







English at The Nethersole CofE Academy Primary School

**To be light (living in our community and reaching out beyond it)
bringing out the God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the
world.'* **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Summer 2025

Intent -

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, in order to achieve their full potential.

Vision -

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - *'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.'* Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

The 4R's The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

Resilient Learners - Children persevere, and they do not give up, even when a task is difficult.

Responsible Learners - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

Resourceful Learners - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

Respectful Learners - Children show kindness to all and illustrate good manners to all.

What is English?

EYFS Definition –

Literacy in the Early Years is about giving children the foundations they need to become confident communicators, readers, and writers. It involves developing spoken language, enjoying and understanding stories, recognising print, and beginning to use marks, symbols, and early writing to express meaning. Through rich experiences with books, talk, and play, children build the essential skills that support lifelong literacy learning.

KS1 Definition -

English in Key Stage 1 focuses on building the strong foundations children need to become confident readers, writers, speakers, and listeners. Through systematic teaching of phonics, rich language experiences, and purposeful opportunities to communicate, children develop the essential skills that underpin all future learning.

KS2 Definition -

English in Key Stage 2 develops pupils' confidence and independence as readers, writers, speakers, and listeners. Building on the strong foundations established in KS1, children deepen their understanding of language, engage with a wider range of texts, and learn to communicate with increasing accuracy, fluency, and purpose. Through rich reading experiences, structured writing opportunities, and meaningful talk, pupils gain the skills they need to express ideas clearly and understand the world around them.

"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." (DfE National Curriculum 2014)

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.

The English National Curriculum

English Intent -

Our English curriculum aims to equip all pupils with the strong language, reading, and writing foundations they need to succeed across the curriculum and beyond. We are committed to developing fluent, confident readers; articulate speakers and listeners; and writers who can communicate clearly, creatively, and with purpose. Through exposure to high-quality texts, rich vocabulary, and meaningful opportunities for talk and writing, we nurture a love of literature and empower pupils to understand, interpret, and shape the world around them.

We know that spoken language underpins the development of reading and writing, so oracy skills are carefully threaded throughout the curriculum.

Reading is central to a child's understanding of the school curriculum and is of vital importance in life. We aim to cultivate a love of reading and do this through exposing children to our diverse reading spine which is filled with books that will develop their understanding of other places, people and cultures. We aim to inspire a sense of curiosity in our children and develop their enthusiasm for reading, whilst also deepening and challenging their thinking. Their journey at Nethersole starts with the Little Wandle phonics programme in their early years.

At Nethersole, writing is at the heart of everything we do and begins in the EYFS where they will develop their early writing skills. The skills are carefully mapped across our curriculum and are linked with the books covered in our reading spine. We aim to give the children the enthusiasm to become lifelong writers where they can accurately and imaginatively develop their knowledge and skills, to write in a powerful manner with a clear understanding of impact, purpose and audience through their knowledge of text types.

English Implementation -

Spoken Language

Spoken language is a fundamental part of the curriculum and is embedded across all subjects and daily routines. It is taught both explicitly and implicitly through discussions, storytelling and drama activities. Throughout the school, children are encouraged to discuss and share their ideas with talk partners before sharing with the class.

Book talk is highly valued, and children are encouraged to articulate their thoughts about characters, plot and themes. They also learn to retell stories using sequencing and descriptive language. Key vocabulary is taught across the curriculum. Teachers introduce and model rich vocabulary which children are then encouraged to use in both spoken language and writing. Subject specific vocabulary is displayed on working walls in all classrooms.

Early Reading and Phonics

In our school, children follow the Little Wandle for Letters and Sounds synthetic phonics programme. This begins in Pre-school where our children are taught Little Wandle Foundations, an early language and phonics programme. The programme aims to build strong pre-phonics skills before formal phonics instruction begins in

Reception. Children are taught to develop phonological awareness, build a love of stories and rhyme, expand their vocabulary and improve their listening skills.

All children in Reception and KS1 have a daily phonics lesson following the Little Wandle programme. Assessment is a key component of the programme and is used rigorously to identify children who may need additional support. Little Wandle includes a structured and proactive approach to intervention, ensuring that all children receive timely and targeted support.

Children in Reception and KS1 have three reading sessions per week which focus on the elements of decoding, prosody and comprehension. Children read books that are closely matched to their phonic knowledge ensuring success and confidence.

In Year 2, children begin the Little Wandle Fluency programme which supports the children in developing speed, accuracy and expression in reading. Following assessment, children in KS2 requiring additional support in reading also follow the Little Wandle Fluency programme.

Whole Class Reading

In KS2, children have a daily, whole class reading session. Reading is taught through high quality texts which are mapped out across a two-year cycle. The texts also provided the stimulus for the writing outcomes for each half-term. Texts have been selected for their literacy merit, illustrative quality and ability to spark discussion. They also aim to reflect a range of cultures, identities and experiences. Key vocabulary featured in or related to the text is taught explicitly. Comprehension skills are also taught through the texts using the reading domains specified in the National Curriculum.

Reading Opportunities

We have a wonderful library which the children can access during the school day. Each classroom also has an engaging and inspiring reading area where books are displayed and accessible to all children. In the EYFS, books are available throughout the learning environment.

We encourage a love of reading through daily whole class story time where books are carefully selected to engage and excite the children. We have an enthusiastic team of 'Reading Champions' who promote a passion for reading across the school.

Writing

Early Writing

Children in Nursery are provided with lots of opportunities for mark making. It is a vital part of early development in Nursery and lays the foundation for writing, creativity and communication. When children begin in Reception, they are taught letter formation through the Little Wandle scheme. Handwriting is also taught through the Letter Join scheme. Strategies used in Reception to support early writing include daily phonics sessions, modelled writing by adults and writing areas to encourage independent writing. Children have daily practise writing dictated sentences which reflect their phonic knowledge. In Reception, we have recently implemented Drawing Club, created by Greg Bottrill. Drawing Club is a creative and immersive approach to

teaching language and literacy. In KS1, we continue to build on the foundational skills that have been taught in Reception. Children continue to have daily opportunities to write dictated sentences.

Writing in KS2

Our writing Long Term Plan has been designed to provide a structured and progressive framework for developing children's writing skills across the school. Children are introduced to a range of writing genres and learn to write for different purposes and audiences. Opportunities for writing across the curriculum are also provided. Within each unit of writing, children will be taught the specific features of the genre of writing and key vocabulary. Modelling is considered to be a fundamental part of each lesson, showing children how to think, plan and compose text.

Grammar

Grammar is taught within the writing process as well as discreetly at the beginning of each English lesson. The first part of each lesson focusses on a different element of grammar as specified in the National Curriculum.

Spelling (Transcription)

In EYFS and Year 1, spelling is taught daily through our chosen SSP, Little Wandle for Letters and Sounds Revised. In Year 2, children move onto the 'Bridge to Spelling', Little Wandle programme.

In KS2, spelling is taught daily using the programme 'Spelling Shed'. Children are taught spelling at the beginning of each lesson. Each day as their Start of the Day Activity (SODA), children complete an activity related to the previous day's lesson focus.

Children in KS1 have a weekly spelling test. In Year 1, the spellings are linked to the Phonics content taught that week. In Year 2, the spellings are linked to the 'Bridge to Spelling' programme.

In KS2, children have a weekly spelling test consisting of five words relevant to the year group's spelling lists as defined in the National Curriculum. Adaptations to spellings are made according to the needs of the children.

Handwriting (Transcription)

We recognise the value of developing handwriting from an early age as it forms the foundations for clear communication and supports cognitive development. Strong handwriting skills help children build confidence, improve fine motor control, and create a solid base for future academic success.

In Reception, children are taught handwriting using the newly developed Little Wandle Handwriting programme. In Year 1 and 2, handwriting is taught daily at the beginning of every English lesson. We continue to build transcription fluency through explicit teaching and regular practise using the Letter-Join programme. In KS2, children have handwriting sessions four times per week.

English Core Texts- See Appendix A

English Long-Term Plan (Y1-Y6) -See Appendix B

Examples of Links –

- **Lost in the Toy Museum (Year 1) linked to History- Toys**
- **Escape to Pompeii (Year 3/4) linked to History – Romans.**

(Vertical Link – small steps within year groups or classes.)

- **The Lion, the Witch and the Wardrobe (Year 3/4) and Goodnight Mister Tom (Year 5/6) – similar concepts are explored.**

(Horizontal Link – same subject across the whole curriculum.)

- **Jack and the Beanstalk (Reception) linked to Science – Plants.**
- **Rose Blanche (Year 5/6) / Goodnight Mister Tom (Year 5/6) linked to History – WW2.**

(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)

Impact –

Phonics

- Daily assessment takes place to identify any children requiring 'Keep-up' support.
- Summative assessment is used every six weeks to assess progress and to identify any children that may need additional support.
- The Little Wandle Assessment tracker is used regularly by all members of staff teaching Phonics to ensure any gaps are identified.
- Children in Year 1 take the Phonics Screening Check in June. Any child that does not pass the check retakes the assessment in Year 2.

Reading

- Children in Years 1, 3, 4 and 5 are assessed using NFER reading and Spelling, Punctuation and Grammar tests each term. Children in Year 2 and Year 6 are assessed using DFE SATs past papers.

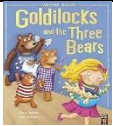






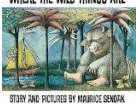

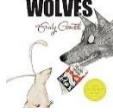

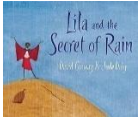


Writing



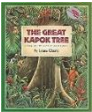

- Extended pieces of writing are assessed using year group expectations. All judgements are moderated during termly writing moderation sessions attended by year group teachers and SLT. All year groups are moderated within the Trust and with other local schools on a termly basis.

Appendix A

The Nethersole C of E Academy- English Core Texts

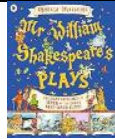
	Traditional Tales	Classic Fiction	Modern Fiction	Non-Fiction
Reception	<p><i>Jack & the Beanstalk</i> Ladybird</p> 	<p><i>Funnybones</i> Janet & Alan Ahlberg</p>  <p><i>The Lighthouse Keeper's Lunch</i> Ronda Armitage</p> 	<p><i>Little Glow</i> Katie Sahota</p>  <p><i>The Storm Whale in Winter</i> Benji Davies</p>  <p><i>Superworm</i> Julia Donaldson</p> 	
Year 1	<p><i>The Three Little Pigs</i> Ladybird</p>  <p><i>The Gingerbread Man</i> Ladybird</p>  <p><i>Goldilocks & the Three Bears</i> Mara Alperin</p>	<p><i>The Tiger who came to Tea</i> Judith Kerr</p>  <p><i>Whatever Next!</i> Jill Murphy</p> 	<p><i>That Rabbit belongs to Emily Brown</i> Cressida Cowell</p>  <p><i>Lost in the Toy Museum</i> David Lucas</p>  <p><i>Toys in Space</i> Mini Grey</p>	<p><i>The Big Book of Beasts</i> Yuval Zommer</p>  <p><i>Paddington's Cookery Book</i> Michael Bond</p>  <p><i>Look Inside – Space</i> Usborne</p>

			 A Little Stuck Oliver Jeffers  Stanley's Stick John Hegley  The Boy who Sailed the World Julia Green	
Year 2	<p>Little Red Bethan Woollvin</p>  Pattan's Pumpkin Chitra Soundar 	<p>Where the Wild Things Are Maurice Sendak</p>  The Hodgeheg Dick King Smith 	<p>Wolves Emily Gravett</p>  The Bog Baby Jeanne Willis  Lila and the Secret of Rain David Conway  Coming to England Floella Benjamin	<p>Wolves James MacLaine</p>  Big Picture Book of London Rob Lloyd Jones 

			 <i>Look Up!</i> Nathan Byron  <i>Man on the Moon</i> Simon Bartram 	
Year 3 & Year 4 CYCLE A	<i>Aesop's Fables</i> Michael Morpurgo 	<i>The Lion, the Witch & the Wardrobe</i> CS Lewis  <i>The Great Kapok Tree *</i> Lynne Cherry  <i>Charlotte's Web</i> EB White 	<i>Leon & the Place Between *</i> Angela McAllister  <i>Greta & the Giants*</i> Zoe Tucker  <i>The Boy at the Back of the Class</i> Onjali Rauf 	<i>Up in the Canopy</i> James Aldred  <i>Cooking Step by Step</i> Denise Smart 
Year 3 & Year 4 CYCLE B	<i>Hansel & Gretel</i> Antony Browne	<i>The Firework Maker's Daughter</i> Philip Pullman	<i>Stone Age Boy *</i> Satoshi Kitamura	<i>Roman Soldiers' Handbook</i> Lesley Sims

		 <i>The Iron Man</i> Ted Hughes  <i>The Selfish Giant</i> * Oscar Wilde 	 <i>Operation Gadgetman</i> Malorie Blackman  <i>Escape from Pompeii</i> * Christina Balit 	 <i>There are Birds Everywhere</i> Camilla de la Bedoyere 
Year 5 & Year 6 CYCLE A	<i>Adventures of Odysseus</i> Hugh Lupton 	<i>Floodland</i> Marcus Sedgwick  <i>Skellig</i> David Almond  <i>The Man who walked between the Towers</i> * Mordicai Gerstein 	<i>Oranges in No-Man's Land</i> Elizabeth Laird  <i>Arthur & the Golden Rope</i> * Joe Todd Stanton  ** Film	<i>Viking Voyagers</i> Jack Tite 
Year 5 & Year 6	<i>Romeo & Juliet</i> Marcia Williams	<i>Street Child</i> Berlie Doherty	<i>Rooftoppers</i> Katherine Rundell	<i>Young, Gifted and Black</i> Jamia Wilson

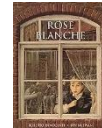
CYCLE B



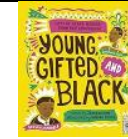
Holes
Louis Sachar



*Rose Blanche **
Ian McEwen




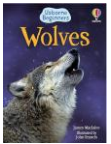







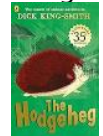
*The Island **
Armin Greder

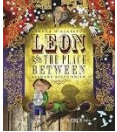

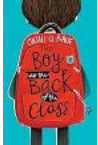

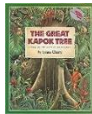
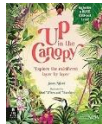


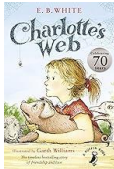




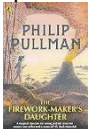
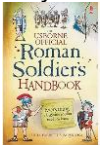
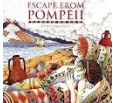



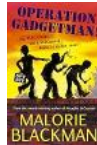
Appendix B


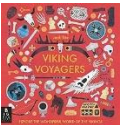
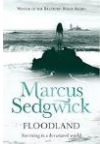
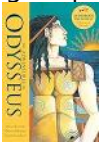
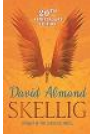


The Nethersole C of E Academy- Long Term Plan Y1-Y6

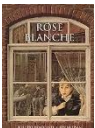
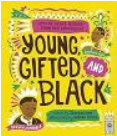


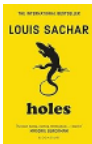

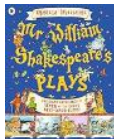
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Modern Fiction <i>That Rabbit belongs to</i> Emily Brown Cressida Cowell  <i>Lost in the Toy Museum</i> David Lucas  <i>Toys in Space</i> Mini Grey 	Traditional Tales <i>The Three Little Pigs</i> Ladybird  <i>The Gingerbread Man</i> Ladybird  <i>Goldilocks & the Three Bears</i> Mara Alperin 	Classic Fiction <i>The Tiger who came to Tea</i> Judith Kerr  Non-Fiction <i>The Big Book of Beasts</i> Yuval Zommer 	Modern Fiction <i>A Little Stuck</i> Oliver Jeffers  <i>Stanley's Stick</i> John Hegley 	Classic Fiction <i>Whatever Next!</i> Jill Murphy  Non-Fiction <i>Look Inside – Space</i> Usborne 	Modern Fiction <i>The Boy who Sailed the World</i> Julia Green  Non-Fiction <i>Paddington's Cookery Book</i> Michael Bond 
Writing Outcomes					Writing to Narrate★ New adventure for Baby Bear	Writing to Describe★ Setting description – the island
					Writing to Inform★ Simple non-chronological report about space	Writing to Instruct★ Simple recipe

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Traditional Tales <i>Little Red</i> Bethan Woollvin  Non-Fiction <i>Wolves</i> James Maclaine 	Classic Fiction <i>Where the Wild Things Are</i> Maurice Sendak  Modern Fiction <i>The Bog Baby</i> Jeanne Willis 	Modern Fiction <i>Coming to England</i> Floella Benjamin  Non-Fiction <i>Big Picture Book of London</i> Rob Lloyd Jones 	Modern Fiction <i>Lila and the Secret of Rain</i> David Conway  Traditional Tales <i>Pattan's Pumpkin</i> Chitra Soundar 	Modern Fiction <i>Look Up!</i> Nathan Byron  <i>Man on the Moon</i> Simon Bartram 	Classic Fiction <i>The Hodgeheg</i> Dick King Smith 
Writing Outcomes	Writing to Narrate Write story in own words	Writing to Describe Character description - a 'wild thing'	Writing to Recount: Diary* Diary in role as Floella	Writing to Describe Setting description - Lila's village	Writing to Recount: Diary Diary in role as Rocket	Writing to Narrate New chapter – adventure story
	Writing to Inform Simple non-chronological report about wolves	Writing to Instruct Instructions for own bog baby	Writing to Inform Non-chronological report about Buckingham Palace	Writing to Narrate Write story in own words	Writing to Describe Character description - Bob	Writing to Instruct Instructions for crossing the road

Year 3 & Year 4 CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Modern Fiction <i>Leon & the Place Between *</i> Angela McAllister  <i>Greta & the Giants*</i> Zoe Tucker 	Modern Fiction <i>The Boy at the Back of the Class</i> Onjali Rauf 	Classic Fiction <i>The Lion, the Witch & the Wardrobe</i> CS Lewis 	Classic Fiction <i>The Great Kapok Tree</i> Lynne Cherry  Non-Fiction <i>Up in the Canopy</i> James Aldred 	Traditional Tales <i>Aesop's Fables</i> Michael Morpurgo  Non-Fiction <i>Cooking Step by Step</i> Denise Smart 	Classic Fiction <i>Charlotte's Web</i> EB White 
Writing Outcomes	Writing to Describe Setting description – the place between	Writing to Narrate Rewrite section in role as character – 1 st person	Writing to Describe Character description e.g. Mr Tumnus, White Witch	Writing to Recount: Diary Diary in role as the woodcutter	Writing to Narrate Write fable in own words	Writing to Describe Character description e.g. Wilbur, Charlotte
	Writing to Persuade* Persuasive letter	Writing to Inform Non-chronological report about London	Writing to Narrate Adventure story 'through the wardrobe'	Writing to Inform Non-chronological report linked to rainforest	Writing to Instruct Recipe	Writing to Recount: Journalistic* Journalistic recount of the events at the fair

Year 3 & Year 4 CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Traditional Tales <i>Hansel & Gretel</i> Antony Browne  Modern Fiction <i>Stone Age Boy</i> * Satoshi Kitamura 	Classic Fiction <i>The Firework Maker's Daughter</i> Philip Pullman 	Non-Fiction <i>Roman Soldiers' Handbook</i> Lesley Sims  Modern Fiction <i>Escape from Pompeii</i> * Christina Balit 	Classic Fiction <i>The Iron Man</i> Ted Hughes 	Classic Fiction <i>The Selfish Giant</i> * Oscar Wilde  Non-Fiction <i>There are Birds Everywhere</i> Camilla de la Bedoyere 	Modern Fiction <i>Operation Gadgetman</i> Malorie Blackman 
Writing Outcomes	Writing to Describe Setting description – the forest	Writing to Recount: Diary Diary in role as Lila	Writing to Inform Non-chronological report linked to Romans	Writing to Describe Character description e.g. The Iron Man	Writing to Narrate Write story in own words	Writing to Describe Character description e.g. Beans
	Writing to Instruct Instructions linked to Stone Age e.g. fire, recipe	Writing to Narrate Adventure story on the journey to Mount Merapi	Writing to Narrate Rewrite section in role as character – 1 st person	Writing to Recount: Journalistic* Journalistic recount of the events with the space bat	Writing to Inform Non-chronological report about British birds	Writing to Persuade* Persuasive leaflet – the spy kit

Year 5 & Year 6 CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Modern Fiction <i>Arthur & the Golden Rope *</i> Joe Todd Stanton  Non-Fiction <i>Viking Voyagers</i> Jack Tite 	Classic Fiction <i>Floodland</i> Marcus Sedgwick 	Traditional Tales <i>Adventures of Odysseus</i> Hugh Lupton 	Classic Fiction <i>Skellig</i> David Almond 	Visual Literacy ** Film Classic Fiction <i>The Man who walked between the Towers *</i> Mordicai Gerstein 	Modern Fiction <i>Oranges in No-Man's Land</i> Elizabeth Laird 
Writing Outcomes	Writing to Persuade Persuasive Letter to Thor	Writing to Narrate 1 st person retell of a section of the story	Writing to Narrate Adventure story – new chapter	Writing to Recount: Diary Diary in role as a key character e.g. Michael	Writing to Narrate: Film* Film narrative	Writing to Describe: Setting Setting Description e.g. no-man's land
	Writing to Inform Non-chronological report about the Vikings	Writing to Describe: Character Character Description e.g. Dooby	Writing to Inform Non-chronological report about the Ancient Greeks	Writing to Narrate: Dialogue* Dialogue between characters at key moment in the story	Writing to Recount: Journalistic Journalistic recount of the event	Writing to Present Arguments* Balanced argument – Should Ayesha cross no-man's land to get the medicine?

Year 5 & Year 6 CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Classic Fiction <i>Rose Blanche</i> * Ian McEwen  Non-Fiction <i>Young, Gifted and Black</i> Jamia Wilson 	Modern Fiction <i>Rooftoppers</i> Katherine Rundell 	Classic Fiction <i>Street Child</i> Berlie Doherty 	Classic Fiction <i>Holes</i> Louis Sachar 	Visual Literacy ** Film Modern Fiction <i>The Island</i> * Armin Greder 	Traditional Tales <i>Romeo & Juliet</i> Marcia Williams 
Writing Outcomes	Writing to Recount: Diary Diary in role as a key character e.g. Rose	Writing to Narrate 1 st -person retell of a section of the story	Writing to Narrate: Dialogue* Dialogue between characters at key moment in the story	Writing to Narrate Adventure story – new chapter	Writing to Narrate: Film* Film narrative	Writing to Describe: Character Character Description e.g. Romeo, Juliet
	Writing to Inform Non-chronological report about significant individuals	Writing to Describe: Setting Setting Description e.g. view over Paris	Writing to Inform Non-chronological report e.g. the workhouse / the Industrial Revolution	Writing to Persuade Persuasive Leaflet about Camp Green Lake	Writing to Recount: Journalistic Journalistic recount of the event	Writing to Present Arguments* Balanced argument – Should Mercutio be blamed for Romeo's death?