

English at Almond Hill Junior School 2025-26



Subject Intent Statement

We aim to promote high standards of English by equipping pupils with a robust command of spoken and written language in addition to a love of literature through widespread reading opportunities.

We aim to ensure that all pupils leave our school...

- with a wide and rich vocabulary modelling competence in the skills of both speaking and listening.
- able to express themselves by learning to talk and through talk
- reading fluently and with good understanding.
- reading widely and often, for both pleasure and information.
- writing clearly, accurately and coherently, in and for a range of contexts, purposes and audiences.

Implementation

Oracy

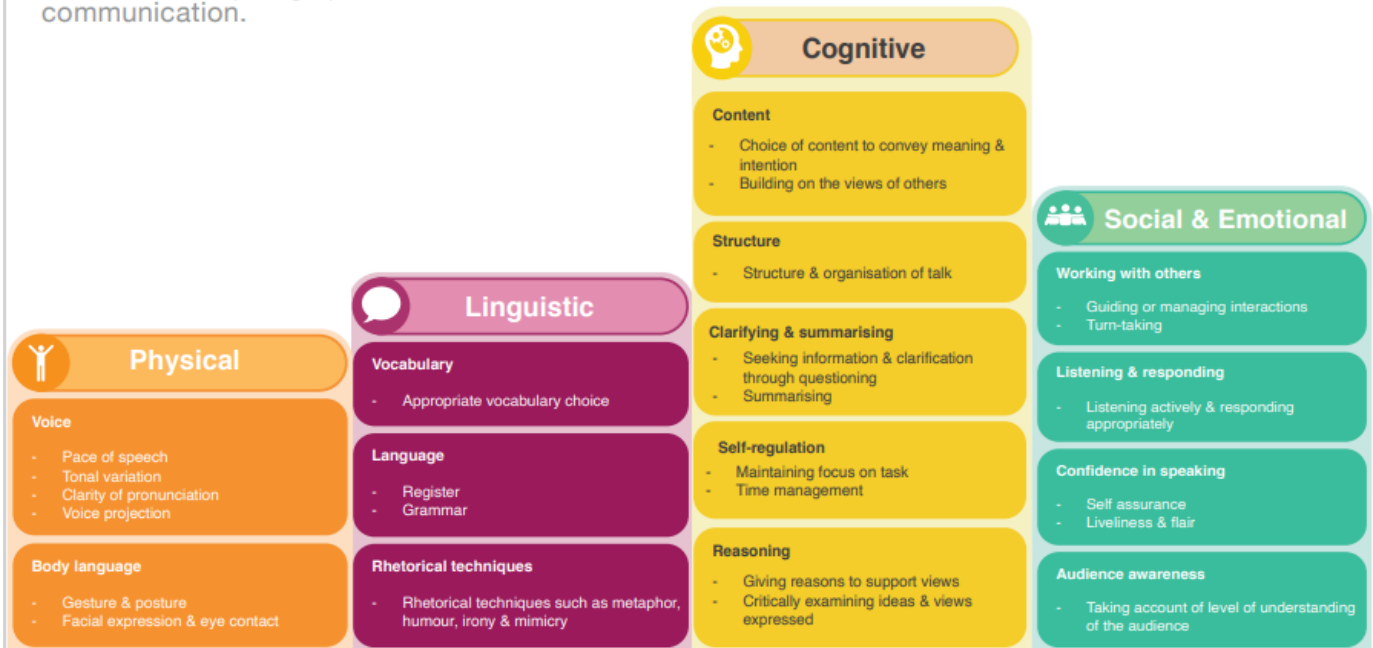
At Almond Hill, we believe that Oracy is a vital skill for learning, personal development, and active participation in society. Our intent is to create a culture where every child is taught to speak with confidence, listen with empathy, and engage in meaningful dialogue. Through a rich and inclusive Oracy curriculum, we aim to equip pupils with the communication skills needed to express their ideas clearly, collaborate effectively, and value the voices of others, preparing them for success in school and beyond.

To achieve our intent, Oracy is embedded across the curriculum and supported through explicit teaching, structured opportunities for talk, and a focus on developing speaking and listening skills in a range of contexts. Teachers model high-quality talk and create classroom environments where respectful, purposeful dialogue is encouraged.

We use the Oracy Framework (Voice 21, Pictured below) to develop pupils' oracy skills year on year. Each class has established discussion guidelines, a listening ladder and uses talk tactics to facilitate well structure and scaffolded discussion. As well as in the classroom, we offer a range of opportunities for students to use their voice for example, presenting or performing in assemblies debate club and class presentations. The two key strands are learning through talk and learning to talk.

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Reading

Reading is taught through a range of approaches at Almond Hill in order to most successfully support our children in reaching or exceeding the expected learning outcomes by the end of KS2.

The core learning for reading skills occurs during two discrete lessons per week in each class/year group. Skills covered in these weekly sessions focus on vocabulary, fluency, specific reading skills and comprehension. In one lesson children read aloud focusing on fluency and understanding, discussing a text in depth and focusing on a specific skills and in the second lesson children are given the opportunity to sustain reading independently and apply their reading skills to a longer/cross curricular text. In addition to these discrete sessions, children have access to texts and reading opportunities each day through class readers, independent reading and via cross-curricular reading as part of learning in other subjects.

In addition to teaching the 'skills' of reading, staff understand the importance of promoting a love for reading and adopting the habits of reading for pleasure. We encourage this through a vast range of promotion strategies including enjoying class readers, engaging school reading displays, class libraries, library visits, book fayres, author visits, and whole school initiatives such reading challenges.

On entry all children are assessed in phonics for reading and spelling. The children who have secured their phoneme/grapheme correspondence knowledge and skills into secure decoding are assigned a 'banded' reading book from the selection which is matched to their

current reading ability to ensure enjoyment of reading and guided text choice. Those children that have not yet secured all of the phonics knowledge will be assigned books from Twinkl (following on from our feeder infant school) containing all current phonemes/graphemes they are learning to ensure decoding skills are embedded before moving on. There will be daily phonics sessions led by a Year 3 teacher for children across the year group and where necessary, separate individual intervention will take place for children who have gaps in decoding skills – **Extra Reading**. In these sessions, phonics will be taught based on assessments of gaps in phonic knowledge. These children are assigned a ‘levelled reading book from the Twinkl selection which is matched to the current phonemes/graphemes they are learning. They are encouraged to read these books several times in school and at home to develop fluency. This usually a lower school provision. They are also assigned a ‘banded’ book that can be read with their parents for fun. All children are encouraged to choose an additional book from the class library – this is completely free choice. Additional extra provision is offered in years 4 and 5 for those children who require it in a group session focused on fluency which underpins comprehension.

Progression of Reading skills (summary)

	Year 3	Year 4	Year 5	Year 6
Word reading	Phonics knowledge Fluency Prefixes and suffixes	Refine reading of words and clauses Root words	Syllables, graphemes, automaticity, silently	Understand meaning of new words met
Vocabulary and language	Discussing and clarifying Synonyms figurative words Idiomatic language literary language Dictionaries	Subject specific vocabulary Conventions of different types of writing Language chosen to influence readers feeling	Words that capture imagination evaluating and discussing language choices Language, structure and presentation contribute to meaning Shades of meaning	Authors intent and impact on the reader, effect of imagery
Comprehension	Empathising self correcting Expression retrieval, inference and justifying views commenting and asking for explanation	Link to own and others’ experiences draw on what already known skimming and scanning comparisons, predicting sequences, perspectives, deductions, summarising asking questions to improve understanding	Complexities and interactions with other characters phrasing, stress and pitch, tentative language for possibilities, identify key details that support gist, conclusions and evidence sometimes form more than one place in the text, consider non linear texts, recognising opinions may change	Drawing on different points of view when responding, identifying multiple themes, challenge points, communicating ideas with precision identifying facts and recognising sometime opinions presented as facts

Writing

English lessons are taught daily and incorporate elements of writing, the reading of quality texts and opportunities to develop speaking and listening skills. Across the school year, a number of book based units of writing are taught in all year groups which reflect a range of different authors and themes (including diversity). Writing units cover a variety of purposes and genres including all aspects of narrative writing, poetry and non-fiction texts. Teachers will follow a clear teaching sequence that follows 6 steps: Read Like a Reader, How do Writers Do it?, Box it up and Plan, Write Together, Write & Redraft and Publish & Perform.

Teachers ensure that children at Almond Hill develop confidence and independence as writers by providing a range of experiences in their English lessons:

- Exploring themes and features of specific text types through reading quality texts and visual stimuli such as pictures, real objects and video clips
- Analysing and discussing language, layout and writer's techniques, including grammatical devices and the purpose and audience of each piece
- Learning new vocabulary and developing the use of dictionaries and thesauri
- Teacher modelling of the writing process using a variety of techniques
- Group discussion and shared writing in pairs, groups or as a whole class
- Role play and speaking & listening activities
- Differentiated tasks and targeted support for pupils with special educational needs (and through separate intervention groups where required)

Planning, drafting and editing is a key aspect of all writing activities in English lessons. Once teachers have read written outcomes, supportive feedback is provided during editing lessons and additionally, through verbal comments, 1:1 conferencing or written comments in books. Children are encouraged to read their own work closely then proof read & edit independently and with peers to improve grammatical accuracy, spelling and the overall quality. Final written drafts may form part of high quality central displays in classrooms and across the school.

In the spring term, the whole school participates in a three-week writing project which focuses on a picture book. Several other schools in the local area also take part in the project as part of The North Herts and Stevenage Schools Partnership which culminates in a writing award ceremony to celebrate the children's achievements.

Handwriting

At Almond Hill we teach all children to write clearly, legibly and to develop a fluent style of joined writing using the **Nelson Handwriting Scheme** (each year group has Nelson resources to support teaching, including the Nelson font on all classroom computers).

The formation of letters and correct joins is taught in regular handwriting lessons and during lesson starters (using lined handwriting books/paper in year 3 and year 4 if required). Pupils in years 5 and 6 are expected to write in blue pen (**not biro**) although younger children displaying confidence in using a fluent and neat style of handwriting may be encouraged to transfer to a pen much earlier. Teachers and support staff model high standards of handwriting at all times in line with the school handwriting scheme.

Spelling

Spelling is taught using the Hfl Spelling Essentials scheme which adheres to the spelling guidelines in the National Curriculum for English. A spelling lesson is taught every week and is reinforced within English teaching and through home learning activities. Children study word origins, letter patterns, sounds and spelling rules following specific teaching sequences that build on previous learning and reinforce phonics. Lessons include games, oral activities, investigations and written tasks as well as regular spelling dictations to assess understanding. Current spelling rules, the year group statutory spelling list and new vocabulary are displayed in each classroom.

Spelling is also a key aspect of editing lessons where common errors are addressed and spelling rules reinforced. Children are then expected to correct spelling mistakes within their writing using age appropriate dictionaries and thesauri. The school also uses the Hfl SOS Spelling Intervention. This supports children whose spelling difficulties prevents them from reaching the year group expected standard for writing.

Phonics

It is recognised that some children will need to consolidate the phonic knowledge and skills taught in Key Stage 1, especially in Year 3. Phonics is taught to all children that require this with additional interventions to the children who need extra support. The school uses the Twinkl KS2 phonics scheme.

Punctuation and Grammar

At Almond Hill, teachers implement the grammar & punctuation requirements of the English Curriculum through the Herts for Learning Stranded Planning Platforms which outline the **progression of skills** in these areas.

English punctuation and grammar is planned and taught as an implicit part of each English unit and writing outcomes incorporate the skills taught. Where required, some specific aspects of grammar are taught as explicit lessons.

Planned writing curriculum - under development

Draft two

Year 3 teaching and assessment writing criteria- overarching aim – simple and accurate

Autumn term basic skills <ul style="list-style-type: none">• Handwriting assessment including numbers – accurate letter formation, sizing, orientation and spacing – taught in letter families• Phonic assessment for spelling• Consonants and vowels• Common exception words for spelling• What is a sentence – has a subject (who/what) and a verb(doing/being), capital letter, end of sentence punctuation and <u>has to</u> make sense• Four sentence types – statement with a full stop, question with a question mark, exclamation with an exclamation mark and command with an exclamation mark.• Commas for lists (<u>explicitly</u> teaching when commas are used)• Joining sentences with <u>co-ordinating</u> conjunctions – start with and, then or but• Accurate use of tenses including present tense (<i>help</i>) simple past (<i>helped</i>) present progressive (<i>is helping</i>) and past progressive (<i>was helping</i>)
Errors to be addressed as teaching points if observed <ul style="list-style-type: none">• Run ons – missing end of sentence demarcation or conjunction• Overuse of conjunctions• Apostrophes for plurals• Not using capital letters for proper nouns including I• Random capital letters – sometimes also a handwriting issue• Starting sentences with <u>co-ordinating</u> conjunctions• a/an accurate – teaching vowel and consonant
Spring and Summer advancing skills (<u>when</u> basic skills have been secured) <ul style="list-style-type: none">• Sentences that are sequenced to form a short narrative• Subordination using when, if, that, because, even though, although• Prefixes and suffixes• Apostrophes for contraction• Apostrophes for singular possessive• Expanded noun phrases - therefore teaching what a noun and an adjective are• Adverbs – often, quickly, very• Prepositions – next to, underneath, with• Accurate use of verbs/tenses present perfect (<i>has helped</i>)• Year 3 and 4 spelling list and rules• Create setting, characters and plot in narrative• Use speech punctuation correctly – insert inverted commas, start with speech then reporting clause, speech provided in bubbles, provide the comma, teach new speaker new line mostly correctly and not a dialogue• Paragraphs – teach indenting• Use <u>sub headings</u> in non-chronological reports• Include writing for three writing purposes (long term plan details this – inform, entertain and persuade)
Considerations <ul style="list-style-type: none">• <u>Colours</u> for word classes and clauses• Examples of main elements displayed on working walls for reference and as a semi- permanent scaffold• Teaching of proof reading via CUPS – Capital letters/Understanding/Punctuation/Spelling

- Poetry – choices about language and effect on the reader – list poem with questions, alliteration, onomatopoeia, repetition, shades of meaning



<p>Autumn term basic skills</p> <ul style="list-style-type: none"> • What is a sentence – has a subject (who/what) and a verb(doing/being), capital letter, end of sentence punctuation and <u>has</u> to make sense • Four sentence types – statement with a full stop, question with a question mark, exclamation with an exclamation mark and command with an exclamation mark. • Accurate use of tenses including present tense (<i>help</i>) simple past (<i>helped</i>) present progressive (<i>is helping</i>) and past progressive (<i>was helping</i>) present perfect (<i>has helped</i>) • Joining sentences with co-ordinating conjunctions – start with <u>and</u>, then <u>or</u> and <u>but</u> • Subordination using <u>when</u>, <u>if</u>, <u>that</u>, <u>because</u>, <u>even though</u>, <u>although</u> • Commas for lists (<u>explicitly</u> teaching when commas are used) • Apostrophes for contraction • Apostrophes for singular possessive • Expanded noun phrases • Adverbs – often, quickly, very • Prepositions – next to, underneath, with • Accurate use of tenses including present perfect (he has gone) as well as the past tense • Year 3 and 4 spelling list • Handwriting – accurate letter formation, sizing, orientation and spacing • Create setting, characters and plot in narrative • Use speech punctuation correctly – insert inverted commas, start with speech then reporting clause, speech provided in bubbles, provide the comma, teach new speaker new line mostly correctly • Paragraphs – teach indenting • Use <u>sub headings</u> in non-chronological reports • Sentences that are sequenced to form a short narrative • Include writing for three writing purposes (long term plan details this – inform, entertain and persuade)
<p>Errors to be addressed as teaching points if observed</p> <ul style="list-style-type: none"> • Run ons – missing end of sentence demarcation or conjunction • Overuse of conjunctions • Apostrophes for plurals • Not using capital letters for proper nouns including I • Random capital letters – sometimes also a handwriting issue • Starting sentences with <u>co-ordinating</u> conjunctions • a/an accurate – teaching vowel and consonant • Incorrect use of it's • Standard English – we were <u>was</u> and they did/done • Correct comma use – teach so children can identify why they have used – list, fronted adverbial, to separate main and subordinate clause when subordinate clause at start of sentence • Lack of variation in sentence structures
<p>Spring and Summer advancing skills (<u>when</u> basic skills have been secured)</p> <ul style="list-style-type: none"> • Speech <u>punctuation</u> – start with the reporting clause, new speaker new line within dialogue • Handwriting letter joins taught • Apostrophes for plural possession • Fronted adverbials/adverbial phrases – group of words that act as an adverb followed by a comma • Varying the position of clauses • Noun phrases expanded by the addition of modifying... e.g. short maths teacher with curly hair • Pronouns and synonyms to avoid repetition (cohesive device) • Adverbs, conjunctions and prepositions to express time and cause (cohesive device) • Determiners <u>a/an</u> the • Possessive pronouns – ours/theirs/ yours/his/hers • Paragraphs – developing the understanding of a group of ideas around a theme – in a narrative might be when there is a change of person/place/time (<u>secret</u> subheading) identified in reading – non-narrative headings and sub-headings
<p>Considerations</p>

Draft three

- Colour for word classes and clauses
- Examples of main elements displayed on working walls for reference and as a semi- permanent scaffold
- Teaching of proof reading –via CUPS – Capital letters/Understanding/Punctuation/Spelling and proposing changes to grammar and vocabulary to improve consistency including accurate use of pronouns in sentences
- Poetry – free verse, commas for lists, apostrophes for contraction and possession

Year 5 teaching and assessment writing criteria- overarching aim – cohesion developed within and across paragraphs

<p>Autumn term basic skills</p> <ul style="list-style-type: none"> • What is a sentence – has a subject (who/what) and a verb(doing/being), capital letter, end of sentence punctuation and has to make sense • Four sentence types – statement with a full stop, question with a question mark, exclamation with an exclamation mark and command with an exclamation mark. • Accurate use of tenses including present tense (<i>help</i>) simple past (<i>helped</i>) present progressive (<i>is helping</i>) and past progressive (<i>was helping</i>) present perfect (<i>has helped</i>) • Joining sentences with <u>co-ordinating</u> conjunctions – start with and, then or and but and subordinating conjunctions using when, if, that, because, even though, although • Commas for lists (<u>explicitly</u> teaching when commas are used) • Apostrophes for contraction /Apostrophes for singular possessive • Detail -Expanded noun phrases including modifying /Adverbs and adverbial phrases – often, quickly, very/Prepositions – next to, underneath, with • Accurate use of tenses including <u>present</u> perfect (he has gone) • Year 3 and 4 spelling list • Use speech punctuation correctly – insert inverted commas, start with speech then reporting clause, speech provided in bubbles, provide the comma, teach new speaker new line/ Speech <u>punctuation</u> - start with the reporting clause • Varying the position of clauses • Fronted adverbials/adverbial phrases – group of words that act as an adverb followed by a comma • Noun phrases expanded by the addition of modifying... e.g. short <u>maths</u> teacher with curly hair • Cohesive devices - <u>Pronouns</u> and synonyms to avoid repetition and adverbs to express time (cohesive device) • Determiners a/an the • Possessive pronouns – ours/theirs/ yours/his/hers • Paragraphs – developing the understanding of a group of ideas – in a narrative might be when there is a change of person/place/time (<u>secret</u> subheading) identified in reading • Teaching of proof reading –via CUPS – Capital letters/Understanding/Punctuation/Spelling and proposing changes to grammar and vocabulary to improve consistency including accurate use of pronouns in sentences • Include writing for four writing purposes (long term plan details this – inform, entertain, discuss and persuade)
<p>Errors to be addressed as teaching points if observed</p> <ul style="list-style-type: none"> • Run ons – missing end of sentence demarcation or conjunction • Comma splices- <u>commas</u> used in place of end of sentence demarcation or conjunction • Overuse of conjunctions • Apostrophes for plurals • Not using capital letters for proper nouns including I • Random capital letters – sometimes also a handwriting issue • Starting sentences with <u>co-ordinating</u> conjunctions • a/an accurate – teaching vowel and consonant • Incorrect use of it's • Standard English – we were <u>was</u> and they did/done • Correct comma use – teach so children can identify why they have used – list, fronted adverbial, to separate main and subordinate clause when subordinate clause at start of sentence • Lack of variation in sentence structures
<p>Spring and Summer advancing skills (<u>when</u> basic skills have been secured)</p> <ul style="list-style-type: none"> • Teach cohesion explicitly – examples taken from reading and already taught conjunctions /adverbials / pronouns /synonyms • Cohesion within and across paragraphs e.g. time adverbials and <u>referring back</u>, forward • Atmosphere – senses/similes/metaphors/personification -figurative language/suspense • Dialogue – used to convey character and advance action – (cohesion within and across paragraphs) • Relative clauses using relative pronouns – who/which/where/when/whose/that • Modal verbs or adverbs to indicate degrees of possibility • Using brackets, dashes or commas to indicate parenthesis • Commas to avoid ambiguity • Year 5 and 6 spellings • Consistent tense choice • Include writing for all four writing purposes (long term plan details this)
<p>Considerations</p> <ul style="list-style-type: none"> • <u>Colours</u> for word classes and clauses following on from lower school and introducing for figurative devices • Examples of main elements displayed on working walls for reference and as a semi- permanent scaffold • Teaching of editing – ARMS – add/remove/move/substitute

Year 6 national expectations for writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Long term plan for writing - under development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Snail and the Whale Julia Donaldson – retelling the journey</p> <p>Picture book</p> <p>(ENTERTAIN)</p>	<p>Atlas of Adventures Lucy Letherland – non chronological report</p> <p>(INFORM)</p>	<p>Writing project</p>	<p>Stella and the seagull – Georgina Stevens/Izzy Burton mixed heritage/multi generational -persuasive speech</p> <p>Picture book</p> <p>(PERSUADE)</p> <p>Let's save the Amazon – Catherine Barr</p> <p>The Thames and the Tide Club -Katya Balen</p> <p>One plastic bag – Isatou Ceesay (wish list)</p>	<p>Stone Age Boy Satoshi Kitamura– non chronological report</p> <p>(INFORM)</p> <p>So you think you've got it bad? A Kids life in Prehistoric times – Chloe Strathie (wish list)</p>	<p>Marcy the Sphinx Joe Todd Stanton – (links to History topic) Extended unit</p> <p>Mum overcomes challenge/revisit speech</p> <p>Write whole story</p> <p>Picture book</p> <p>(ENTERTAIN)</p> <p>Arthur and the Golden Rope – Joe Todd Stanton</p>
	<p>Zorafa Giraffa set in Africa – setting description</p> <p>Picture book</p> <p>(ENTERTAIN)</p> <p>Instructions – need an instructions text</p>	<p>Poetry – Sound collector Roger McGough</p> <p>(ENTERTAIN)</p> <p>Cherry Moon – Zaro Weil</p>	<p>Last Bear Hannah Gold – diary entry – explorer finding injured arctic animal setting/senses etc</p> <p>(ENTERTAIN)</p> <p>Winter sleep a hibernation story – Sean Taylor and Alex Morss</p> <p>Not now Bernard – David McKee</p> <p>Winter's child – Angela McCallister</p> <p>The snow dragon Vivian French</p>	<p>Super Joe Michael Catchpole – main character of colour rescue story – continuation of story new rescue</p> <p>Picture book</p> <p>(ENTERTAIN)</p> <p>What happened to you- James Catchpole</p>	<p>Spider and the fly poem Mary Howitt – don't go to Spider's House/ What exactly is the outcome?</p> <p>(PERSUADE)</p>	
	<p>Ongoing development</p> <ul style="list-style-type: none"> Lacking a traditional tale e.g. a fable Do not have to write a poem- do have to read and respond 					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Fables – Rachel Bright e.g. The pandas who promised/Aesop's Fables</p> <p>Write own fable – choose from Lesson/emotion/animal</p> <p>(ENTERTAIN)</p>	<p>Komodo Dragon (Dorling Kindersley excerpts?) non chronological report</p> <p>Toxic – the world's deadliest creatures – Ico Romero Reyes and Tania Garcia</p> <p>Lesser spotted animals – Martin Brown</p> <p>Animalium – Jenny Broom and Katie Scott</p> <p>(INFORM)</p>	<p>Writing project</p>	<p>Boy at the back of the class (start reading in Spring 1) Qunjali Rauf - refugee</p> <p>Speech</p> <p>(PERSUADE)</p> <p>Talking History- 150 years of speakers and speeches Joan Lennon and Joan Haig</p>	<p>Until I met Dudley – Roger McGough and Chris Riddell</p> <p>Explanation text</p> <p>(INFORM)</p> <p>DORLING KINDERSLEY books</p> <p>Wild Robot Peter Brown (extract of how wild robot does something)</p>	<p>Ice palace – Robert Swindells</p> <p>Setting description and speech</p> <p>(ENTERTAIN)</p>
	<p>Lost thing Shaun Tan / film – character description</p> <p>picture book</p> <p>(ENTERTAIN)</p> <p>The story machine – Tom Mclaughlin</p> <p>Extracts from The Miraculous Journey of Edward Tulane Kate Di Camillo</p>	<p>Poetry – Still I rise</p> <p>Stars with flaming tales- Valerie Bloom</p> <p>Faceless – Benjamin Zephaniah?</p> <p>(ENTERTAIN)</p>	<p>African Tales – Gina Mhlophe Traditional tales – modern twist on a traditional fairy tale (ENTERTAIN)</p> <p>Jack and the baked beanstalk – Colin Stimpson</p> <p>The lion and the Unicorn and other hairy tales – Jane Ray</p> <p>Cinderella – Malachy Doyle and Matt Hunt</p> <p>Snow White in New York – Fiona French</p>	<p>Journey Aaron Becker– setting description</p> <p>(ENTERTAIN)</p> <p>Picture book</p> <p>Noah Barleywater runs away – John Boyne</p> <p>The day of Ahmed's secret – Florence Parry Heide</p> <p>Off to the market -Alice Obar</p>	<p>Adventure narrative – portal story – book still required that models suspense</p>	<p>Advertise your school – book still required non fiction/letter to persuade</p>
	<p>Ongoing development</p> <ul style="list-style-type: none"> Some books still need selecting 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 5	<p>Charlie and the Chocolate Factory Roald Dahl – narrative/character description</p> <p>(ENTERTAIN)</p> <p>World's worst children – David Walliams</p> <p>Contrast likeable/unlikeable supplement with other quality character descriptions</p>	<p>Water Tower Gary Crew– suspense writing including speech</p> <p>(ENTERTAIN)</p> <p>Need supplementary suspense books – Jennifer Killick?</p>	<p>Writing project</p>	<p>Beowulf Michael Morpurgo</p> <p>Speech to warriors – persuade</p> <p>(PERSUADE)</p>	<p>Macbeth Shakespeare</p> <p>Direct speech</p> <p>There is a dagger</p> <p>(ENTERTAIN)</p> <p>The Graveyard Neil Gaiman</p>	<p>Plague Tony Bradman</p> <p>I am the plague first person narrative</p> <p>London setting description</p> <p>(ENTERTAIN)</p>
	<p>Little People Big Dreams Isabel Sanchez Vegara/ I am not a label Cerrie Burnell celebration of a wide range of disabled individuals across various fields, breaking down stereotypes and promoting inclusivity</p> <p>Biography of David Attenborough</p> <p>(INFORM)</p> <p>The People Awards – Lilly Murray</p>	<p>The present – film/Wonder RJ Palacio disability</p> <p>Persuasive letter from sister to class to show kindness</p> <p>(PERSUADE)</p> <p>Need some persuade models</p> <p>Misadventures of Frederick – Ben Manly (examples of letters)</p>	<p>Highwayman Alfred Noyes</p> <p>(INFORM) –</p> <p>letter from one perspective</p>	<p>How to be a world explorer Joe Levy</p> <p>The explorer by Katherine Rundell</p> <p>Should you visit the amazon? Deforestation/tourism</p> <p>(DISCUSSION)</p> <p>The girl who fell from the sky – Simon Mawer</p> <p>Survivors – David Long</p>	<p>Fantastic Flying books of Mr Morris Lessmore – W E Joyce</p> <p>picture book</p> <p>Full narrative</p> <p>The Wizard of Oz- Frank Baum</p> <p>(ENTERTAIN)</p>	<p>Review of a trainer or school bag – pros and cons</p> <p>(DISCUSSION)</p> <p>Need some review models</p>

Ongoing development

- More supplementary texts required
- Good quality writing models for persuade and discuss needed

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 6	<p>All summer in a day – Ray Bradbury</p> <p>Spiderwick – Holly Black – three outcomes</p> <p>Boggart diary</p> <p>Changeling letter</p> <p>Non chronological report</p> <p>(ENTERTAIN/PERSUADE/INFORM)</p>	<p>Great Expectations – Charles Dickens</p> <p>Settings</p> <p>(ENTERTAIN)</p>	<p>Writing project</p>	<p>Robot Girl Malorie Blackman -blog</p> <p>(DISCUSS)</p> <p>Human 2.0 Patrick Kane</p>	<p>Short writing tasks</p> <ol style="list-style-type: none"> 1) Letter of complaint (INFORM) 2) Lemonade (ENTERTAIN) 3) Alma (ENTERTAIN) 4) Holiday leaflet (PERSUADE) 5) Horrorland (ENTERTAIN) 6) Giraffes – phone caretaker dialogue (ENTERTAIN)
	<p>Germans in the woods film – recount</p> <p>(INFORM)</p> <p>Private Peaceful Michael Morpurgo</p> <p>Voices of the second world war – Jeremy Vine</p> <p>Please write soon Michael Rosen</p>	<p>Christmas Carol/visitors</p> <p>Character description</p> <p>(ENTERTAIN)</p> <p>Street Child – Berlie Doherty</p> <p>Balanced argument – street life or workhouse?CLPE?</p> <p>(DISCUSS)</p>	<p>Hansel and Gretel Neil Gaiman – continue the story</p> <p>(ENTERTAIN)</p> <p>The sister who ate her brothers Jen Campbell</p>	<p>Man Between the Towers Mordecai Cierstein – autobiographical/recount</p> <p>This is my moment</p> <p>Dialogue – two people in crowd</p> <p>(INFORM/ENTERTAIN)</p> <p>The girl who walked on air Emma Carroll</p>	

Ongoing development

- Confirm choices and enough curriculum time to complete planned outcomes for coverage

Curriculum Development 25/26

- The continued development of an Oracy curriculum
- Continue to develop Extra Reading resources to ensure phonics is strong
- Embed the Fluency project findings to impact future intervention and whole teaching
- Embedding use of reading ladders to increase vocabulary across the school
- Undertake CLPE Power of Reading training (HT, WSL and Lower school teacher)
- Continue developing a bespoke and updated writing curriculum by HT and WSL with the support of HFL teaching and learning advisor
- Fully embed the defined teaching sequence for writing and writing for a range of purposes, including the use of a boxed up success criteria and some element of sentence stacking to model specific skills