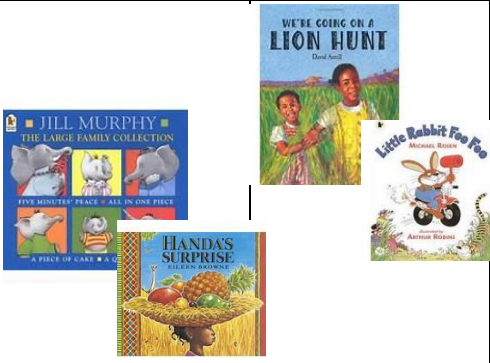
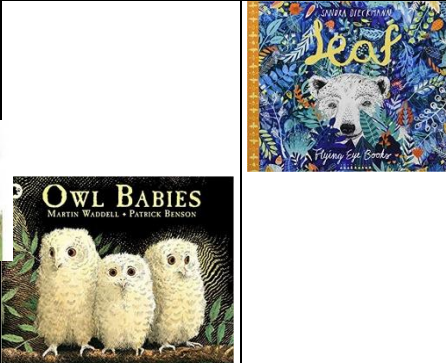
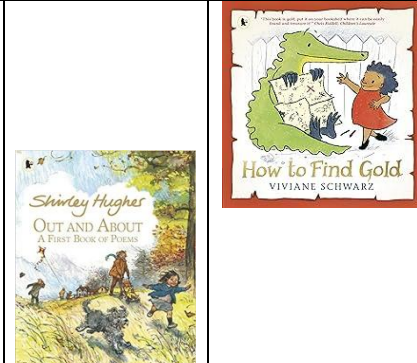
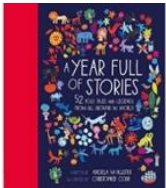
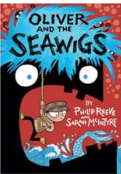
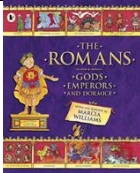
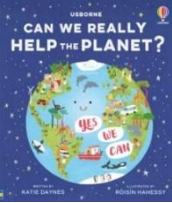
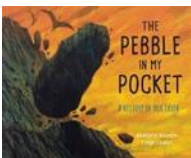
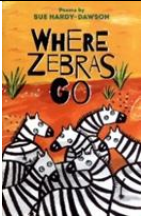


These are the key texts that teachers are expected to teach in each year group to ensure a variety of genres are covered.

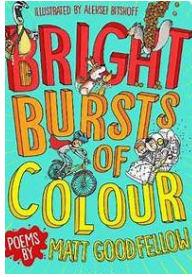
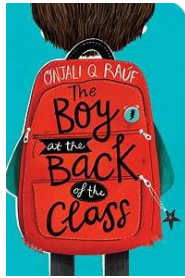
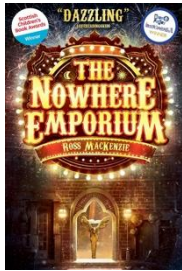
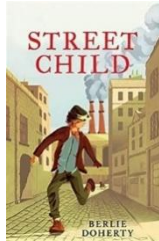
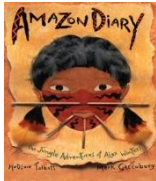
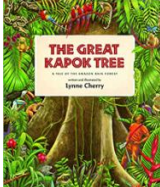
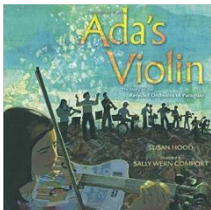
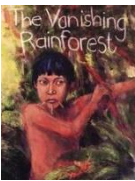
Teachers may also teach other units in addition to these.

BEECH – RECEPTION/YEAR 1																					
	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2									
																					
Progression of Core Texts	The Large Family Handa's Surprise			Owl babies		Supertato Dear Dinosaur		Super Daisy		Mad about Dinosaurs The Dirty Great Dinosaur		The Hodgeheg		Out and About CLPE (Poetry)		How to Find Gold (CLPE)		Beegu		Man on the Moon (a day in the life of Bob)	
Links to wider curriculum																					
Independent purposeful writing outcomes	Repetition in stories Compare stories Improvise a story (T4W)			Expanded noun phrases. Character descriptions.		Diary Entry Recount Letters Postcards		Character description Narrative Non-chronological report – dinosaurs.		Poetry Instructions		Explanation Non-chronological report – a guide to Planet Earth/The Moon									
Grammar and Punctuation	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Combine words to form grammatically accurate sentences.			Leave spaces between words. Sequencing sentences to form short narratives.		Rereading what they have written to check it makes sense. Joining words and joining clauses using and. Begin to punctuate sentences using a capital letter, full stops, question mark or exclamation mark. Use a capital letter for names of people, places, days of week and the pronoun I.		Begin to punctuate sentences using a capital letter, full stops, question mark or exclamation mark. Leave spaces between words.		Begin to punctuate sentences using a capital letter, full stops, question mark or exclamation mark. Begin to punctuate sentences using a capital letter, full stops, question mark or exclamation mark. Discuss what they have written with the teacher or other pupils.		Begin to punctuate sentences using a capital letter, full stops, question mark or exclamation mark. Read aloud their writing clearly enough to be heard by their peers and the teacher.									

Spelling	Twinkl Phonics Use phonetic knowledge and skills from EYFS and Y1 to spell phonetically regular words correctly and make phonetically plausible attempts at others. Spell many Y1 common exception words Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing', 'er' and 'est')
Handwriting	Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0 – 9 Separate words with spaces

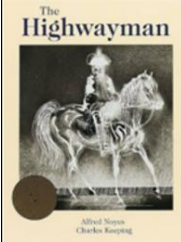
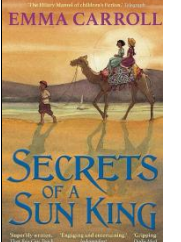
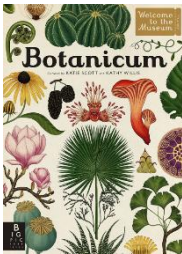
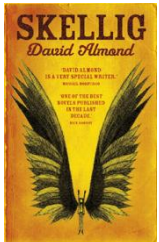
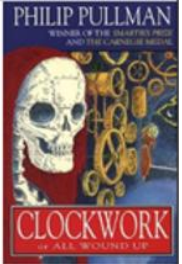
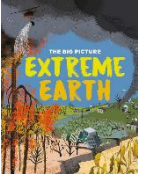
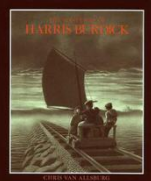
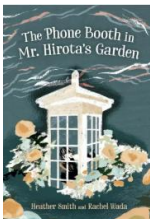
YEAR 2/3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
												
Progression of Core Texts	A Year Full of Stories	Ada Twist, Scientist	Stone Age Boy	Malala's Magic Pencil (Inspirational People)	Oliver and the Seawigs	The Romans: Gods, Emperors and Dormice	The Iron Man	Can we really help the planet?	Varjak Paw	Persuasive Writing Advertising	Pebble in my Pocket	Where Zebras Go
Links to wider curriculum	Geography – Tales from other cultures Science – Materials History – Stone Age				History – Roman Britain Science – Materials Science/PSHE - Environment				Geography - volcanoes			
Independent purposeful writing outcomes	Narrative – alternative ending Writing to explain – Instructions and Explanations		Narrative retell Writing to inform – chronological report		Writing to inform - Diary Writing to argue – informal letter Narrative retell – write and perform a myth		Writing to inform - writing in role Writing to explain – non-chronological report		Character descriptions Writing to argue – informal letters Writing to argue – persuasive posters		Narrative - recount Writing to explain - Explanation text Poetry	
Grammar and Punctuation	Y2/3 - Write for different purposes Y2/3 - Use expanded noun phrases for description and specification. Y2/3 - Correct use of present and past tense throughout writing. Y2/3 - Use of capital letters, full stops Y2 - Re-reading to check writing makes sense.		Y2/3 - Write for different purposes Y2 - Plan or say out loud what they are going to write about. Y2/3 - Write down ideas and/or key words, including new vocabulary. Y2/3 - Use co-ordinating conjunctions and subordinating conjunctions. Y3 – Write using a rich and varied vocabulary. Propose changes to vocabulary to improve		Y2/3 - Write for different purposes Y2/3 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Y2 - Re-reading to check writing makes sense. Y2/3 - Proof reading to check for errors in spelling, grammar and punctuation. Y2/3 - Use co-ordinating conjunctions and		Y2/3 - Write for different purposes Y2 - Use commas to separate items in a list. Y2/Y3 - Use apostrophes to mark singular possession (e.g. the girl's name). Y3 – Use inverted commas to punctuate direct speech Y2/3 - Correct use of present and past tense throughout writing.		Y2/3 - Write for different purposes Y2/3 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Y2/3 - Use commas to separate items in a list. Y2/3 - Use co-ordinating conjunctions and subordinating conjunctions. Y2 - Understand sentences with different forms:		Y2/3 - Write for different purposes Y2 - Read aloud what they have written with appropriate intonation to make the meaning clear. Y2/3 - Correct use of present and past tense throughout writing. Y2/3 - Use expanded noun phrases for description and specification. Y2/Y3 - Use apostrophes to mark where letters are missing in spelling (contractions).	

	Y2 - Use and understand grammatical terminology (e.g. noun, noun phrase, statement, adjective etc.) Y3 – Proof reading for punctuation errors	Y2 - Sequence sentences to form short narratives Y2/3 - Use commas to separate items in a list. Y3 – Write in paragraphs Y3 - create simple settings, characters and plot	subordinating conjunctions. Y2(GDS)/Y3 – Express time, place, cause and enhance cohesion using adverbs Y3 – Use inverted commas for quotes Y3 – Write in paragraphs as a way of grouping related material	Y2/3 - Use expanded noun phrases for description and specification. Y3 - create simple settings, characters and plot Y3 – Write in paragraphs as a way of grouping related material Y3 – Prepositional phrases	statement; question; command. Y2/3 - Correct use of present and past tense throughout writing. Y3 – Present perfect tense Y3 – Evaluate the effectiveness of their writing and suggest improvements (read aloud with intonation)	Y3 – Write in paragraphs in a narrative
Spelling	Twinkl Phonics Year 2 (WTS) Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others [WTS] Spell some common exception words [EXS] Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others [EXS] Spell many common exception words [GDS] Spell most common exception words [GDS] Add suffixes to spell most words correctly in their writing e.g. –ment, -ness, -ful, -less, -ly Twinkl Phonics Year 3 Spell correctly words that have been previously taught, including... • Common exception words from KS1 • Previously taught homophones • Those with known prefixes and suffixes Use and spell correctly many of the words from the Year 3/4 spelling list Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly					
Handwriting	Year 2 [WTS] Form lower-case letters and digits of the correct size, orientation and relationship to one another in some of their writing Use spacing between words [EXS] Form 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 [GDS] Use the diagonal and horizontal strokes needed to join some letters Year 3 Write legibly Use joined up writing consistently, independently and fluently					

ASH - YEAR 4/5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
					 					 	  	
Progression of Core Texts	How to Train Your Dragon	Bright Bursts of Colour	The Boy at the Back of the Class	On the Move	Reports: Games (Non-fiction – non-chronological report)		The Nowhere Emporium		Street Child	Three Cheers for Inventors!	The Great Kapok Tree Amazon Diary	Ada's Violin The Vanishing Rainforest
Links to wider curriculum	PSHE – Migration History – Education Beyond 1066 Geography - Landscapes				History – Sporting Legacy				History – Victorian Britain Geography – Amazon Science – Plants			
Independent purposeful writing outcomes	To write and perform own poems. To write an alternative ending for a narrative.		To write poetry exploring figurative language. To describe settings, characters and atmosphere. To integrate dialogue to convey character and advance action.		To write instructions (write to explain). To write a non-chronological report (write to inform)		To write a suspense narrative.		To write an historical narrative from a different perspective. To write a biographical recount (write to inform). To plan and write own biography from a different perspective.		To write a first-person diary in role (write to inform). To debate for and against. To write a letter in a role (write to inform). To write a persuasive article for a blog.	

Grammar and Punctuation	(Y4) Extend the range of sentences with more than one clause (subordinating). (Y4) Use full stops, question marks and commas accurately. (Y4) Use of inverted commas to indicate direct speech. (Y5) Use relative clauses using a relative pronoun. (Y5) Use adverbials of time, place and number. (Y5) In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y5) Use literary features to create effect (e.g. alliteration, onomatopoeia) (Y5) Use expanded noun phrases to convey complicated information concisely. (Y5) Use further presentational and organisational devices to structure text layout.	(Y4) Choose nouns or pronouns for clarity and cohesion and to avoid repetition. (Y4) Using and punctuating direct speech. (Y4) Indicate possession with possessive apostrophe with plural nouns (Y5) Use brackets, dashes or commas to indicate parenthesis. (Y5) Use of commas to clarify meaning or avoid ambiguity. (Y5) Using expanded noun phrases to convey complicated information concisely. (Y5) Use a thesaurus. (Y5) Use paragraphs consistently.	(Y4) Make accurate use of present and past tense including simple, progressive and perfect form. (Y4) Use fronted adverbials. (Y4) Using commas after fronted adverbials. (Y4) Use conjunctions, adverbs and prepositions. (Y4) Use grammatically complex structures. (Y4/5) Ensure correct tense. (Y5) Use relative clauses using a relative pronoun. (Y5) Use modal verbs or adverbs to indicate degrees of possibility. (Y5) Punctuate bullet points correctly. (Y5) Use dictionaries to check the spelling and meaning of words.	(Y4) Indicate possession with possessive apostrophe with plural nouns (Y4) Use of inverted commas to indicate direct speech. (Y5) Use modal verbs or adverbs to indicate degrees of possibility. (Y5) Integrate dialogue to convey character and advance the action. (Y5) Use devices to build cohesion within and across paragraphs. (Y5) Choose appropriate register. (Y5) Vary sentence length and word order to sustain interest. (Y5) Use brackets, dashes or commas to indicate parenthesis.	(Y4) Choose nouns or pronouns for clarity and cohesion and to avoid repetition. (Y4) Use of inverted commas to indicate direct speech. (Y5) Identify the audience and purpose for writing. (Y5) Use brackets, dashes or commas to indicate parenthesis. (Y5) Ensure correct tense. (Y5) Use devices to build cohesion within and across paragraphs. (Y5) Use expanded noun phrases to convey complicated information concisely. (Y5) Use modal verbs or adverbs to indicate degrees of possibility.	(Y4) Use grammatically complex structures. (Y4) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y4) Make accurate use of present and past tense including simple, progressive and perfect form. (Y4/5) Perform their own compositions using appropriate intonation, volume and movement. (Y4/5) Ensure correct tense. (Y5) Choose appropriate register. (Y5) Punctuate bullet points correctly.
Spelling	Twinkl Spelling Programme Spell correctly words that have been previously taught, including... - Common exception words from KS1 - Previously taught homophones - Those with known prefixes and suffixes Use and spell correctly most words from the Year 3/4 spelling list Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words					
Handwriting	Write legibly Use joined up writing consistently, independently and fluently					

Oak YEAR 5/6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	 											
Progression of Core Texts	The Highwayman (poetry) Secrets of a Sun king (letter)	Botanicum (non-chron)	Skellig (alternative ending, argument)	Clockwork (diary entry)	Tom's Midnight Garden (letter)	The Arrival (narrative)	Extreme Earth (non-fiction & instructions)	The Tyger (William Blake) (poetry)	Darwin's Voyage of Discovery & Darwin's Dragons (Link with Science) (historical narrative)	The Mysteries of Harris Burdick (character)	The Promise (setting)	The Phone booth in Mr Hirota's Garden (Flashback)
Links to wider curriculum	Science: Life Cycles and reproduction History: Why did Ancient Egyptian civilisation last for so long?				Geography: Earthquakes				Science: Evolution and Inheritance			
Independent purposeful writing outcomes	To write poetry To write a persuasive letter To write a non-chronological report Creative writing linked to an adventure story		To write a diary entry To write a balanced argument To write an alternative ending to a dark fairytale		To write a persuasive letter To write a narrative		To write poetry To write a Non-fiction report to inform an audience To write instructions		To write an historical narrative. To write a character description		To write a narrative setting with atmosphere	
Grammar and Punctuation	Linking ideas across paragraphs using adverbials of time, place and number. Use brackets, dashes and commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Use a thesaurus and dictionary. Use and understand the grammatical terminology when discussing their writing (e.g. cohesion, ambiguity, parenthesis etc.) Use further presentational and organisational devices to structure text layout.		Ensure the correct tense throughout writing. Identify the audience and purpose for writing. Proof reading for spelling and punctuation errors. Using expanded noun phrases to convey complicated information concisely.		Identify the audience and purpose for writing. Assessing the effectiveness of their own and others' writing. Indicate degrees of possibility using adverbs or modal verbs. Use the full range of punctuation taught at KS2. Choose appropriate register. Use relative clauses beginning with who, which, where, when, whose, that		Continue to use devices to build cohesion within and across paragraphs. Using expanded noun phrases to convey complicated information concisely. Use the full range of punctuation taught at KS2. Integrate dialogue to convey character and move the action on. Describe settings, characters and atmosphere. In narrative, consider how authors have developed characters and settings.		Wide range of cohesive devices including repetition. Select appropriate grammar and vocabulary and propose changes.		Perform their own compositions using appropriate intonation, volume and movement. Wide range of cohesive devices including repetition. Ensure the correct tense throughout writing. Precising longer passages.	

				Use further presentational and organisational devices to structure text layout.		
Spelling	Twinkl Spelling Programme [WTS] Spell correctly most words from the Year 3/4 spelling list, and some words from the Year 5/6 spelling list [EXS] Spell correctly most words from the Year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary					
Handwriting	Write legibly Use joined up writing consistently, independently and fluently					