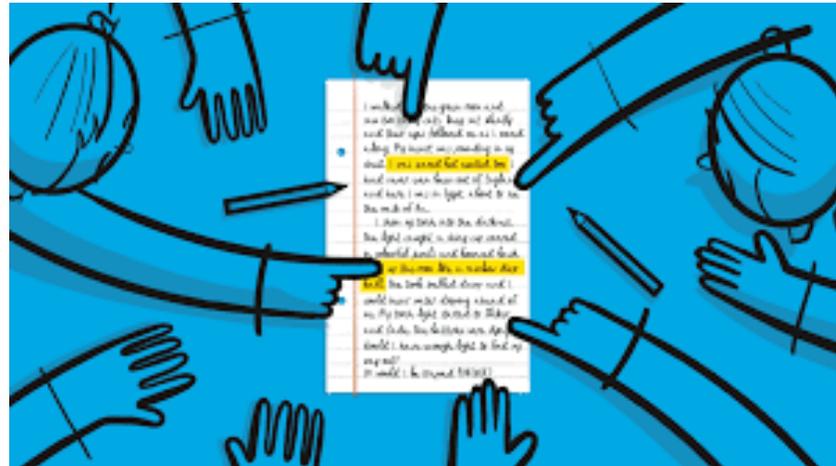




Ark Little Ridge  
Primary Academy

# English Curriculum



***“At ARK Little Ridge our children will be secure in the knowledge of who they are, where they come from and confident in looking to where they will go next.”***

## **ENGLISH CURRICULUM**

### **INTENT:**

English sits at the heart of the curriculum. **It is through talking, reading, writing and vocabulary acquisition that children learn to communicate ideas, express themselves deeply and to understand the world in which they live.** When our children leave Little Ridge, we want them to continue to read for pleasure, having had access to a wide range of text types, genres and authors for them to make informed opinions about their favourites. We want children to develop their own individual flair, confidence and accuracy and to know that we write for a variety of purposes and audiences. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them knowledgeably in a variety of ways to communicate with others. We also want our children to apply these English skills to all areas of the curriculum.

## **READING**

### **INTENT:**

**At Little Ridge we place reading at the centre of our curriculum because we believe that it is the foundation of every child’s learning and the pathway to gaining the knowledge that leads to lifelong learning.**

We aim to ensure that all children in EYFS are phonic literate and can decode by recognising and blending sounds to achieve ELG 2 in reading as well as in other areas to reach their Good Level of Development. This is underpinned by immersing children in a variety of texts to inspire and engage their love of reading.

This secure foundation enables all pupils in subsequent year groups to fully access the curriculum and enjoy age appropriate reading material in all of today’s forms, knowing that this is the key to success to the wider world. Using teacher’s implicit knowledge of language, vocabulary is taught explicitly. Through metacognitive learning pupils become holistic readers whereby they can independently acquire vocabulary which enables automaticity of decoding, fluency and comprehension. They develop an increased general knowledge, a better understanding of other cultures and critical thinking skills to continuously broaden their minds.

## **IMPLEMENTATION**

### **Learning to read (see phonics vision statement)**

From the second week of children starting school, we teach reading through daily Read Write Inc. Phonics using a mix of phonemic awareness and a structured phonics program. After the first term, when they have completed Set 1 Sounds, children are assessed and grouped appropriately for their needs. Initially the programme is taught for 20 minutes and builds to 45 minutes a day in Reception, Year 1 and some of Year 2. An additional 10-minute speed sound review to practise and consolidate sounds is held at another point in the day.

This is proven to develop:

- Fluent, enthusiastic readers, deep comprehension of texts, confident speakers and keen writers.

We are aware that young readers develop at different rates and the ability of readers in a class can vary, therefore we set our children by ability for these sessions.

- Regular, termly assessment allows us to track our children's attainment and consequently our phonics groups are regularly reviewed and changed. Children will be part of the phonics programme until they are confident readers; reading around 90 words per minute. We aim for 100% of children to pass the Year One Phonics Screening Check.
- Our Reading Lead regularly conducts learning walks to quality assure grouping is aligned with the needs of the children and interventions are planned based on continuous formative assessment.
- Explicit phonic instruction continues into KS2 for some pupils to enable all pupils to become fluent readers who can decode with automaticity. Targeted interventions are set up to address this.

### **RWI BOOK BAG BOOKS**

In EYFS and KS1, reading books are allocated to pupils which link directly with the sounds that they are learning in school so they can practice and consolidate at home. Books are changed on a weekly basis and monitored by teachers and TAs, who will also hear pupils read. These pupils also take on a reading for pleasure book from the class library which they select for sharing at home.

### **Accelerated reader**

From Year 2, when children have successfully completed the phonics program, they select books at their level using the Accelerated Reader program (ZPD). Children are assessed on a termly basis and take Star Reader quizzes after each book read. This progress is tracked and monitored by class Teachers. Children are also encouraged to select other books for pleasure. Each classroom is well stocked with their own library of books, which include fiction, non-fiction, poetry, magazines, newspapers.

### **Ridge Reading**

The skills gained in each year group are clearly stated in the progression of skills document, which builds year on year. Texts are selected for their quality in terms of, their interest value, that they are well written and include elements to challenge pupils' thinking. These texts enable links to be made with other areas of the curriculum taught within that term.

#### **KS1**

Alongside daily phonic sessions, initially Year 1 children learn through a series of oral Ridge Reading sessions as well as a daily fluency session and by the end of year they have been taught basic comprehension skills. In Term 2 children access Ridge Reading daily but continue with a ten-minute fluency session at the beginning enabling them to consolidate and embed phonic skills. Children who are not ready to come off the program continue in assessed RWI groups. In Year 2 they continue to embed phonic skills until the end of Term 2 alongside a Ridge Reading timetable.

#### **KS2**

Daily Ridge Reading is taught as a whole class. Building on the 5 Pillar Model, pupils continue to develop their reading comprehension skills, whilst becoming immersed in rich and broad vocabulary in a variety of fiction and non-fiction texts. Daily fluency instruction is also incorporated in this session. Within the Ridge Reading sessions, children are taught the skills to analyse authorial intent through an understanding of their use of vocabulary. Exposing children to new vocabulary provides opportunities to discuss, debate and challenge ideas within all areas of our curriculum. Children will also learn how to make links and connections between texts and be able to discuss themes, make deductions and discuss their feelings and preferences towards the text studied. These daily Ridge Reading sessions teach the children the skills required to become independent readers enabling them to foster their love for reading within the timetabled Reading for Pleasure sessions. Reading is planned to ensure that a range of reading opportunities are available for children, including whole class reading of the term's quality text, which is often linked to the term's topic, and reading for pleasure.

Children gain a balance of both fiction and non-fiction texts throughout each term. Additionally, over the course of the year, six books are selected to make up the spine for each year group.

### **Assessment**

In addition to the regular phonics and AR assessments, pupils are also assessed using the ARK summative PIRA assessment. Results are analysed for gaps and this feeds into future planning.

### **Reading for pleasure and building communities of readers.**

At Ark Little Ridge we are striving to become a reading school where all children and adults read for pleasure and can share in the joy of books. All our classrooms have a class library stocked with a wide variety of quality texts which are continuously updated and reviewed. Books are often requested by the pupils and these are ordered and included in the class libraries. Books are discussed and recommended as a class, during the Reading for Pleasure sessions. This allows children the opportunity to make informed choices about their own reading preferences, and quality, uninterrupted time is given for

children to immerse themselves in books. Children are also encouraged to engage in social discussion about the books they have chosen, listen to and read aloud to others.

These timetabled Reading for Pleasure sessions teach the children the skills required to become independent readers enabling them to foster their love for reading. Pupils end the day by sharing a story; adults read a class book aloud to the children to further promote a love for reading into every school day. Often the book read is based on class choice.

Reading is discussed in assemblies, where short stories are read aloud to the children, which relate to a value or issue that is current to the school. We also ask children and staff to bring books to assembly which ensures that children know that reading isn't just suggested by adults, that children have ownership over what books they might like and have the freedom to choose.

Reading for pleasure takes place a minimum of three times a week for all classes from EYFS to Y6. In this time, children choose their own book to read, and an adult listen to readers, ensuring that at least once a week, each child in the class is listened to reading aloud. This provides opportunities for the adults to assess a range of reading skills but also helps to build relationships with the children, discover what interests them and then therefore be able to recommend books to that child.

### **Reading at home**

We put high importance on reading at home, sharing and valuing the importance of reading with families.

Children in all year groups will be expected to complete home reading regularly and for it to be recorded in their reading record book. A guide in the centre of the reading records enables parents to understand the expectations for their child's home learning and how this will support them at school. This may include practising phonics, logging tricky words and using the question prompt guide to discuss what has been read.

Other ways of promoting reading for pleasure:

Reading Champions

Book Fair

World Book day

Story assemblies

Library visits/visitors

Book list

Reading Champions

Teacher/Pupil/Family links

Reading Workshops

## **IMPACT**

When our children leave Ark Little Ridge, as well as being ready for a KS3 curriculum, we firmly believe that, if we support pupils in establishing a love for reading and expose them to high quality vocabulary, this has a significant impact on pupils' ability to become authors and developing their own, individualised style of writing. By the time children leave Ark Little Ridge, they are competent readers who can recommend books to their peers and have developed a personal literary interest.

## **Writing**

### **Intent:**

At Ark Little Ridge we know that writing is an important skill for life needed for communicating with others in different ways including: letter writing, stories, poetry and sharing information. Therefore, it is our aim is that every child will leave Ark Little Ridge as a confident, happy and skilled writer by delivering a clear and progressive writing curriculum, which is underpinned by strong oracy, collaborative learning, reading skills and effective spelling and grammar teaching.

### **Implementation :**

At Ark Little Ridge a clearly structured and developed writing curriculum, that spans other subject areas, enables children to write for different audiences and purposes.

### **EYFS:**

- Children are invited to explore writing initially through oracy by using role play, outdoor exploration, singing and discussions around the stories, poems, rhymes and non-fiction they hear and read to help develop ideas for writing.
- The use of Year group discussion guidelines and habits of discussion are used to promote this at all points in pupil development. Staff model to the pupils how to ask and answer questions
- We ensure that pupils are ready to write by promoting a range of activities that support gross and fine motor skills.
- Classroom environment provides opportunities for children to mark make using a variety of medium and stimuli. Correct position of pupils and pencil grip is explicitly taught. Classroom activities are specifically taught to allow children to see how to write in different ways and for different purposes ie a shopping list or labels for a picture.
- RWI introduces grapheme and phoneme correspondence and the formation of letters to help support writing words for meaning.
- By the end of the phase, children will be able to write simple phrases and sentences that can be read by others.

**KS1:**

- English/writing lessons are taught daily to promote literacy skills across KS1 building on the skills from EYFS.
- At Ark Little Ridge oracy and reading provides the foundation for writing and children, in KS1, are encouraged to explore their ideas through talking, drama, rehearsing sentences and phrases and sharing ideas with others. The use of Year group discussion guidelines and habits of discussion are used to promote this.
- The KS1 writing curriculum provides a wealth of opportunity for pupils to express their writing skills in a variety of different genres, which are linked to good quality texts and other curriculum areas.
- Explicit teacher modelling of sentence structure, punctuation, grammar and choice of vocabulary is an integral to the development of writing skills.
- New vocabulary is taught to promote a wider lexicon for pupils in KS1 and also, for them to be able to apply these new words in their writing.
- The explicit teaching of handwriting, initially using the RWI letter formation to support grapheme phoneme correspondence, is taught weekly. Celebration of handwriting success is displayed in classrooms through our Handwriting Heroes and corridor displays.
- Spelling is supported by the RWI programme, where children regularly practise spelling words with sounds they have learned to read and, also tricky words including high frequency words and common exception words.
- In Summer term the Year 2 pupils follow the Little Ridge Spelling Skills progression document which explores more complex spelling patterns and rules.
- Class environments support the writing process by displaying modelled writing, features and skills on learning walls and celebrating success in writing through published pieces of work.
- Pupils in KS1 are encouraged to review and make additions their own writing to ensure it makes sense when being read orally and that is used appropriate vocabulary and the features of a given genre.
- Termly assessments of writing take place, using the TAFs, which are supported by moderation both internally and with local Ark Primary Schools.
- Regular targeted interventions support children who are not yet making the expected progress.

**KS2:**

- English/writing is taught daily to enable them to prepare for future learning in English and the wider curriculum and also written communication and writing purpose for life.
- Oracy and reading continues to be the foundation for writing in KS2 and pupils are encouraged to support their ideas through drama, debating and discussion, peer assessment, shared writing and discussions around text features, purpose and content.

- The teaching of vocabulary word meaning supports both reading and writing and children are encouraged to use newly taught words in their writing.
- Writing opportunities continue to be developed through a carefully crafted and designed English curriculum that invites and promotes a variety of writing opportunities covering: fiction, non-fiction and poetry.
- Writing is encouraged throughout all areas of the curriculum so that children know that writing, as a form of communication and information, is presented in different ways.
- Explicit teacher modelling of sentence structure, punctuation, grammar and choice of vocabulary is an integral to the development of writing skills. Opportunities for a range of shared writing tasks are also developed.
- High quality model texts are used shared by teachers in order to promote high expectations of different types of writing. They analyse the model text and unpick the grammatical features and organisation, in order to apply these in their own writing.
- Handwriting is taught following the national curriculum objectives for handwriting and pupils in KS2 are encouraged to use pen for fluidity and permanence. Pens are allocated when this is achieved.
- Handwriting is celebrated through work in books and being displayed in classroom on the Handwriting Heroes board. This gives pupils the opportunity to see and discuss progress over the year.
- Class environments support the writing process by displaying modelled writing, features and skills on learning walls and celebrating success in writing through published pieces of work.
- The explicit and discrete teaching of spelling is delivered through the Ark Little Ridge skills progression document and pupils are taught how to spell using a variety of engaging strategies, which then encourages them to apply their spelling in their writing.
- Grammar teaching is also taught explicitly and discretely to support writing meaning.
- Pupils in KS2 are encouraged to reflect, review, edit and peer assess their writing, so it has a clear structure, purpose and audience.
- Termly assessments of writing take place, using the TAFs, which are supported by moderation both internally and with local Ark Primary Schools.
- Regular targeted interventions support children who are not yet making the expected progress.

**Enrichment activities:**

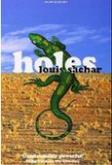
Over the course of the year, teachers plan a range of visitors and excursions in order to provide an additional stimulus and inspiration for both reading and writing.

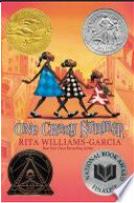
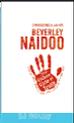
**Impact:**

2019 Outcomes	Little Ridge	National
GLD	82%	72%
KS1 Writing	80%	69%

<b>KS2 Writing</b>	89%	79%
<b>KS2 EGPS</b>	87%	78%

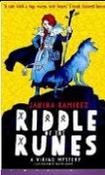
## English Year 6 Text/Genre Overview-

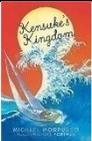
English Year 6 Text/Genre Overview-				
Aut 1-Ancient Egypt			Aut 2-Global Challenges	
Writing		Ridge Reading Text	Writing	Ridge Reading Text
Fiction text	Spine text: Kensukes Kingdom by Michael Morpurgo Moving to Year 5- Spring 1 2021  Purpose: moral discussion Text Type: narrative -plot - character internal voice and dialogue Innovation: societal Issues and familiar settings 2021 Wonder (Fictional diary entry)		Spine text: Holes by Louis Sachar Text Type: setting description, narrative development-dilemma (characterisation) A discovery Purpose: To create images to suggest events before and after Innovation: adventure	
				
Non-Fiction	Text Type: Diary Log Purpose: Balanced Argument	Text type: Non Chronological report about an Egyptian Artefact	Text type: journalistic writing (newspaper etc.) Purpose: explore an issue: Do we still have enough time to save the world?	100 Ways You Can Save The Planet by JA Wines and Cliff Gifford
Cross curricular	Science: explanation text on light		Geography: balanced argument	
Poetry	Purpose: imagery Text type: stanza, AABB scheme poem		Purpose: structure and visual Text type: diamante	Diamante Poems
EGPS	formal/ impersonal/ multi clause sentences/ noun phrases/ commas, brackets and dashes/ subjunctive		adverbials/ sentence structures/ dashes/ managing formalities/ verb forms/ tense/ passive & subject verb agreement/synonym and antonym	
Spring 1			Spring 2	
Writing		Ridge Reading Text	Writing	Ridge Reading Text
Fiction text	Spine text: Letters from the Lighthouse Text Type: Formal Persuasive Letter (to MoD about the lighthouse) Or Goodnight Mr Tom Purpose: To put across a 'selfish' perspective		Spine text: Macbeth Text type: play- retell a scene Purpose: To entertain Innovation: greed, and power	
				

Non-Fiction	Text: Recount from the perspective of a soldier Purpose: To explore issues from a different viewpoint		Text type: newspaper/journalistic writing- exploring who is to blame Purpose: information	Purpose: information Text type: leaflet-theatre showing	
Cross Curricular	History: discussion or recount (of evacuee experience)	My Secret War diary by Flossie Albright  50 Things you should know about the second world war by Simon Adams	Science: non-chronological report- evolution/ Inheritance		Darwin's Tree of Life by Michael Bright
Poetry	Purpose: journey Text type: metaphorical narrative	The Road Not Taken by Robert Frost	Text type: Free verse, metaphor and word play (performance) Purpose: expression and enjoyment		Conquer by Joseph Coelho
EGPS	cohesive devices/Semi-colon, colon, dash/passive verbs/informal and formal speech/synonym and antonym/semi-colon, colon, dashes		subjunctive verb form/perfect form of verbs/expanded noun phrases/hyphens to avoid ambiguity/modal verbs/relative clauses		
		<b>Sum 1-Mapping the Earth</b>		<b>Sum 2-Making our Mark</b>	
<b>Writing</b>		<b>Ridge Reading Text</b>		<b>Writing</b>	
<b>Ridge Reading Text</b>		<b>Writing</b>		<b>Ridge Reading Text</b>	
Fiction text	Spine text: Skellig by David Almond (2020) OR One crazy Summer (2021) (Informal Letter from the sisters to their father) Text Type: setting description-atmosphere and tension Innovation: historical fiction Purpose: To entertain/discuss		Spine text:: Wonder by R J Palacio Text Type: Fictional newspaper report exploring a key event which depicts characters thoughts and feelings-dialogue; viewpoint Purpose: To entertain/discuss Innovation: Real life, change		
Non-Fiction	Text Type: Explanation Text: How can maps help us to understand the world? Purpose: To logically tell the audience how something works or happens		Text Type: balanced argument Purpose: debate Discussion-should we protest?		
Cross Curricular	Science: explanation-circ. System	Your Breath-taking Lungs and Rocking Respiratory System by Paul Mason	History : biography		The Extraordinary Life of Rosa Parks by Dr Sheila Kanani

Poetry	Purpose: rhythm/ iambic pentameter Text: prologue/Hip-hop	Romeo and Juliet (prologue)	Purpose: ten syllable   4 line poem Text type: Sonnet	Sonnet 18 by William Shakespeare/Sonnet for a sphere by Rachel Rooney
EGPS	layout devices e.g. headings, sub-headings/punctuation bullet points/subjunctive verb form/.informal and formal speech/subjunctive/passive verb		layout features/semi-colon, colon, dash/expanded noun phrases/adverbials-time, place, number/semi-colons, colons, dashes	

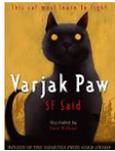
## English Year 5 Text/Genre Overview

English Year 5 Text/Genre Overview					
Autumn 1-Anglo-Saxons and Scots		Autumn 2- Vikings			
Writing		Ridge Reading Text	Writing		Ridge Reading Text
Fiction text	Spine text: Wolf Brother by Michelle Paver (2020) Beowulf by Michael Morpurgo (2021) ; Text Type: mythical suspense and action quest Purpose: To provide mental images for the reader. To keep the reader interests through a sequence of dramatic event Innovation: Different settings and mythical creatures	 Wolf Brother – Michelle Paver (Narrative) A year in the life of a Grizzly Bear – National Wildlife Federation (biography) Through the eyes of a wolf (Non-fiction) The cry of the Ice Mark – Stuart Hill (Narrative) The stay of the Battle of Hastings (English Heritage non fiction) The mysteries of Harris Birdick (Picture book)	Spine text: Riddle Runes by Jamir Ramirez (2020) Wolf Brother by Michelle Paver (2021) Fictional Diary Entry in role action/character description Purpose: To create mental pictures for the reader and to infer something of the character’s feelings and attitudes Innovation: adventure/ historical story		
Non-Fiction	Text type: leaflet/encyclopaedia entry about an Anglo Saxon artefact Purpose: to inform		Text type: Recount: An entry for the Anglo-Saxon Chronical detailing a Viking invasion Purpose: information from one perspective		
Grammar Punctuation and Spelling	modal verbs/adverbials-tense choice/verb pre-fixes/expanded noun phrases/commas to clarify meaning/bullet points		relative clauses/parenthesis (dashes, brackets, commas), devices to build cohesion/passive verbs/verbs to affect presentation/bullet points		
Poetry Drop Down Day	Purpose: historical language Text Type: Kennings	Anglo-Saxon Kennings	Purpose: entertain and real life Text type: narrative and Performance Poetry	No Breathing in Class by Michael Rosen	

Cross Curricular	Science: explanation relating to Earth and Space	Men, Women and children in Anglo-Saxon Times by Jane Bingham	History: non-chronological report (Vikings and Anglo-Saxons)	Who were the Vikings? (Usbourne Books)	
<b>Spring 1-Asia</b>			<b>Spring 2-Asia</b>		
<b>Writing</b>		<b>Ridge Reading Text</b>	<b>Writing</b>		<b>Ridge Reading Text</b>
Fiction text	Spine text: Kensukes Kingdom by Michael Morpurgo Text Type: descriptive writing setting Innovation: the adventure and setting Purpose: to create mental images which leads you through the setting. Setting indicates what has or what might happen in the story		Spine text: The girl who stole an elephant by Nirana Farook Text Type: Informal letter from main character Purpose: to explore and show something of a character's personality, thoughts and feelings through dialogue Innovation: Different character or a different situation		
Non-Fiction	Text type: Explanation Text Purpose: To logically tell the audience how something works or happens How does a volcano erupt		Text type: discussion (Does adversity make you stronger?) Purpose: provide a balanced argument		
Cross curricular	Geography: leaflet	Art/DT: instructions	Earth Shattering Events By Sophie Williams and Robin Jacobs	Science: explanation (moon cycle)	Geography: non-chronological report
Poetry	Purpose: paired poetry Text type: Renga Poetry/ list poetry	Renga Poetry-Line by line each	Text: nonsense (performance) Purpose: free verse/narrative	Where once we stood by Christopher Riley and Martin Impey	Jabberwocky by Lewis Carroll
EGPS	build cohesion; modal verbs, formal speech/suffixes-nouns/adjectives to verbs/adverbials-time, place, number/expanded noun phrases		Parenthesis, modal verbs/ adverbials-time, place number; using commas to clarify meaning/passive verb form/ subjunctive/colon introduce list		
<b>Summer 1- Baghdad and the Middle East</b>			<b>Summer 2-The Industrial Revolution</b>		
<b>Writing</b>		<b>Ridge Reading Text</b>	<b>Writing</b>		<b>Ridge Reading Text</b>

Fiction text	Text type: TBC		Spine text: TBC	Spine text: Cogheart by Peter Bunzl Street Child by Berlie Doherty  Text type: Character study and dialogue (Professor Silverfish) Purpose: To show the reader the characters personality through description and action Innovation: character reactions to a situation	
Non-Fiction	Text type: Non- Chronological report on the City of Baghdad Purpose: Inform and enthuse			Text type: journalistic writing (newspaper) abolishing slavery Purpose: propaganda to persuade	
Cross curricular	Science: explanation (life cycles)	PSHE: debate	The Golden Age of Baghdad by Richard Platt	History: biography	Art/DT: instructions 100 Facts of Victorian Britain by Jeremy Smith
Poetry	Purpose: narrative with structured stanzas Text type: ballad		The Highwayman by Alfred Noyes	Purpose: narrative with structured stanzas Text type: ballad	
EGPS	formal speech/modal verbs indicate degree of possibility/ bullet points/ commas to clarify meaning/ parenthesis/hyphens/semi-colon, colon and dashes			expanded noun phrases/ prefect verb forms, using a colon to introduce a list/ passive verb/semi-colon, colon, and dashes	

## English Year 4 Text/Genre Overview

English Year 4 Text/Genre Overview						
Autumn 1 Topic Roman Invaders			Autumn 2 TOPIC Roman Britain			
Writing			Ridge Reading Text	Writing		Ridge Reading Text
Fiction text (2 weeks)	Spine text: Gladiator Boy by David Grimstone Text Type: narrative (friendship). Letter Purpose: To write in from the viewpoint of a character. To provide details which suggest something about the character and their opinions Innovation:		Gladiator Boy by David Grimstone (narrative) Romulus and Remus (Myth) How to become a Gladiator (Instructions) Trojan War (Non-fiction) Slavery (poetry) Boudicca: guilty or Innocent by Stewart Ross (Historical fiction) The view (description setting) The castle (non-fiction) Sparticus (Biography) Julius Caesar (Biography)	Spine text: Varjak Paw S.F. Said Text Type: narrative/character description written from the viewpoint of another character Purpose: To create mental images for the reader and infer details of the characters feelings Innovation: fantasy Adventure ('gothic') (3 Weeks)		
Non-Fiction	Text type: Letter Purpose to persuade Applying for a job as a Gladiator	Purpose: biography Text: life of Boudicca (2 Weeks)	Class Book:	Text type: Instructional How to build a Roman road Purpose: to guide and support (2 Weeks)	Purpose: Diary Text type: 1 <sup>st</sup> Person reflection (2 Weeks)	Class Book:

Grammar Punctuation and Spelling	Expanded noun phrases/subordination and co-ordination/standard English Verb inflections of local spoken forms/ paragraphs/		fronted adverbials/ use of comma after fronted adverbials/inverted commas and other punctuation to punctuate direct speech/appropriate use pronoun and noun avoid ambiguity	
Poetry Drop Down Day	Text: free verse-repetition Purpose: narrative	Isn't My Name Magical? by James Berry	Purpose: nonsense and fantasy (performance) Text: comic verse	The Cat's Protection League Roger McGough
Cross Curricular	Science: explanation of the digestive system	Why should I brush my teeth Usbourne	History- Non-chronological report Why the Romans invaded Britain and the impact of this.	So, you think you've got it bad? A Kid's Life in Ancient Rome by Chae Strathie and Marisa Morea
<b>Spring 1 TOPIC – The Amazon</b>		<b>Spring 2 Amazon</b>		
<b>Writing</b>		<b>Ridge Reading Text</b>		<b>Writing</b>
<b>Ridge Reading Text</b>		<b>Writing</b>		<b>Ridge Reading Text</b>
Fiction text	Spine Book: The Explorer by Katherine Rendell Text type: Informal letter from Fred/Lila/Con or Max to their family Purpose: to provide mental images and provide an insight into the thoughts and feelings of a character Innovation: adventure and dilemma (2 weeks) 		Spine text: The Last Wild by Piers Tordray Text type: Narrative writing in role Diary Entry -suspense and action Purpose: To describe a sequential event inferring characters thoughts and feelings Innovation: adventure and dilemma 	
Non-Fiction	Text type: Non-chronological report Purpose: inform about a range of subjects with an overarching theme eg (Amazon Rainforest) (2 Weeks)	Text type: Diary Purpose: 1 <sup>st</sup> person reflection (1 week)	Class Book:	Text type: Formal Letter balanced argument Purpose: persuade Innovation: deforestation
Class Book:	Text type: Formal Letter balanced argument Purpose: persuade Innovation: deforestation		Class Book:	
Grammar Punctuation and Spelling	extend range of sentences using range of conjunctions/adverbs/prepositions-time and cause/possessive apostrophe/appropriate		plural and possessive-s/inverted commas and punctuation for speech/ apostrophes-singular and plural possession/extend a range of	

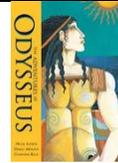
	choice of pro-noun and noun across sentences		sentences-more than one clause and range of conjunctions	
Poetry Drop Down Day	Purpose: description-figurative language rhyme Text: descriptive: poem	The River by Valerie Bloom	Purpose: rhyme and humour Text: limericks	Three Limericks by Michael Rosen
Cross Curricular	Geography: argument (persuasive letter) (or Art/DT instructions))	Rainforests in 30 seconds by Jenny Green and Stephanie Murphy	Science: biography (Carl Linnaeus)	Or Art/DT Instruction One Day on Our Blue Planet: in the Rainforest by Ella Bailey
<b>Summer 1- The Maya</b>			<b>Sum 2-The USA</b>	
<b>Writing</b>		<b>Ridge Reading Text</b>	<b>Writing</b>	
<b>Ridge Reading Text</b>		<b>Writing</b>		<b>Ridge Reading Text</b>
Fiction text	Spine text: The Boy at the Back of the class Onjali Q Rauf Text type: narrative-Formal letter from Alexa to the Queen Purpose: To show the viewpoint of a fictional character <small>Imagination, persuasion, imagination</small>		Spine text: <b>TBC</b> Purpose: Text: type:	
Non-Fiction	Text type: journalistic writing (broadcast) Factual recount of a refugee experience Purpose: to inform and explore different viewpoints	Text type: speech Purpose: express a viewpoint	Class Book:	Text type: Balanced Argument Purpose: Explore differing viewpoints (Is the USA really a great place to live?) Text type: biography of two contrasting Americans Purpose: to inform
Cross curricular	History Non-chronological report		The History Detectives investigate the Mayan Civilisation by Clare Hibbert	Geography: leaflet about USA The 50 States: Explore the USA by Gabrielle Balken
Poetry	Purpose: praising Text Type: ode-personification	The Sun is laughing by Grace Nichols	Purpose: figurative language, stanzas Text: rhyme and refrain	Bush Fire by Jackie Kay
EGPS	standard English forms of verbs/ using conjunctions, adverbs and prepositions to express time and cause/paragraphs/fronted adverbial/ commas after fronted adverbials.		choosing nouns and pronouns appropriately/ possessive apostrophe/ extending range of sentences-range of conjunctions/fronted adverbials/ comma after fronted adverbials	



## English Year 3 Text/Genre Overview

		<b>Autumn 1 TOPIC- The Stone, Bronze and Iron Age Change to HT2 2021</b>		<b>Autumn 2 TOPIC – Settlement and Land Use Change to HT1 2021</b>	
<b>Writing</b>		<b>Ridge Reading Text</b>		<b>Writing</b>	
<b>Ridge Reading Text</b>		<b>Writing</b>		<b>Ridge Reading Text</b>	
Fiction text	Spine Text: Stig of the Dump by Clive Hughes Text type: dialogue, Narrative (plot) Innovation: friendship Purpose: to entertain explore relationship with others through dialogue		My name is Mina by David Almond (Narrative) On the run (Literacy Book 3) (Narrative) Saving the elephants ( Non-fiction) Visit Modern Rome (non-fiction) We are not	Spine text; The BFG by Roald Dahl Text type: Fictional Diary Entry writing as Sophie Purpose: to retell an event from an individual who was involved. To discuss thoughts and feelings related to an event Model text diary as BFG	
Non-Fiction	Purpose: instructions Text type: game	Purpose: 1 <sup>st</sup> person reflection Text type: diary	Purpose: communication Text type: Letter	Text type: Biography Purpose: To inform the reader about a person's life	Persuasive leaflet Why should people visit the UK Model text about the Local Area
Grammar Punctuation and Spelling	determiners/formation of nouns using range of prefixes/adverbs/prepositions/adverbs and preposition (time and cause)			conjunctions and preposition/introduction to paragraphs/headings and sub-headings/choosing nouns and pronouns appropriately	
Poetry Drop Down Day	Text type: narrative poetry (performance) Purpose: celebration and rhyme		The Night before Christmas by Clement Clarke-Moore	Text type: Free verse, narrative Purpose: humorous story Kennings	
Cross Curricular	History: non-chronological report		The Stone Age: Hunter Gatherers,	Science: Explanation	
					Chocolate Cake by Michael Rosen  Book of Bones by Gabriele Balkan and Sam Webster

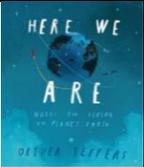
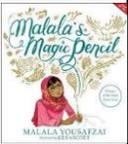
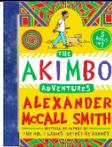
and Woolly  
Mammoths by  
Marcia Williams

		Spring 1 TOPIC – Europe (Mountains)		Spring 2 – Europe (Italy)	
		Writing		Writing	
		Ridge Reading Text		Reading	
Fiction text	Spine text: The Queens’s Nose by Dick King Smith Text type: Fictional persuasive letter from Harmony Purpose: Written from the ‘selfish’ viewpoint of the character to change the readers mind 			Spine text: Usborne illustrated Grimm’s Fairy tale Text Type: narrative plot (alternative ending to include 	
Non-Fiction	Text type: (Recount) Newspaper Article: Discovery of a magical coin (to include direct quotes) Purpose: to inform following a particular structure			Text type: Non- Chronological report about Europe Purpose: To inform/educate your reader	
Grammar Punctuation and Spelling	Using and punctuating direct speech/ extend range of sentences-conjunctions/introduction to paragraphs/word families-e.g. solve/solution/solver			Using and punctuating direct speech/ use the perfect form of verbs/ Extend range of sentences/conjunction, adverbs, prepositions/determiners	
Poetry Drop Down Day	Text Type: Clerihews Purpose: biographical, humorous whimsical	Clerihews-Joseph Coelho Cinderella		Text type: figurative language and refrain Purpose: description	The Magic Box by Kit Wright
Cross curricular	History: recount-Pompeii	Escape from Pompeii by Christina Ballit		Geography: leaflet (Focus on Italy)	The Little Pebble by Anna Claybourne
		Sum 1 TOPIC Biomes		Sum 2 – Ancient Greece	
		Writing		Writing	
		Ridge Reading Text		Ridge Reading Text	
Fiction text	Spine Text: The Wild Robot by Peter Brown Text type: Fictional Diary entry Purpose: to describe details to provide for the reader a mental picture and allow a ‘feel’ for the character’s personality Innovation: in role as a robot (change setting/character) 			Spine text: Odysseus by Hugh Lipton Text type: develop plot (suspense and action and figurative language for description) quest-extended narrative 	

			Purpose: historical myth Innovation: quest story, plot changes, setting, mythical creature	
Non-Fiction	Text type: Balanced argument Purpose: discuss and explore points of view Innovation: Should humans adapt biomes for their own benefit?		Text type: Explanation Purpose: To logically tell the audience how something works or happens <del>What is the difference between Athens</del>	
Grammar Punctuation and Spelling	use of paragraph/time and cause conjunctions, adverb, preposition/headings and sub-headings/extending a range of sentences-conjunctions/possessive apostrophe		punctuate direct speech/word families-solve/solution/conjunctions// paragraphs/ Headings and sub-headings/fronted adverbials/commas fronted adverbial	
Poetry Drop Down Day	Text type: acrostic poetry Purpose: story	Two Plants by John Asgard	Text type: rhyme and rhyme Purpose: narrative	Post by Rachel Rooney
Cross curricular	Science: on chronological report	Many Biomes One Earth By James Needham	History: biography (famous Ancient Greek)	So, you think you've got it bad? A kid's life in Ancient Greece. By Chae Strathie and Marisa Morea

## English Year 2 Text/Genre Overview

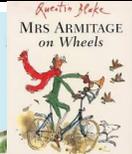
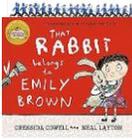
Autumn 1 TOPIC- Kings and Queens		Autumn 2 TOPIC – The Fire of London			
Writing		Ridge Reading Text	Writing		Ridge Reading Text
Fiction tex	Spine text: The illustrated Tales of King Arthur (New 2021/22) Elliot Midnight Super hero by Ann Cottinger (Current) Text type: Setting description//narrative recount Innovation: retelling of story (adventure) Purpose: to tell a story that can be passed down	 Don't say no to Flo by Stewart Ross (Historical fiction) The life of Florence Nightingale by Liz Gogerly (Information text) Mary Seacole (information text)	Spine Text; Gorge's Marvellous Medicine. Text type: character description (Georges Grandmother) Innovation: humour Purpose: to describe details to provide for the reader a mental picture	 Vlad and the great fire of London by Kate and Sam Cunningham (Historical story) The Great Fire of London by	
Non-Fiction	Text type: Report ( Biography) Purpose: Retell the life of an individual/to inform		Text type: Instructions (How to make the perfect medicine) Purpose: To inform and support		
Grammar Punctuation and Spelling	Use of capital letters and full stop/subordinating and co-ordinating/expanded noun phrases/formation of nouns using suffixes		question marks and exclamation marks/correct use of present and past tense/ statement/ question/ exclamation/ command/ expanded noun phrases/		
Poetry	Text type: myths and monsters/ nonsense and fantasy Purpose: alliteration and simile	The Slithermonchowchuck By Aoife Mannix	Text type: historical Purpose: narrative-rhythm and rhyme (figurative language)	The Great Fire of London By George Szirtes	
Cross Curricular	Science: leaflet	How to help a hedgehog and protect a polar bear by Jess French and Angela Keoghan	History: recount (Fire of London events)	The Great Fire of London by Liz Gogerley Toby and the Great Fire of London	
Spring 1 TOPIC – Planet Earth		Spring 2 TOPIC- Planet Earth			
Writing		Ridge Reading Text	Writing		Ridge Reading Text

Fiction text	Spine Text: Here we are; notes for living on Planet Earth by Oliver Jeffers Text type: setting description/ (CLPE have a unit to support!?) Innovation: environmental issues Purpose: To discuss and describe to create a mental image			Spine Text; The Iron Man By Ted Hughes Text type: Fictional diary entry Innovation: science fiction Purpose: to describe details to provide for the reader a mental picture and allow a 'feel' for the character's personality		
Non-Fiction	Text type: Non-chronological report Purpose: to inform on a range of subjects linked by one theme Guide to Living on Earth (text written by multiple authors using the same style)			Text type; Non-chronological report (Continents of the world) Purpose: To inform the reader		
Grammar Punctuation and Spelling	Commas to separate list/present and past tense/formation of adjectives using suffixes/subordination/some forms of written standard English			Apostrophes for missing letters and singular possession/Use of progressive form of verbs-present and past tense/commas separate list/expanded noun phrases		
Poetry Drop Down Day	Purpose: shape and structure Text type: Diamante Poems		Diamante Poems	Purpose: reflection and discussion through poetry Text type: various poems (performance)		The Barefoot Book of Earth Poems by Judith Nicholls
Cross curricular	Science; explanation		Lots the diversity of planet Earth by Nichola Davies	Geography: Leaflet/Poster		Non -Fiction Destination Planet Earth by Jo Nelson and Tom Cole
<b>Summer 1 TOPIC- They Made a Difference</b>			<b>Summer 2 Life in Kenya</b>			
<b>Writing</b>			<b>Ridge Reading Text</b>	<b>Writing</b>		<b>Ridge Reading Text</b>
Fiction text	Spine Text; Malala's Magic Pencil by Malala Youfai Text type: Speech: description of wishes If I had a magical pencil Innovation; emotion/ Environment Purpose: sequential events which describe a (magical) event			Spine text: Akimbo Adventures Alexander McCall Smith Amazing Grace by Mary Hoffman Text type: narrative (own adventure); animal description Innovation: caring for environment/animals Purpose: to entertain/animal rights		
Non-Fiction	Text type: instructions (how to use the pencil to get wishes)			Text type: Persuasive writing about life in Kenya (Leaflet)		

	Purpose: to explain and inform		Purpose: to inform and convince the reader to think/act in some way	
Grammar Punctuation and Spelling	capital letters/Full stops/ questions marks/exclamation marks/ present and past tenses/statement/question/exclamation/command/suffixes for adjectives		apostrophes/commas in list/Use of progressive form of verbs/subordination/ formation of adjectives using suffixes/Some written forms of Standard English	
Poetry Drop Down Day	Text type: rhyme and rhythm Purpose: theme school	You Can Go by Eloise Greenfield	Text type: refrain Purpose: theme description	Billy McCool by Aoife Maddix
Cross curricular	History: biography	Amelia Earheart by Isabel Sanchez Vegara Amazing Destinations	Science: non-chronological report	Amazing Science-Plants by Sally Hewitt

## English Year 1 Text/Genre Overview

English Year 1 Text/Genre Overview						
Autumn 1 TOPIC: My Local Area		Autumn 2 TOPIC: Toys				
Writing		Other Reading Texts and Genres	Writing		Other Reading Texts and Genres	
Fiction text	Spine text; Fiction- Traditional tales The Gingerbread Man The Three Little Pigs Text Type: traditional tale-character description, narrative -repeating theme. Purpose: to re-tell o story that could be passed down by word of mouth /entertain Innovation: 3-part story/changing the character		The Gingerbread Man (narrative) Gingerbread Man Recipe (instruction text) Goldilocks and the three bears (narrative) Bears don't like	Spine text; Traction Man by Mini Grey Lost Toy Museum by David Lucas Text type: narrative Character description Innovation: teams and conflict Purpose: to describe for and entertain the reader		Traction Man by Mini Grey (narrative) All About Action Toys (information text) Egg drop by Mini Grey (narrative) The Old toy Room (information text)
Non-Fiction	Text type: recount Purpose: retell a sequence of events/inform and share thoughts and feelings about a real event	Non-Fiction- Animals found in stories Pigs, wolves, chickens, foxes	Text type: non-chronological report report about new toys Purpose: Inform the reader	The Toymaker by Martin Waddell		
Grammar Punctuation and Spelling	how words combine to make sentences/separation of words with spaces/introduction to capital letter and full stops. How and can join sentences.		prefix un/using and/sequencing sentence to form short narratives/capital letters for names and pronouns			
Poetry Drop Down Day	Text type: rhyme Purpose: perform	Spine poem – Poem Gingerbread Man Characters	Text type: rap Purpose: rhymes (performance)	Cat Nap by Grace Nichols		
Cross Curricular	Topic: recount Journey around our local area/ Biography of life (about living in local area)	Our Local Area by Louise Spilsbury	DT: creating instructions for making toy	Toys Around the World by Joanna Brundle		
Spring 1 TOPIC: Transport and Travel			Spring 2 TOPIC: Transport and Travel			
Writing		Other Reading Texts and Genres	Writing		Other Reading Texts and Genres	

Fiction text	Spine Text: Mr Gumpy's Motor Car by John Burningham Mrs Armitage on wheels by Quentin Blake Text type: narrative (recount of story); animal description Innovation: adventure Speech in role as different animals Purpose: to entertain			Spine Text; Last Stop on the market Street by Text type: narrative – setting description, Innovation: change of setting Purpose: to entertain Matt de la Pena			
Non-Fiction	Text type: Recount the journey Purpose: To inform to write a sequence events			Instructions- based on DT car building Purpose: To inform and explain			
Grammar Punctuation and Spelling	suffixes added to verbs/using and/question marks and exclamation marks/sequencing sentences narratives			Plural noun suffixes/joining clauses using and etc./question marks and exclamation marks			
Poetry Drop Down Day	Text type: riddle Who am I? (Arctic animals) Purpose: inference and description.			Text type: calligram Purpose: shape of subject		Nature Table by Karen-Costello-McFeat Shape/Calligram Poems	
Cross curricular	Science: non- chronological report	Animals in their habitats by Sian Simon		Geography: persuasive text-poster for car etc.		Transport by Elizabeth Nonweiler	
<b>Summer 1 TOPIC: The United Kingdom</b>			<b>Summer 2 TOPIC: The Seaside</b>				
<b>Writing</b>			<b>Other Reading Texts and Genres</b>		<b>Writing</b>		<b>Other Reading Texts and Genres</b>
Fiction text	Spine text; The Queen's Handbag The rabbit belongs to Emily Brown by Cressida Cowell Text Type: narrative Fictional Diary Entry in role(recount of story) Innovation: adventure Purpose: to describe sequence and entertain the reader			Spine book; Julian is a Mermaid by Jessica Love The Lighthouse Keepers Lunch by Rhonda and Davis Armitage Text type: narrative/character description Innovation: fantasy/Real life Purpose: to entertain/discuss			
Non-Fiction	Text type: letter to the Queen Purpose: to persuade and explain			Text type: Non-chronological report (Why we should look after the seaside) Purpose: to inform		Seashore 100 Facts Steve Parker	

Grammar Punctuation and Spelling	Plural noun suffixes/s/sequencing sentences short narratives/ capital letters names and pronouns I		Regular plural noun suffixes sequencing short narratives/ capital letters, full stops, exclamations and question marks/ pre-fix un	
Poetry Drop Down Day	Text type: list poem Purpose: sounds, topics, word choices Spring poetry: list poems.	What we found at the seaside by Kate Williams	Text type: Haiku poem Purpose: pattern/Form	John Foster Seaview Haiku Seaside poems by Jill Bennett
Cross curricular	Geography: non –chronological report	Sticker Picture Atlas of Great /Britain and Ireland by Usbourne	Science: explanation (plants)	Exploring Plants Claire Llewelyn Plants and  Growing Sandy Green

## Little Ridge Spine Texts and Writing Genres

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 1</b>	<b>Three Little Pigs, Heather Amery</b>	<b>The Wooden Camel, Wanuri Kahiu</b>	<b>Mr Grumpy's Motor car, John Burningham</b>	<b>The Last Stop on Market Street, Matt De La Pena</b>	<b>The Queen's Handbag, Steve Antony</b>	<b>Julian is a Mermaid, Jessica Love</b>
	Narrative-traditional tales	Character description	Speech in role as different animals	Setting descriptions from the journey	Fictional diary entry in role	Narrative – retelling story
	Recount based on experiences	Non-chronical report on toys	Recount the journey	Instructions- based on DT car building	Letter to the Queen	Explanation-Why we should look after our seashores
<b>Year 2</b>	<b>The Illustrated Tales of King Arthur, Sarah Courtald</b>	<b>George's Marvellous Medicine, Roald Dahl</b>	<b>Here We Are: Notes for Living on Planet Earth, Oliver Jeffers</b>	<b>The Iron Man, Oliver Jeffers</b>	<b>Malala's Magic Pencil, Malala Yousafai</b>	<b>The Akimbo Adventures, Alexander McCall Smith</b>
	Narrative – short adventure	Character description – George's Grandma	Poem/song	Fictional diary in the role as Hogarth	Letter to Malala	Retelling from a different perspective
	Biographical report on the monarch	Instructions-How to make the perfect medicine	Guide to living on Earth	Non-chronical report on the continents	Speech-"I had a magic pencil..."	Persuasive writing – Visit to Kenya
<b>Year 3</b>	<b>The BFG, Roald Dahl</b>	<b>Cloud Busting, Malorie Blackman</b>	<b>The Queen's nose, Dick King-Smith</b>	<b>Brothers Grimm Fairy Tales, Various</b>	<b>The Wild Robot, Peter Brown</b>	<b>Odysseus, Hugh Lupton</b>
	Fictional diary entry	Poem	Persuasive letter from Harmony	Playscript, fairy tale	Fictional diary entry in role as Robot	Narrative-myths and legends
	Persuasive leaflet 'Visit the UK'	Instructions – Building Stonehenge	Newspaper article	Non-chronological report about Europe	Discussion text- Should humans adapt biomes for their own benefit?	Explanation text- What was the difference between Athens and Sparta?
<b>Year 4</b>	<b>Charlotte's Web, E.B White</b>	<b>Varjack Paw, S.F Said</b>	<b>The Explorer, Katherine Rundell</b>	<b>The Last Wild, Piers Torday</b>	<b>The Boy at the Back of the Class, Onjali Rauf</b>	TBC
	Narrative-theme of friendship	Narrative-written in role as Varjack/Holly	Informal letter from Fred/Lila/Max/Con to their family	Fictional diary entry	Formal letter from Alexa to the Queen	
	Recount- letter, diary based on Boudicca's rebellion	Instructions-how to create a Roman mosaic	Non- chronological report on the Amazon	Formal letter - deforestation	Factual account of a refugee experience	Discussion text- Is the USA really a great place to live?
<b>Year 5</b>	<b>Beowulf, various</b>	<b>Riddle of the Runes, Janina Ramirez</b>	<b>Kenzukes's Kingdom, Michael Morpurgo</b>	<b>The Girl who Stole an Elephant, Nirana Farook</b>	TBC	<b>Cogheart, Peter Bunzl</b>
	Narrative- quest and adventure	Fictional diary entry	Setting description	Informal letter from main character		Character study- Professor Silverfish

	Non-chronological report- Anglo saxon artefact	An entry for the Anglo-saxon chronical detailing a Viking invasion	Explanation text- how does a volcano erupt?	Discussion text-does adversity make you stronger?	Non-chronological report- The city of Baghdad	Persuasive speech- abolishing slavery
Year 6	<a href="#">Wonder, R J Palacio</a>	<a href="#">Holes, Louis Sachar</a>	<a href="#">Letters from the Lighthouse, Emma Carroll</a>	<a href="#">Macbeth, William Shakespeare</a>	<a href="#">One Crazy Summer, Rita Williams, Garcia</a>	<a href="#">The Other Side of Truth, Beverly Naidoo</a>
	Fictional diary entry	Narrative – the discovery	Formal persuasive letter to MoD about lighthouse	Macbeth retelling of a scene	Informal letter from sister(s) to their father	Fictional newspaper report- key event
	Non-chronological report- Egyptian artefact	Discussion text-do we still have time to save the world?	Recount from the perspective of a soldier	Persuasive speech- who is to blame?	Explanation text-how can maps help us to understand the world?	Discussion- Should we protest?