St Theresa's Catholic Primary School

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English Curriculum Intent

At all times we aim to extend our children's use of language and use of more advanced vocabulary. Through using quality texts, we inspire our children to write and learn to understand what they read. We encourage our children to become writers from readers and to enjoy the world of books.

English Curriculum Map 2026 - 2027

Nur	Autumn	Spring	Summer
	Authors in focus: Anna Llenas, Julia Donaldson	**Authors in focus: Eric Carle**	**Authors in focus: Lucy M George, Oliver Jeffers**
	Autumn 1 - Marvellous me - We will look at how we are all individuals, focusing on the differences we have and similarities we may share. We will be focusing on how we are all unique and how it is ok to be different. ***Autumn 2 – Seasons and Colours - This term we will look at colours to start and we will link this to our new topic of seasons and how the colours of our new season have changed.*** **Fiction** **Autumn 1** **The Colour Monster Goes To School/The Colour Monster - Anna Llenas** The children will talk about the Colour Monster's first day at school and his experiences of uncertainty and shyness on his first day. We will look at different emotions and discuss how every emotion is acceptable in different situations. We will talk about how we have people (teachers and friends) around to support during school. We will talk more about our emotions and what emotions we have. The children will write about the different emotions they have and what causes them to feel like this.	***Traditional tales - The children will look at the structure of fairy tales/traditional tales and will start to think about the main characters. We will also take part in role play to retell their favourite parts.*** **Fiction** **The Gingerbread man – Alan Mcdonald** The children will be asked to focus on the characters within the story. How might we describe these characters? We will then take part in a character describing words focus. **Little red riding hood – Mandy Ross** The children will discuss the different characters in the book and will make predictions about what they think will happen next at different parts of the story. **Jack and the beanstalk – Iona Treahy** This links to our topic of 'growing' at the end of spring term. The children will use the instructions in the book to help create a set of class instructions on how to grow different plants. **Goldilocks and the three bears – Nicola Baxtor**	***Earth & beyond – The children will be exploring planet earth and life beyond the known. We will go on a journey to explore all other planets in the Solar System, learning new words extending our vocabulary along the way.*** **Fiction** **Tap the Magic Tree- Christine Matheson -** We will explore the beauty of the changing seasons, following the life-cycle of a tree through spring, summer, autumn and winter, children will easily learn to recognise the signs of the seasons. **Somebody Swallowed Stanley – Hannah Peck** The book introduces plastic pollution, marine Conservation, and recycling in a away that is accessible to Nursery aged children. It has rhythmic text and colourful illustrations. **Little Cloud - Eric Carl** We will encourage the children to think about how clouds move through the sky and change shape, size and colour. We will explore the clouds in the sky and write down any shapes we see. We will also be

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A Family is a Family is a Family – Sara O Leary/And Tango Makes Three – Justin Richardson

We will talk about our families and how all families are different. Families can look different and act differently. Explore different family types and children to talk about their families and traditions. The children will write who is in their family.

What I like About Me - Allia Zobel-Nolan

Talk more about our theme, 'Marvellous Me and You.' Share with the children the story and discuss how we all look different and how we all like different things. – Can the children talk about what they like about themselves and write what they like about them.

The Smartest Giant in Town – Julia Donaldson

We read the story and talked about what type of character the giant was. We discussed how he was a kind character and looked at how he helped all his friends in the story. We spoke about different feelings the different characters felt and we matched up emotions from looking at images and explained why we thought they felt like that

Rainbow Fish - Marcus Pfister

Talk about what type of friend Rainbow fish is at the beginning of the book and how she met and compare it to how she feels at the end and has she changed? Talk about the important stages in the story that make her change her personality and emotions. Children to tell me what makes a good friend.

The children will listen to the story and try to spot the rhyming words in the book. We will also discuss the items each child brings and think about what items we would bring in and why they are special to us.

The three Billy goats gruff – Irene yates

The children use the story as inspiration to plan their own 'bridge'. We think about the different ways we could move around and what obstacles we may face. The children will join in with the repeated phrases throughout the story.

Growing up/life cycles – we will be looking at life cycles and how we keep our bodies healthy. This unit also allows us to observe changes over time. We will look back at photographs from the beginning of the school year to the end.

The tiny seed – Eric Carle

The children will be exploring the life cycle of a plant. We will use our instructions that we created to grow our very own plants.

The very hungry caterpillar – Eric Carle

The children talk about the life cycle of a butterfly and use the story to help sequence the story and retell it when asked.

The day you begin - Jacqueline Woodson

Whilst reading this book we will explore the lyrical text that is used and vibrant images. We will start to celebrate our differences as they become more known as we grow as individuals.

The growing story – Ruth Krauss

We will be examining the illustrations within the book and collectively working together to see if we can retell the story using just the images. We will discuss how the illustrations can help to bring the

improving our fine motor skills by forming shapes in shaving foam.

Here we are – Oliver Jeffers

Children will explore our planet and discover what makes Earth special to live. Through simple, engaging illustrations and discussion, they will learn about people, animals and the natural world.

How to catch a star - Oliver Jeffers

We will be developing our understanding of the elements of stories, such as main characters, sequence of events and openings. We will pause occasionally to discuss the story.

People who help us - At the start of the unit children will look at different non-fictional books that show a range of jobs of people who help us. The children will think about what job they would like in the future. We will end the unit by focusing on the summer season.

Doctor - Lucy M. George

The children will think about the characters, setting and events that happen in the story. The children will predict what will happen at the Dentist. The children will then tell me about their experience of the dentist and tell me how they felt and what happened.

Fire fighter - Lucy M. George

The children will learn about what happens at a fire station and how fire fighters help us. The children will then share ideas on some speech the firefighters my use during a fire. We will write some of the keywords down.

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Autumn 2

We're Going on a Bear Hunt – Michael Rosen
Talk about the different conditions the family travel through during their bear hunt and describe how the environment is. The children will re-sequence the story and do this through role play.

Little Raindrop/Little Acorn/Little Pumpkin/Little Snowflake – Igloo Books
Linking to our seasonal changes, we will look and talk about the natural surroundings.

Stickman – Julia Donaldson
Read 'Stickman' to the children and get them to talk about the different seasons they see during the story. What noticeable changes in the environment do we see during each season? How does the environment change? Does any of it stay the same? Children will also sequence the story of stickman.

Non-Fiction
Books about Autumn, Harvest, Bonfire Night, Diwali and Winter will be found in different areas of the classroom.

book to life. The children will explore that the story celebrates those little changes that tell us we're growing up! It also explores the seasons spring/summer linking to next terms focus.

What Makes Me A Me? - Ben Faulks
The children will use the moral of the story to create their very own stars where they can write, draw or stick pictures to highlight all the things that make them special. The stars will be displayed in the classroom to remind themselves daily of how special they are.

Non-Fiction
Books about Chinese New Year, Spring, Easter, growth and life cycles will be found in different areas of the classroom.

Police officers – Lucy M. George
The children will discover what its really like to be a police officer and what the responsibilities of being in the police force are.

A superhero like you – Janet Morris
Collectively we will read and work together to match job skill cards to the correct job roles. The children will think about what job they would like in the future.

Introduction to summer

Here comes the Sun – Karl Newson
After reading the story the children learn about the season of summer and the changes it brings. They will talk about the weather, holidays and outdoor activities before creating postcards of their favourite summer memories share with the class.

Snail and the Whale – Julia Donaldson
After reading the story the children will explore seaside and ocean habitats while learning about the friendship, adventure and helping others. They will retell the story, learn about sea creatures and create their own artwork inspired by the journey.

Non-Fiction
Books about people who help us, summer, the seaside, Oceans, Weather and Holidays will be found in different areas of the classroom.

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Rec	Autumn	Spring	Summer
	Author in focus: Julia Donaldson	Author in focus: Rob Biddulph	Author in focus: Nick Sharratt
	<u>Everywhere Bear – Julia Donaldson</u> Key Concepts: Community, Inclusion, Diversity The children discuss the adventure the bear goes on and how he must be feeling going to each place. They discuss how all of the children in the book are friends with the bear and how this can help him feel better when going to new places. The children are then introduced to their class bear and we talk about all the fun they will have with him. <u>All Are Welcome</u> Key Concepts: Inclusion, Diversity, Equality During our All About Me topic the children look at diversity in this book, we talk about how everybody is different, people are born all around the world and have different hair colours and ethnicities but how we are all very special. We talk about our similarities and differences. <u>Here we are – Oliver Jeffers</u> Key Concepts: Community, Society This links to the 'Our World' part of the topic 'All About Me'. The children will think about the world they live in, we will think of questions that we want answering before reading the book to find the answer. <u>Poetry – Poems to Perform – Julia Donaldson</u> Linking to our author in focus, the children will become familiar with a range of classic poetry from poets such as Edward Lear to contemporary pieces by Michael Rosen. We will use role play and actions to bring the poetry to life.	<u>How to grow a dinosaur – Caryl Hart</u> Key Concepts: Ecology This links to our topic of 'Growing'. The children use the instructions in the book to help us create our own set of instructions on how to grow different plants. <u>The Very Hungry Caterpillar – Eric Carle</u> Key Concepts: Variation, Sustainability Linking to our 'Growing' topic, the children talk about the life cycle of a butterfly and use the story to help sequence the story and retell it when asked. <u>What the Ladybird Heard – Julia Donaldson</u> We will be using this book to explore rhyme, trying to spot the rhyming couplets throughout the book. The children will then be thinking of their own rhyming words and playing games such as 'Silly Soup' to solidify their knowledge. <u>Lost and Found</u> Key Concepts: Inclusion, Ecology During our Winter topic, the children will compare the environments the main characters live in. They will explore the friendship in the book and think about why the characters can't live together in the same place. In small groups we will write a shared letter to the penguin from the boy. <u>Sam Plants a Sunflower</u> Key Concepts: Ecology During our growing topic, this book introduces simple, non-fiction facts on what plants need to thrive, such as sunlight, water, and nutrients from the soil.	<u>Selection of traditional tales/fairy tales</u> Key Concepts: Chronology The children will look at the structure of fairy tales/traditional tales and will start to recognise that the stories have a beginning, middle and end to the story. They will start to think about the main characters in the story and use role play to retell their favourite parts. <u>Journey – Aaron Becker</u> Key Concepts: Chronology, Ambition The children will use this book in our topic 'Journeys'. The children will create their own stories to match the pictures of the wordless book based on their own ideas. <u>Commotion in the Ocean – Giles Andrea</u> Linking with our topic 'Sea, Shells & Sunshine', the children will be exploring the sea creatures within the story and create their own information page about a sea creature of their choosing, then set out in the same style as the story. <u>Poetry – Rhymes from Around the World</u> Key Concepts: Society, Democracy, Variation Linking to our two topics for Summer, we will be using this book throughout to look at poems and rhymes from different countries around the world. Looking at the different languages and the variation on poems other cultures listen to. <u>A Ticket Around the World – Natalia Diaz</u>

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Handa's Surprise – Eileen Browne

Key Concepts: Inclusion, Diversity, Society

The children look at the importance of friendship and what we can do to show we care to people in our lives. It also looks at another culture different to ours and we talk about how it is different.

You Choose: Your Dreams – Pippa Goodhart & Nick Sharratt

Key Concepts: Equality, Significant, Ambition

The children will use the book as part of our 'When I Grow Up' topic. They will be choosing and creating their own stories and thinking about their goals and aspirations for the future, taking inspiration from the different characters in the book.

Little Leaders: Exceptional Men/Women in Black History – Vashti Harrison

Key Concepts: Diversity, Inclusion, Equality, Significant, Justice

Our 'When I Grow Up' topic links in with Black History Month, the children will be reading the two books and learning more about the role models and influential people who have helped to make a difference.

Stick Man – Julia Donaldson

Key Concepts: Community

The children think about the stick man and how he must feel when he is away from his family tree. We explore the change in season in the book to look at how winter differs from Autumn and we talk about Christmas and our own family traditions at Christmas time. Some children will also begin to understand the humour in the story.

Poetry – Book of Nature Poetry - National Geographic

Key Concepts: Ecology, Sustainability, Variation.

Linking to our two topics for Spring, we will be using this book throughout to look at key features of poems and trying to create our own poetry together in small groups.

Shine – Sarah Asuquo

Key Concepts: Diversity, Community

Linking to our topic 'Adventures Above and Below the Clouds', the children will be discussing 'space', we will think about the key message in the book that everyone is unique, and just because people are different, everyone is important. We will think about our unique qualities and that of the people closest to us.

Storm Whale – Benji Davies

Key Concepts: Sustainability, Ecology, Erosion

This book links to our topic 'Adventures Above and Below the Clouds', we will use the story to create a literacy working wall, write sentences about the story and answer questions about the story. We will think about the emotions of the main character throughout the different stages of the book and relate that to our own feelings.

Shark in the Dark – Nick Sharratt

Key Concepts: Variation, Ecology, Sustainability

The children will use the story to think about different sea creatures and their habitats. They will use the clues in the book to guess what has been spotted through each hole in the page. This is linking to our topic of 'Adventures Above and Below the Clouds'.

Key Concepts: Society, Democracy, Authority, Chronology.

The children will explore this book and look at the countries around the world – they will think of questions that they want to know about the different countries that the character in the book visits then use it to find the answers. We will compare the similarities and differences of each country to the one we live in.

Ruby's Worry – Tom Percival

Key Concepts: Equality, Diversity, Inclusion.

As the children prepare to leave reception and transition to Y1, we will use this story to explore our feelings; mainly our worries about moving to the next year. The children will write down their worries and create worry dolls to help them on their journey to Y1.

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Non Fiction Texts	Books about Autumn, Harvest, Bonfire Night, Diwali, Inspirational Figures, Black History and Winter will be found in different areas of the classroom.	Books bout Chinese New Year, Spring, Growing, Life Cycles, Animals, Space, Oceans, Sea Creatures and their habitats, and Easter will be found in different areas of the classroom.	Books about Summer, the Seaside, Journeys, Different modes of transport, Weather and Holidays will be found in different areas of the classroom.

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Year 1	Autumn	Spring	Summer
	Author in Focus – Steve Antony	**Author in Focus – Michael Rosen**	**Author in Focus -Andy Cutbill**
	Fiction Unit: Animals Key concepts – Diversity Monarchy Characteristics Society Equality Authority Required texts: The Lion Inside by Rachel Bright The Squirrels who Squabbled by Rachel Bright Description: -predict what will happen in the texts -show understanding of beginning, middle and end of a story. -show understanding of being able to sequence a story. -compose questions we would ask characters -discuss characters feelings and show understanding of why they feel like they do. -begin to use phonics knowledge and recognise rhyming words. -look at descriptive vocabulary and why we use it. -look at a character's characteristics and their thoughts and feelings and make links to their actions. -animals (linking to our science topic) Writing Animal fact file	**Fiction Unit: Paddington At the Palace.** Key concepts – Monarchy Authority Democracy Required texts: Paddington at the Palace by Michael Bond. Description: -Links to our history topic (The Queen) -make predictions about what will happen in the story. -write questions we would ask the Queen. -retrieve information from a text. -describe a character's appearance using descriptive vocabulary. -use our senses and feelings to describe a setting. -recount a sequence of events from the book in our own words. -plan Paddington's day in chronological order -discuss a character feeling in the story and show understanding of what they felt like this. -use phonics knowledge to spot spelling patterns. -write descriptive sentences about a setting (Buckingham Palace) -Using different sentence starters. Writing -character description of Paddington	**Fiction Unit: The Lighthouse Keeper's Lunch** Key concepts – Characteristics Environment Required text: The Lighthouse Keepers' Lunch by David Armitage and Ronda Armitage Description: -predict what will happen in the text. -show understanding of significant events. -discuss new vocabulary and word meanings. -find appropriate verbs in sentences. -link what we read and hear to our own experiences. -make inferences based on what is being said and done. -create a story map to retell our own version of the story. Writing -use adjectives in a sentence to describe a sandwich. -write a set of instructions on how to make a sandwich. -use imagination to concoct a new plan to stop the seagulls. -improve sentences by using adjectives and other types of words. Grammar focus: 1. Say out loud what they are going to write about.

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	Required texts: Monkey Puzzle by Julia Donaldson Description: -animals (linking to science topic) -making predictions -leaving finger spaces and begin to punctuate sentences. -talk about our own experience/feelings linking to a theme in the text -descriptive vocabulary to describe an animal. <u>Writing</u> -tiger description. -recount of the story in chronological order Grammar focus: 1. Introducing sentences 2. Sentence structure (finger spaces) 3. Introducing punctuation (full stops and capital letters) 4.Compose a sentence orally before writing it. **<u>Non-fiction Unit Meerkats</u>** Key concepts – Monarchy Equality Environment Diversity Characteristics Authority Required texts: Meerkat Mail	-a diary entry to recall Paddington's day at the Palace in chronological order. -write a postcard describing Buckingham Palace. Grammar focus: 1.Sentence structure 2.Sequencing sentences and using 'and' 3. Punctuation (full stops and capital letters) **<u>Fiction Unit: Ourselves and Each Other</u>** Key concepts – Perspective Diversity Characteristics Equality Required text: A Boy Called Book by Vincent Ralph Simon Sock by Nick East The Invisible by Tom Percival **<u>Fiction Unit: A Boy Called Book</u>** Description: -make a prediction about the story. -discuss our dreams and adventures we would like to achieve. -talk about individuality and how everybody is different/celebrate differences. -link what we have read to our own experiences. -discuss people's different emotions. <u>Writing</u> What adventures would we go on. Who and what represent stories in our life. **<u>Fiction Unit: Simon Sock</u>** Description:	2. Compose a sentence orally before writing it. 3. Sequence sentences to form short narratives. 4. Re-read what they have written to check that it makes sense.

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	Meerkats Usborne Beginners by James Maclaine Meerkats National Geographic Kids by Laura Marsh Description: -use labels. -extract and retrieve information from non-fiction texts. -understand layout of a report. -understand a variety of sentences are important. -plan and write a non-chronological report about Meerkats. <u>Writing</u> -labels to share information -informative sentences about Meerkats -Non chronological report about Meerkats. Grammar focus: 1. Sequencing sentences and using 'and' 2. Sentence structure 3.Compose a sentence orally before writing. 4.Say out loud what they are going to write about. .	-make a prediction based on evidence from the front cover and title. -discuss what makes a good friend. -recall the events in a story. -edit a piece of writing to include full stops and capital letters. <u>Writing</u> Grammar focus: 1. Say out loud what they are going to write about. 2. Compose a sentence orally before writing it. 3. Sequence sentences to form short narratives. 4.Use speech in writing. 5. Re-read what they have written to check that it makes sense. **<u>Poetry Unit - Poems</u>** Key concepts – Environment Required texts: I Like It The Last Leaf When Winter's Here Each Peach Pear Plum by Allan Ahlberg Goldilocks and The Three Bears The Kitchen Symphony Description: -link what we read and hear to our own experiences. -appreciate rhymes and poems and think of other suitable words we could use in a poem. -choose our favourite words or phrases.	

		-recognise words that rhyme. -think of words that describe sounds. -experiment with sound and rhyme -rehearse sentences orally before writing. <u>Writing</u> -write simple sentences using repeating phrases. -write simple sentences using rhyming words. -write simple sentences using simple verbs. -write a poem using -write a poem using onomatopoeia and describing sounds. Grammar focus: 1. Question marks 2. Introducing exclamation marks (Starters) 3. Full stops and capital letters	

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Year 2	Autumn	Spring	Summer
	Author in Focus – Drew Daywelt	**Author in Focus – Emily Gravett**	**Author in Focus - Kate Pankhurst**
	Fiction – Traditional Fairy Tales (6 weeks) Key concepts – Justice Community Required Texts: Little Red Riding Hood (BBC home learning) The Wolf's Story Little Red Very Little Red Riding Hood The Good Little Wolf Mixed up fairy tales A range of traditional fairy tales. Fairy tale poem Description: Children will listen to, discuss and express views about a range of traditional fairy tales. They will sequence events and become familiar with the structure and characteristics of fairy tale stories. Children will listen to alternative versions of fairy tale stories, both traditional and modern. Writing opportunities will include a retelling of Little Red Riding Hood, a wanted poster for the big bad wolf, a letter from the wolf defending his actions, a setting description and their own story based on the book 'Mixed-up Fairy Tales'. **Potion Commotion and Bonfire poetry (2 weeks)** Key concepts – Significant	**Fiction - Lizzie and the Birds** Key concepts – Community Variation Cause and consequence Required texts: Lizzie and the Birds – Dawn Robertson Description: Children will write different descriptions of their bird of choice. They will experiment with adventurous vocabulary and make choices about effective verbs to use. Children will write a newspaper article about the day the tornado hit, including features of the text and other grammatical features we are working on this term. Grammar focus: 1. Use adverbs in own writing 2. The present and past tenses correctly and consistently including the progressive form (starter) 3. Subordination (when, if, that, because) and co-ordination (or, and, but) 4. Exclamation sentences 5. Prepositions 6. Contractions	**Fiction – Bee and Me** Key concepts - Ecology Environment Defence Required Texts: The Bee and Me by Alison Jay Children will explore this book which has no words allowing them to create the narrative. They will explore 4 types of sentence and experiment with tense. Children write their own extended stories, concluding by performing their writing to a younger child. Children will have the opportunity to write a character description. Persuasive poster Narrative Grammar focus: 1. Compare a variety of forms of questions 2. Explore the difference between questions, statements and commands. 3. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses. **Fiction – Pretty** Key concepts – Prejudice Characteristics Required Texts - Pretty by Canizales

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	Description: The children will explore the book and a range of poems about bonfire night. The book is written in verse and exposes the children to different structures. They will work towards writing their own poem at the end of the 2 weeks. **<u>Fiction - The Day the Crayons Quit (4 weeks)</u>** Key concepts – Cause and consequence Dictatorship Equality Justice Required texts: The Day the Crayons Quiz by Drew Daywelt Description: We will explore each colour and their argument. Answering comprehension style questions. The children will work towards writing a persuasive letter to their owner to set out why they quit and what they want their working conditions to be now going forward. The children will write a final narrative piece. Replicating the style of the book but changing the crayons to a different classroom object. Grammar focus: 1. Punctuating sentences using capital letters, full stops, question marks (starters).	**<u>Environmental Responsibility</u>** Key concepts – Environment Virtue Ecology Cause and consequence Ambition Required Texts: Tidy by Emily Gravett Clean Up by Dapo Adeola Description: Children will first explore 'Tidy' by Emily Gravatt which explores how one badger tidies up the forest. We will explore the question, 'What is the problem with sweeping up leaves?' and the children will write as an insect asking politely for their home back. We will think about ways that we could look after our local area and write a non – chronological report about how other could do this too. The class will carry out some research then write a report on how one of these animals has lost their habitat. Finally the children will write a narrative piece which is from the perspective of a turtle as if someone had drained the water from the sea. This provides a lovely link to our next book, ' Clean up' by Dapo Adeola. Children will explore the topic of pollution in the ocean	Description: When a witch is invited on a date with troll children listen to how the animals change her appearance on the way. The children can then choose whether to write a character description of the witch before or after the transformation. They also write instructions for disgusting sandwiches that could have been eaten on the date. The children have chance to make outside. Children then write instructions. The date doesn't go well as the witch has changed so much. The children then write an email to the troll to explain how and why she has changed. Grammar focus: 1. Revisit areas across KS1 ready for transition into KS2 **<u>Non Fiction - Great Woman who changed the world</u>** Key concepts – Significance Equality Prejudice Required texts: Fantastically Great Women Who Changed the World by Kate Pankhurst Fantastically Great Women Who Made History by Kate Pankhurst Description: Children will write about three women of our time choosing from women such as Rosa Parks, Coco

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	2. Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' 3. Sequence sentences to form short narratives 4. Expanded Noun Phrases (adjectives) 5. Exclamatory sentences	writing a letter to the people asking for their help in cleaning up the beach. They will write an interview comprising of questions that they would ask Rocket – the protagonist and the leader of the change made at the beach. The children will also write 2 postcards from an animals perspective – one before the beach was cleaned up and one after Grammar focus: 1. Autumn Grammar ongoing 2. Expanded noun phrases and adverbs 3. Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Chanel and Florence Nightingale. They will write down the information they find out about each of the women and then construct a Non chronological report about the different women with the title: Great women who changed the world. Grammar focus: 1. Understand and begin to use the apostrophe for possession. 2. Identify the different word classes and their use in context (eg nouns, verbs, pronouns, adverbs and adjectives) Summer Poetry The children will explore a range of poems about Summer. They will work towards writing their own poem at the end of the 2 weeks.

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Year 3	Autumn	Spring	Summer
	Author in Focus – The Fan Brothers	**Author in Focus – Roald Dahl**	**Author in Focus – Mal Peet and Elspeth Graham**
	Fiction – The Barnabus Project Key Concepts – belonging, identity, compassion Description: Pupils are introduced to *The Barnabus Project*, a beautifully illustrated story that explores themes of belonging, individuality and acceptance. Through close reading, discussion and drama, they explore the characters, setting and the emotions experienced throughout the story while developing ambitious vocabulary and oral language. The unit provides opportunities to write in role through diary writing, create instructional texts and develop character descriptions, encouraging pupils to write for a range of audiences and purposes. Throughout the sequence, pupils consolidate key writing skills, develop confidence in expressing ideas and begin to appreciate how authors use words and illustrations together to convey meaning. Grammar Focus: • Revision of Year 2: Capital letters, full stops, question marks and exclamation marks • Coordinating and subordinating conjunctions • Expanded noun phrases • Present and past tense **Author in Focus: Kevin Crossley Holland**	**Fiction: BFG** Key Concepts – relationships identity and courage Description: Pupils are introduced to Roald Dahl's imaginative world as they explore how memorable characters, humour and dialogue bring a story to life. Through drama, discussion and role play, they investigate the thoughts, feelings and motivations of the main characters while collecting ambitious vocabulary and analysing the author's distinctive style. The unit develops pupils' narrative writing through dialogue, diary writing and character creation before culminating in an alternative ending inspired by the text. Throughout the sequence, pupils develop their understanding of characterisation, authorial craft and narrative structure, while building confidence in writing with increasing independence and creativity. Grammar focus: • Fronted adverbials • Commas after fronted adverbials • Pronouns for cohesion • Powerful verbs and dialogue tags • Revisiting speech punctuation **Author in Focus: Christina Balit** **Historical Fiction: Escape from Pompeii**	**Fiction – Cloud Tea Monkeys** Key Concepts – justice, compassion, community and resilience Description: Pupils explore *Cloud Tea Monkeys*, a thought-provoking story that celebrates determination, compassion and fairness. Through discussion, drama and close reading, they examine the challenges faced by the characters and consider how small acts of kindness can make a significant difference. The unit develops pupils' understanding of writing for different purposes through explanation, persuasion and narrative, while encouraging them to use ambitious vocabulary and increasingly sophisticated grammatical structures. Grammar Focus: • Cohesion through nouns and pronouns • Expressing time, place and cause using conjunctions and adverbials • Paragraph organisation • Consolidation and independent application of Year 3 grammar

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	<u>Fiction – Storm</u> Key Concepts – Courage, Relationships, Change Description: Pupils explore *Storm*, a powerful story that demonstrates how authors create atmosphere, suspense and emotion through carefully chosen vocabulary, descriptive language and dialogue. Through close reading, drama and discussion, they investigate how the setting changes throughout the story and how these changes influence the characters' thoughts and feelings. The unit develops pupils' descriptive, poetic and narrative writing through setting descriptions, poetry and narrative retelling, while encouraging them to experiment with ambitious vocabulary and author's craft. Throughout the sequence, pupils develop their understanding of how language choices engage the reader and create powerful imagery. Grammar focus: • Apostrophes for contraction and possession • Direct speech and speech punctuation • Paragraphs organised around a theme • Powerful verbs • Introduction to fronted adverbials	Key Concepts – equality, development, cause and consequence Pupils begin by exploring a range of artefacts to uncover clues about the events that have taken place before stepping back in time to experience everyday life in the ancient city of Pompeii. Through drama, discussion and role play, they explore the thoughts and feelings of the main characters as the story unfolds. The unit develops descriptive, persuasive and journalistic writing through setting descriptions, letters of advice, vivid descriptions of the eruption and a newspaper report featuring eyewitness accounts. Throughout the sequence, pupils build ambitious vocabulary, deepen their understanding of historical fiction and explore how authors combine historical events with imaginative storytelling. Grammar Focus: • Present perfect tense • Paragraphs organised around a theme • Headings and subheadings • Organisational features of non-fiction	

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Year 4	Autumn	Spring	Summer
	Author in Focus – Peter Brown	**Author in Focus – Lisa Thompson**	**Author in Focus –Polly Ho-Yen**
	Fiction - The Wild Robot by Peter Brown Key Concepts - civilisation – invasion – structure Description: This story is about a robot named Roz who is stranded on a wild island after a shipwreck. At first, the animals are afraid of her, but she learns to survive by observing them and even learns to speak their language. When she adopts an orphaned gosling called Brightbill, she learns about friendship and caring for others. Over time, the animals begin to accept her, and the story explores what it really means to belong. The children will write a poem, a diary and a narrative as the character Brightbill, Grammar focus: 1. understand, and use, nouns, verbs, adjectives, pronouns, conjunctions, adverbs and prepositions appropriately 2. recognise and use collective nouns appropriately 3. use a wide range of punctuation accurately and consistently (eg. question marks, exclamation marks, commas in lists, inverted commas) **Title of unit: The Firework Makers Daughter** **Key Concepts – Equality – Energy – Dependence -Faith**	**Fiction – Greek Myths** **Key Concepts – Invasion – Cause and Consequence – Liberty** Description: The children will read a variety of Greek Myths relating to their history learning. They will learn about quests and the type of characters that appear as well as the mythical beasts that lay an important role. After reading each myth we will look at the moral. The children will write an internal monologue as King Midas, a narrative piece to show the 'action' in the battle between Theseus and the Minotaur and a non-chronological report on the muthical breast a Chimera. Grammar focus: 1. commas and other punctuation use fronted adverbials followed by commas 2. use conjunctions, adverbs or prepositions to express time, place and cause **Fiction – The Day I was Erased by Lisa Thompson** The Day I Was Erased follows Maxwell, who is always in trouble until he comes across a cabinet of curiosities and finds himself erased from his life, as if he'd never existed. It's not long before Maxwell starts to miss his old life, and it becomes clear that he had more of an impact on	**The promise by Nicola Davies** **Key Concepts** Children will look at descriptive writing. They will describe the city at the beginning of the story and then again at the end to show the change. The children will also write in the first person about how the character feels after the main event. For poetry writing, the children will use emotive language and prepositions to show how the city changes as a result of the promise being kept. They will also explore the turning point in the city through poetry. As part of the reading study children will infer what the author means by using or explaining some of the quotes within the text. Grammar focus: 1. recognise the difference between a clause and a phrase and use both appropriately 2. use expanded noun phrases with modifying adjectives and prepositional phrases **Fiction/Non Fiction – Journey to Jo'burg** **Key Concepts- Liberty – Equality – Democracy – Prejudice** Description: The children will firstly learn about what South Africa was like in the 1950s and how

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	Required texts: **The Firework Makers Daughter –** Philip Pullman Description: This term the children will be studying the novel 'The Firework Makers Daughter.' Children will follow Lila's adventure looking in detail at the author's use of character. Writing will include a set of instructions, a letter and a narrative of the firework display. Grammar focus: 1 use a wider range of conjunctions to extend a range of sentences with more than one clause 2. identify main and subordinate clauses accurately and consistently 3.use powerful verbs to describe 4 punctuate direct speech using inverted	those around him than he thought – is there a way to reverse what happened to him? Short and long writing opportunities include diary entry, a new chapter in the style of the author, a comparative description, an interview, a speech, a letter, a top five list, a written analysis, a character discussion. Grammar focus: 1. Complex sentences and the clauses. 2. Children will revisit work on commas 3. Speech punctuation	discrimination was widespread. They will learn how Nelson Mandela fought against apartheid. Children will learn about the themes of the book, family, courage, inequality and justice. They will predict events and infer the meaning from the text. They will write in role as the characters and recount information Grammar focus: 1. punctuate direct speech using inverted commas and other punctuation 2. use fronted adverbials followed by commas

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Year 5	Autumn	Spring	Summer
	Author in Focus – Tony Bradman	**Author in Focus – Elizabeth Laird**	**Author in Focus – Katherine Rundell**
	Fiction – Stories from other cultures **Oranges in No Man's Land** **(6 weeks)** **Key Concepts: liberty, migration** Required texts: Oranges in No Man's Land, Elizabeth Laird The Boy at the Back of the Class, Onjali Rauf The journey, Francesca Sanna Description: In this unit, the children explore a fictional story set in Lebanon. They continue to develop positive attitudes towards reading and comprehension of what they read through discussion with others. The children are taught to identify and discuss themes and conventions and make comparisons within the book and with other books they may have knowledge of. Children are encouraged to show understanding of the text by checking the text makes sense to them, discussing their understanding and exploring the meaning of words in context. In the autumn term, the children pay particular attention to being able to ask and answer literal questions. The children will use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view. Paying attention to new vocabulary, its meaning and pronunciation.	**Fiction – Spooky Suspense** **Room 13** **(8 weeks)** **Key Concepts: characteristics** Required texts: Room 13, Robert Swindells Description: The children look at a range of front covers for the text and a number of given clues and make predictions about the text and which genre of story it is. The children then compare the feelings of the main character in a number of different chapters. They draw inferences such as based on the characters' feelings, thoughts and motives for their actions and they justify their opinions with evidence from the text. The children analyse Robert Swindell's style of writing and consider the impact on the reader. The children use the knowledge they have gained to write a diary entry in the role of Fliss, the missing chapter to the book and a character description of the mystery occupant of room 13! Grammar focus: 1. modal verbs, 2. cohesion to link ideas across paragraphs using adverbials of time and place, parenthesis. **Writing focus:** 1. Setting description (horror)	**Poetry** **The Highway Man** **Key Concepts: justice, perspective** Required texts: The Highway Man By Alfred Noyes Description: In this unit, the children explore the narrative poem, The Highway Man. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language. They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue. Grammar focus: 1. Relative pronouns including omitted relative pronouns 2. Indicating degrees of possibility using adverbs or modal verbs 3. Word classes 4. Parenthesis (brackets, dashes and commas) **Writing Focus:** 1.Monologue (Bess) 2.First person account (narrative) – alternative ending

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	Grammar focus: 1. Join words and join clauses using coordination (compound sentences) 2. Join words and join clauses using subordination (complex sentences) 3. Punctuate sentences using capital letters and a full stop, question mark or exclamation mark (including four sentence types) and use a capital letter for names of people, places, the days of the week and the personal pronoun I. 4. Determiners, adjectives and expanded noun phrases. 5. Accuracy with tenses. 6. Direct speech 7. Verbs, adverbs and prepositions 8. Fronted adverbials **Writing Focus:** 1. Diary as main character (recount) 2. Setting description (narrative) 3. Continue a story in the style of an author (narrative) --- **Fiction - Historical Texts** **A Christmas Carol** **3 weeks** **Key Concepts: society, equality** Required texts: A Christmas Carol By Charles Dickens. Description: The children will explore this classic tale looking at the characters and setting	2. Chapter 13 3. Diary entry (recount) 4. Argument (persuasive) --- **Fiction - Persuasive texts on the Rainforest** **Key Concepts: environment, development, structure, ecology, sustainability** Required text: **The Great Kapok Tree – Lynne Cherry** Description: Children will learn about the rainforest and the importance this holds to the world. They will read fiction texts about the rainforest and its inhabitants. They will answer questions making sure they include enough relevant information. They will write a descriptive piece in the first person as the man in the story. They will write about the beauty of the rainforest. Grammar focus: 1 . Contracted Form 2. Apostrophe for possession 3. Commas (all uses) 4. Formal Language (organisational features, no use of contracted form) 5. Persuasive openers **Writing Focus**: 1. Descriptive piece	--- **Fiction – Kensuke's Kingdom** **Michael Morpurgo** **Key Concepts: environment, dependence, diversity, ecology** Description: Children will learn about friendship, survival, courage, and respect for nature. The story follows Michael, a boy who becomes stranded on a remote island and is cared for by an elderly Japanese man named Kensuke. As they live together, Michael learns important life lessons about trust, independence, and the value of protecting animals and the environment. The book also teaches readers about kindness and understanding people from different culture Grammar focus: 1 . Contracted Form 2. Apostrophe for possession 3. Commas (all uses) 4. Formal Language (organisational features, no use of contracted form) 5. Persuasive openers **Writing Focus** 1. Continue the story in the style of the author (narrative) 2. Report about an orangutan

	used. This text will be used to comprehend from. They will focus on the character of Scrooge and how the author makes the reader dislike him. There is a fiction focus first where the children describe the character and then move onto study what Victorian London is like. To help with this study the children will also look at the story of Oliver Twist as this setting is similar. Grammar: 1. Conjunctions 2. Parenthesis (brackets, dashes and commas) 3. Word classes **Writing Focus:** 1. Character description of Scrooge (narrative) 2. Factual report based on Victorian London (report)		

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Year 6	Autumn	Spring	Summer
	Author in Focus – Michael Morpurgo	**Author in Focus – R J Palacio**	**Author in Focus - Malorie Blackman**
	Non Fiction - Titanic Key concepts: Cause and consequence Society Equality Required texts: The unsinkable Titanic by Andrew Donkin The unsinkable Titanic by Redvers Brandling Titanic (DK Reader) by Mark Dubowski Description: Children look at the story of the events that took place involving the sinking of the Titanic. Children are given the purpose to write a persuasive piece of writing for a holiday brochure. After looking at real life examples the children write a text to persuade people to board the Titanic. Children also complete 1st person writing in the form of a diary entry conveying the atmosphere when the tragedy first happened. Focus on the vocabulary and atmosphere that is created. Children write Newspaper reports about the tragedy and the full account of the sinking. Grammar focus: 1. Colon and semi colon. 2. Direct and reported speech and changing from one to the other. 3. Complex sentences. 4. Using commas correctly within sentences. 5. Word classes	**Title of unit: What would you do to follow something you believe in?** Key concepts: Liberty Justice Equality Society Democracy Migration Governance Development Required texts: I am Malala (young readers addition of her autobiography) Description: Children read the autobiography of Malala. They discover what her life was life before, during and after the attack. Children will learn about her family and how her life has changed after being shot by the Taliban. Writing opportunities include letter writing, diary entry, narrative piece to include description and speech, internal monologue and persuasive speech. Sometimes children will write in role as Malala but in some pieces they will have the freedom to chose. Grammar focus: 1. Colons, lists and bullet points 2. Chunks of meaning – verbs (to be)	**Fiction – a story of fear, love and triumph** Key concepts: Defence Significance Perspective Dependence Required texts: Friend or Foe by Michael Morpurgo Description: The children start by learning about the context of WW2. Once the book is introduced the children look at Blitzed London and write a description of the street scene. Descriptive writing continues as we meet the farmer the main characters are evacuated to. They describe this character to show what they believe he will be like. Children then move onto narrative writing where they write about the first day being evacuated. This then leads on a conversation between the characters. As the story develops, the children will use verbs to create an atmospheric piece of action writing. Lastly the children find out about 2 new characters and decide whether they should help these characters or not. Grammar focus: 1. Colons, lists and bullet points 2. Chunks of meaning – verbs (to be) 3. using semi-colons, colons or dashes to mark boundaries between independent clauses. 4.Using expanded noun phrases.

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	<u>Fiction - Should everyone get a standing ovation once in their life?</u> Key concepts: Equality Diversity Justice Inclusion Required texts: Wonder by R J Palacio Description: Children write a diary entry of August starting school. They write in role as August to show the emotion of this event and his thoughts and feelings. Other writing opportunities include an internal monologue and a detailed piece of writing about realisation Children complete shorting writing opportunities including writing emails, extending the text in the style of the story and writing the same event from different characters perspectives. Using the show not tell technique August's emotions will be explained to the reader. The children will write a conversation between 2 characters from the text. Within poetry, the children will explore similes, metaphors and personification in the poems. They write their own poem about the emotions drawing on whole-class work.	3. using semi-colons, colons or dashes to mark boundaries between independent clauses. 4.Using expanded noun phrases. 5. Type of nouns and word classes 6. Active and passive.	5. Type of nouns and word classes 6. Active and passive.

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	Children complete the book writing a letter as the main character to give advice to other children in his situation. Grammar focus: 1. Boundaries between clauses 2. Using a range of punctuation 3. Coordination and subordination (conjunctions)		

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