writing Curriculum Implementation

Classroom Organisation

Writing is taught as whole class lessons so that children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, all children will explore writing that is appropriately challenged to their ability. For some, this may be through the use of greater scaffolding and access to additional support materials such as word mats, word banks or a greater level of modelling, sometimes through a small group focus either within or just outside of the classroom. Children are also given the opportunity to extend their writing in a variety of ways, including through the use of cross-curricular texts and through the use of higher vocabulary and grammar features.

Spellings, Punctuation and Grammar.

Spelling, Punctuation and Grammar is integrated into our daily English work through the use of the Pathways to Write scheme. Spellings are also taught in separate, stand alone lessons in Years 1-5 through the scheme Pathways to Spell. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Weekly spelling lists are sent home for children in Years 1-5 and are tested on a Friday. Results are shared with parents through the use of a Message Book system and children are encouraged to repeat the test if needed. When marking work, teachers identify age-related spellings that have been spelt incorrectly within the children's work and they model how to spell these for the children. The children are then expected to correct these spellings within their work.

English Lesson Sequence

Writing is planned for following the EYFS Framework and the National Curriculum objectives for each year group. Within school we use the Pathways to Write Scheme. Pathways to Write follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit.

Planning follows the sequence below:

• Session 1: Gateway

This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of Gateway skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use Gateways keys, these should be built into the planning of the unit to ensure more personalised learning.

• **Sessions 2-11: Pathway**

In this section, the Mastery skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

• **Sessions 12-15: Writeway**

This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. Within the Writeway, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

Pathways to Write also builds in extensive opportunities to develop and apply vocabulary. Vocabulary boxes are in every unit and give guidance on tiers of vocabulary and of the vocabulary that is developed within the unit. This includes opportunities for application of the word list words for years 3/4 and years 5/6 and common exception words for year 1 and year 2.

Harvington First CE and Nursery School follow the cursive handwriting scheme, specifically LetterJoin that all children and staff adhere to. Good presentation is celebrated from Key Stage Two by the award of a pen licence.

Phonics

At Harvington we follow the Essential Letters and Sounds scheme (ESL) for teaching phonics across EYFS and KS1.

In Year One, children take a "Phonics Screening Check"; a statutory assessment required by legislation. Those children who do not meet the pass mark for the assessment will be given support and intervention programmes in Year Two to provide them with sufficient knowledge and understanding to pass the test. In Key Stage Two, teachers use formative and summative assessments to plan and deliver differentiated interventions for those children that may need extra support.

Planning

- Long term planning: National Curriculum objectives for Key Stage 1 and 2. EYFS Framework for EYFS-genres and books are organised for each year group.
- Medium Term: Overview showing which objectives are covered throughout the half term-including use of Pathways to Write.
- Short Term: Weekly writing planning, showing main session objectives and progression in learning throughout the week.

Assessment

At Harvington First and Nursery School, we recognise that Assessment for Learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends on using the information gained.

Assessment procedures within our school:

- Assess children against the National Curriculum objectives for their year group. Teachers use a monitoring system (created by the school's assessment lead). Children are assessed in all writing areas and are given an overall writing judgement. The judgements are: working below the year group, working towards, expected and greater depth. Results are tracked termly by the writings lead and assessment lead.
- "Impact Marking" throughout the lesson, ensuring immediate feedback is provided for the children.
- Pathways to Write writing assessment grids
- Written feedback in books after each English lesson, including a target that the children respond to.
- Weekly spelling tests in Years 1-5.
- SAT's at the end of Year 2.
- Use of Microsoft Teams and spreadsheets to record progress of children in Nursery and Reception.
- Parent's evening discussions and end of year reports.
- Phonics assessments following the ESL scheme.

Moderation

- In school moderation during whole staff meetings, training days and Key Stage meetings.
- Cluster school moderations for each year in KS1 and KS2 throughout the year, identifying an agreed judgement and next steps for learning.
- Early Years moderation with the cluster group.

Resources

Children have access to a range of resources to support them within writing such as word mats, key spelling lists, learning walls and flash cards. There are also a wide range of fiction and non-fiction texts within each classroom and the school library which support the teaching and implementation of different writing genres. Websites, such as Purple Mash, Read Write Inc and the Literacy Shed are also valuable resources in writing teaching.

The teaching of writing is also enriched through:

- Theme and cross-curricular lessons.
- Whole school creative writing days.
- G&T cluster writing events.
- Forest School
- School trips
- Homework tasks in Years 2-5.
- Computing sites and apps.
- Family learning sessions and family workshops.

Monitoring

The Writing Lead monitors writing by following the Monitoring Policy. This includes observations of lessons, discussions with children and analysing assessments. The Writing Lead is responsible for writing, updating and evaluating the Writing Action plan. Each term assessment data is analysed against target data and priorities set for all classes.

Vocabulary Progression

Writing vocabulary can be found attached to the appendices on the English Policy.

Skills Progression:

Nursery – Expectations at the end of Nursery

3 and 4 year olds will be learning to:

Literacy:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Physical Development:

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Reception – Expectations at the end of Reception

Early Learning Goal

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Reception children will be learning to:

Literacy:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Physical Development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Assessments

- ELS phonics assessments
- Writing moderation/marking from evidence in writing books

Year 1			
Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
• Spell: words containing each of the 40+ phonemes already taught • common exception words • Spell the days of the week • Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise	Write sentences by: • saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud clearly enough to be heard by their peers and the teacher.	Develop their understanding of the concepts set out in English Appendix 2 by: • Leaving spaces between words • Joining words and joining clauses using "and" • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • Learning the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing and reading.
Assessments			
• Phase 4,5 phonics assessments (found attached to the English policy) once per half term. • Writing moderation/marking from evidence in writing books			

Year 2			
Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - Learning to spell common exception words - Learning to spell more words with contracted forms - Learning the possessive apostrophe (singular) [for example, the girl's book] - Distinguishing between homophones and near-homophones - Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	- Form lower-case letters of the correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - Use spacing between words that reflects the size of the letters.	- Develop positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes - Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence - Evaluating their writing with the teacher and other pupils - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - Read aloud what they have written with appropriate intonation to make the meaning clear.	- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - The grammar for year 2 in English Appendix 2 - Some features of written Standard English - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Assessments			
- Phase 5,6 phonics assessments (found attached to the English policy) once per half term. - Writing moderation/marking from evidence in writing books and weekly spelling tests			

Year 3			
Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
• Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organise paragraphs around a theme In narratives, create settings, characters and plot • In non-narrative material, use simple organisational devices [for example, headings and sub-headings] • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling & punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause • Use fronted adverbials • Learn the grammar for years 3 and 4 in English Appendix 2 • Use commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Use and punctuate direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Assessments			
• Writing moderation/marking from evidence in writing books • Weekly spelling tests			

Year 4			
Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
• Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organise paragraphs around a theme In narratives, create settings, characters and plot • In non-narrative material, use simple organisational devices [for example, headings and sub-headings] • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause • Use fronted adverbials • Learn the grammar for years 3 and 4 in English Appendix 2 • Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns • Use and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Assessments			
• Writing moderation/marking from evidence in writing books • Weekly spelling tests			

Year 5			
Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
• Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus.	• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task.	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Assessments			
• Writing moderation/marking from evidence in writing books		Weekly spelling tests	

Greater Depth

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

What is Mastery in Writing?

Mastery in writing means spending greater time going into depth within a genre or concept as opposed to racing through the things that all children should know. At Harvington CE First and Nursery school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

Mastery in writing means we take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

We focus on all children achieving what is expected of their age group and not going beyond this. At our school no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways. Children will apply their writing knowledge within all subjects across the curriculum.

How would a child's Mastery of Writing present itself?

A child of Mastery in Writing will:

Have a writing mindset

A love for writing and an appreciation of its educational, cultural and entertainment values.

Be knowledgeable

Well organised and structured writing which includes a variety of sentence structures.

Communicate

A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description

Be creative

A vivid imagination which makes readers engage with and enjoy their writing.

Be skillful

Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and is neat.

Be curious and connect ideas

The ability to write fluently and with an interesting detail on a number of topics throughout the curriculum, within a range of subjects.

Examples of how we ensure Cultural Capital in writing

- Theme days to explore concepts more widely and develop writing for different purposes and subjects.
- Cross-curricular learning
- Use of the outdoor learning environment
- Opportunities to ask questions and research and explore answers
- Become naturally curious about the world around them
- Promote enjoyment and enthusiasm for learning about the world around them from an early age
- Learn and use more technical vocabulary as this is explicitly taught.
- Develop excitement and interest during Theme Days and Cross curricular lessons

The aim of writing teaching is to

- Give children the knowledge they need to be able to write for purpose.
- Inspire curiosity and fascination about different authors, writing styles and techniques which will remain with children for the rest of their lives.
- Deepen understanding of the English written language.
- Become competent writers.
- Write for different purposes.
- Be exposed to a variety of different texts and prints.
- Take part in outdoor learning activities linked to writing.
- Be curious learners by asking questions and improving their writing.

- Have cross-curricular writing links.
- Develop and enrich vocabulary embedded into lessons and through the use of stand alone lessons.
- Take part in a whole school creative writing day.
- Link with World Book Day to discuss authors and discuss dreams and ambitions to be authors.
- Use of resources to provide 'hands on' learning such as books and dictionaries.
- Use of Purple Mash to continue writing learning.

Examples of how Writing skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:	
How you can use this learning for a job when you are older:	
• Advertising • Administrator • Creative director • Digital copywriter • Editorial assistant • Magazine journalist • Newspaper journalist • Proof reader • Editor • Talent agent • Web content manager • Writer • Academic librarian	• Film director • Information officer • Marketing executive • Primary school teacher • Public librarian • Secondary school teacher • Social media manager • Author • Office manager

English Focus Long Term Overview 2022-2023 EYFS and KS1

	<u>Autumn 1-6 weeks</u>	<u>Autumn 2-5 Weeks</u>	<u>Spring 1-6 weeks</u>	<u>Spring 2-4 weeks</u>	<u>Summer 1-6 weeks</u>	<u>Summer 2-5 weeks</u>
Reception	Peace at Last-Jill Murphy-Labels Handa's Surprise The Very Hungry Caterpillar	The Three Little Pigs-Mara Alperin-Labels/captions People who help us-Non fiction I'm a feel o saur Poetry-A Bundle of Rhymes (Autumn 1)	Let's all creep through Crocodile Creek-Jonny Lambert-write labels/captions/ sentences describing the crocodiles Handa's Hen Leaflets about Harvington	The Pirates are coming-John Condon -write a letter Poetry-Eat your peas Louise (Summer 2)	Gigantosaurus-Jonny Duddle-To rewrite the story We're going on a Bear Hunt We're going on a Lion Hunt	The See Saw-Tom Percival -To rewrite the story Handa's Noisy Night Poetry-The Farmyard (Spring 2)
Year 1	3 weeks-Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text 2 weeks-Instructions-Apple crumble 1 week poetry-Sea Songs (Autumn 1)	3 weeks -Nibbles: The Book Monster by Emma Yarlett Outcome - Recount: diary entry 2 weeks-Letters-Jolly Postman	3 weeks -Lion Inside by Rachel Bright Outcome - Fiction: journey story based on the structure of the text 2 weeks-Fact files-London 1 week Poetry-At the Zoo (Spring 2)	3 weeks -The Curious Case of the Missing Mammoth by Ellie Hattie Outcome - Fiction: adventure story based on the structure of the text 1 week-Description-Animals	3 weeks -Toys in Space by Mini Grey Outcome - Fiction: fantasy story based on the structure of the text 2 weeks -Visual Literacy-The Way back home (The literacy shed) 1 week Poetry-I Spun a Star (Summer 1)	3 weeks -Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: traditional story based on the structure of the text 2 weeks-Information booklet-Our School
Year 2	3 weeks -Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters 2 weeks-Fact Files-Space 1 week Poetry-Zebra Question (Autumn 1)	3 weeks -The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report 2 weeks-Recounts for different characters-The Christmas Story	3 weeks -Dragon Machine by Helen Ward Outcome - Fiction: adventure focus 2 weeks-Instructions-Victorian recipes and games 1 week Poetry-From a Railway Carriage (Spring 1)	3 weeks -Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry 1 week-Diary entry-Florence Nightingale	3 weeks -The Last Wolf by Mini Grey Outcome - Letter: letter in role 2 weeks Visual Literacy-The Lucky Dip 1 week Poetry-Night Sounds (Spring 2)	3 weeks -Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus 2 weeks-Read, Write, Perform Wishing you were here-postcards

English Focus Long Term Overview 2022-2023-KS2

	<u>Autumn 1-6 weeks</u>	<u>Autumn 2-5 Weeks</u>	<u>Spring 1-6 weeks</u>	<u>Spring 2-4 weeks</u>	<u>Summer 1-6 weeks</u>	<u>Summer 2-5 weeks</u>
Year 3	3 weeks -Seal Surfer by Michael Foreman Outcome - Recount: letter in role 2 weeks-Character descriptions -Egyptian Cinderella 1 week poetry -The Shell (Autumn 1)	3 weeks-Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy 2 weeks Narrative -The Lion, the Witch and the Wardrobe	3 weeks -Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative 2 weeks-Non Chronological reports -Stone Age 1 week poetry -Rivers Tale(Spring 1)	3 weeks -Big blue whale by Nicola Davies Outcome - Persuasion: information text 1 week-Tourist Leaflet -Great Britain	3 weeks -Journey by Aaron Becker Outcome - Fiction: adventure story 2 weeks Visual Literacy -The Nightshift 1 week poetry -I saw a Peacock (Summer 1)	3 weeks -Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: tourism leaflet 2 weeks-Recounts -Roman Soldiers
Year 4	3 weeks Gorilla by Anthony Browne Outcome - Fiction: fantasy story 2 weeks Non-Chronological reports -Europe 1 week poetry -The Lost Lost Property Office (Autumn 2)	3 weeks -Leon and the place between by Graham Baker-Smith Outcome - Recount: diary 2 weeks-Read Write Perform -Evacuee Letters	3 weeks -Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative 2 weeks balanced arguments -Deforestation 1 week poetry -Look (Summer 1)	3 weeks -When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story 1 week Non-Chronological reports -Anglo Saxons	3 weeks -Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company -Non-chronological report 2 weeks Visual literacy -The Oceanmaker (Literacy shed) 1 week poetry -Look Closely (Summer 2)	3 weeks Blue John by Berlie Doherty Outcome - Explanation: letter in role 2 weeks-Persuasion -laws for Parliament
Year 5	3 weeks -Queen of the falls by Chris Van Allsburg -Recount: series of diary entries 2 weeks Non Chronological Report -Vikings 1 week Poetry -Viking Kennings and Spells (Spring 1)	3 weeks -The Lost Happy Endings by Carol Ann Duf -Fiction: traditional tale 2 weeks Diary Entries -Kensuke's Kingdom	3 weeks -Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth 2 weeks Newspaper Reports -Battle of Evesham 1 week Poetry -Finding Magic (Spring 2)	3 weeks -The Darkest Dark by Chris Hadfield Outcome - Recount: formal biography 1 weeks Documentaries -Animals	3 weeks -The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: hybrid leaflet 2 weeks Visual literacy -Otherwise 1 week poetry -Animals of Africa –Summer 2	3 weeks -Radiant Child by Javaka Steptoe Outcome – Information text for a gallery 2 weeks Letter Writing -Tudors

