

Curriculum Skills and Progression Map English



The Nebula Federation

Horsford CE VA Primary School

| English – Reading EYFS | |
|---|--|
| ELG | Pupils can: |
| <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and knows which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers. |
| Exceeding ELG | Pupils can: |
| <ul style="list-style-type: none"> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. | <ul style="list-style-type: none"> Read the Reception high frequency words and some of the Year 1 words Read most words fluently Use phonics to decode unfamiliar words Talk about a story once they have read it Answer questions about what they have read Read a wide range of books, labels, posters etc |

| English – Reading Year 1 | |
|--|---|
| Expected | Greater Depth |
| <ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) • Read aloud accurately books that are consistent with their developing phonic • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • With support, predict what might happen on the basis of what has been read (or images seen) • Check that the text makes sense to them as they read and correct inaccurate reading • With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know • Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories • With help, asking and answering appropriate questions related to text | <ul style="list-style-type: none"> • With prompting, is beginning to discuss the author’s vocabulary choices ‘Why do you think he used...?’ • With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons • With support make inferences based on what is being said and done |
| <p>Reading projects: Sept 2019: The Tin Forest</p> <p>Power of Reading and Guided Reading texts: See Appendix A Long Term Plan for English</p> <p>Let’s Think In English: See Appendix B Long Term Plan for LTE</p> | |

| English – Reading Year 2 | |
|--|--|
| Expected | Greater Depth |
| <ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Answer questions and make some inferences on the basis of what is being said and done • Asking and answering appropriate questions related to text | <ul style="list-style-type: none"> • Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make links between the book they are reading and other books they have read |
| <p>Reading projects: Sept 2019: The Tin Forest Power of Reading and Guided Reading texts: See Appendix A Long Term Plan for English Let's Think In English: See Appendix B Long Term Plan for LTE</p> | |

How Reading is Taught in EYFS and KS1:

Reception

- 2 x 15 minute phonics sessions per day - following phonics LTP. Taught in class groups. Assessed half termly. Children not keeping up with previous sounds have intervention with TA to recap previous phase.
- Individual reading with an adult once a week with home reading book to monitor home reading and set targets.
- Home reading book goes home daily with a target to work on for the week
- Individual reading books are matched to phonics teaching using Bug Phonics Bug scheme
- Class story time daily
- Shared reading session as a whole class once a week

KS1

- Daily phonics session for 15 mins. Children are split into year groups for teaching sessions. Each year group is then set by ability.
- Daily shared reading session using VIPERS questions and suggested texts.
- Daily half hour guided reading carousel session. Ability grouped.
- TA runs phonics interventions.
- TA runs reading 1:1 sessions.
- KS1 Story time on Friday afternoons with head of school.

| English – Reading Year 3 | |
|--|--|
| Expected | Greater Depth |
| <ul style="list-style-type: none"> • Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text | <p>Pupils can:</p> <ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has |
| <p>Reading projects: Sept 2019: The Promise Power of Reading and Guided Reading texts: See Appendix A Long Term Plan for English Let’s Think In English : See Appendix B Long Term Plan for LTE Vipers: See Appendix E</p> | |

| English – Reading Year 4 | |
|--|--|
| Expected | Greater Depth |
| <p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text | <p>Pupils can:</p> <ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has |
| <p>Reading projects: Sept 2019: The Promise Power of Reading and Guided Reading texts: See Appendix A Long Term Plan for English Let’s Think In English : See Appendix B Long Term Plan for LTE Vipers: See Appendix E</p> | |

| English – Reading Year 5 | |
|---|---|
| Expected | Greater Depth |
| <p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • Identify themes and conventions through discussion and comment • Discuss and explain their understanding of the meaning of vocabulary in context • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Express views formed through independent reading and books that are read to them, explaining personal opinions • Are able to make comparisons within and across different texts • Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph | <p>Pupils can:</p> <ul style="list-style-type: none"> • Use generally relevant textual references or quotations (PEE) • Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that... |
| <p>Reading projects: Sept 2019: The Promise Power of Reading and Guided Reading texts: See Appendix A Long Term Plan for English Let’s Think In English : See Appendix B Long Term Plan for LTE Vipers: See Appendix E</p> | |

| English – Reading Year 6 | |
|---|---|
| Expected | Greater Depth |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text | <p>Pupils can:</p> <ul style="list-style-type: none"> • Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text |
| <p>Reading projects: Sept 2019: The Promise Power of Reading and Guided Reading texts: See Appendix A Long Term Plan for English Let's Think In English: See Appendix B Long Term Plan for LTE Vipers: See Appendix E</p> | |

| English – Writing EYFS | |
|--|--|
| ELG | Pupils can: |
| <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | <ul style="list-style-type: none"> Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels, captions. Attempt to write short sentences in meaningful contexts. |
| Exceeding ELG | Pupils can: |
| <ul style="list-style-type: none"> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. | <ul style="list-style-type: none"> Spell the Reception high frequency words correctly and some Year 1 words Write a narrative using finger spaces, capital letter at the beginning of the sentence and full stop at the end Write for a wide variety of purposes consistently using finger spaces Use segmenting skills to spell unknown words consistently with some consonant clusters. |

| English – Writing Year 1 | |
|---|--|
| Expected | Greater Depth |
| <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives • Punctuate sentences using a capital letter and a full stop mostly correctly • Use conjunctions to join clauses e.g. ‘and’ • Leave spaces between words • Use a capital letter for the personal pronoun ‘I’ • Use a capital letter for names of people, places, the days of the week mostly correctly • Spell words containing each of the 40+ phonemes already taught mostly accurately • Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper • Begin to form lower-case letters in the correct direction, starting and finishing in the right place | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Link sentences together with increasing fluency to form a short narrative • Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately • Draw on stories they know to inform their language and sentence structure in their writing • Re read writing and make appropriate revisions so that the word choices are effective |
| <p>Genres, Writing Focus and SPAG See Appendix A: Long Term Plan for English</p> | |

| English – Writing Year 2 | |
|--|---|
| Expected | Greater Depth |
| <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words * • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of letters | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their own writing • Use the punctuation taught at Key Stage 1 mostly correctly ^ • Spell most common exception words * • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) * • Use the diagonal and horizontal strokes needed to join some letters |
| <p>Genres, Writing Focus and SPAG See Appendix A: Long Term Plan for English</p> | |

| English – Writing Year 3 | |
|--|--|
| Expected | Greater Depth |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting | <p>The pupil can:</p> <ul style="list-style-type: none"> • Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character’s thoughts and feelings effectively |
| <p>See Appendix A: Long Term Plan for English Appendix C: Year 3 Long Term Plan for Grammar and Punctuation Appendix D: Year 3 Overview for Spelling Appendix F: Nebula Writing Assessment</p> | |

| English – Writing Year 4 | |
|---|---|
| Expected | Greater Depth |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices • Choose nouns or pronouns appropriately for clarity and cohesion • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession • Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently • Use legible, joined handwriting | <p>The pupil can:</p> <ul style="list-style-type: none"> • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters thoughts and feelings |
| <p>See Appendix A: Long Term Plan for English Appendix C: Year 4 Long Term Plan for Grammar and Punctuation Appendix D: Year 4 Overview for Spelling Appendix F: Nebula Writing Assessment</p> | |

| English – Writing Year 5 | |
|--|--|
| Expected | Greater Depth |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting | <p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning |
| <p>See Appendix A: Long Term Plan for English Appendix C: Year 5 Long Term Plan for Grammar and Punctuation Appendix D: Year 5 Overview for Spelling Appendix F: Nebula Writing Assessment</p> | |

| English – Writing Year 6 | |
|---|---|
| Expected | Greater Depth |
| <p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed | <p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register ** • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity |
| <p>See Appendix A: Long Term Plan for English Appendix C: Year 6 Long Term Plan for Grammar and Punctuation Appendix D: Year 6 Overview for Spelling Appendix F: Nebula Writing Assessment</p> | |

| Skills Map – English Speaking and Listening | | | |
|--|--|--|--|
| EYFS | Year 1 | Year 2 | Year 3 |
| <p>Listening to Others</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners’ needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events. | <p>Talking to and with others</p> <ul style="list-style-type: none"> • Develop ideas and feelings through sustained • Speaking turns • Organise talk to help the listener, with overall structure evident • Adapt language and non-verbal features to suit content and audience • Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios | <p>Talking to and with others</p> <ul style="list-style-type: none"> • Recount experiences and imagine possibilities, • Often connecting ideas vary talk in simple ways to gain and hold attention of the listener • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why, | <p>Talking to and with others</p> <ul style="list-style-type: none"> • Express feelings and ideas when speaking about matters of immediate interest • Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts • Understand and engage with the speaker ,demonstrating attentive listening • Engage with others through taking turns in pairs and small groups <p>Talking about Talk</p> <ul style="list-style-type: none"> • Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers’ use of language and try out new words and ways of expressing meaning |

| Skills Map – English Speaking and Listening | | |
|--|---|---|
| Year 4 | Year 5 | Year 6 |
| <p>Talking to and with others</p> <ul style="list-style-type: none"> • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations | <p>Talking to and with others</p> <ul style="list-style-type: none"> • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations | <p>Talking to and with others</p> <ul style="list-style-type: none"> • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language |
| See Appendix B Long Term Plan for LTE | | |



Appendix A: LTP for English
Year 1/2 – Cycle 1

| | Reading | Writing | | SPAG |
|----------|---|---|---|---|
| Term | VIPERS | Power of Reading Text Inquiry Based Genre Writing Outcomes | Inquiry – cross curricular links | Grammar Focus |
| Autumn 1 | <p>Focus: Vocabulary</p> <p>Wk 2 – Fairytale Pets Wk 3 – Jim and the Beanstalk Wk 4 – Elephant Wk 5 – Jampires</p> | <p>Power of reading – The Tin Forest Non-Fiction - Instructions Write instructions to explain how to plant a seed to grow a beautiful forest.</p> <p>Fiction - Fairytales Write a mixed up fairytale. Use the plot of a well known fairytale and change the characters and/or setting.</p> | <p>Forest Rangers</p> <p>We are a team of experts who are looking after the Fairytale creatures in the woodlands. We have found some mysterious marks and wonder what they are?</p> | <p>Weeks 1-2 Y1/2 – Ready to write</p> <p>Weeks 3-7 Y1- Sentences Y2 – Word Classes 1</p> |
| Autumn 2 | <p>Focus: Vocabulary</p> <p>Wk 1 – Hibernation Hotel Wk 2 – The Pirates Next Door Wk 3 – Woolf Wk 4 – Beegu Wk 5 – Mog’s Christmas</p> | <p>Power of reading – Out and About Poetry Write a poem about outdoor experiences.</p> <p>Fiction – Descriptive writing Write a description of the Great Fire of London from the point of view of a character from the story.</p> <p>Non-Fiction – Newspaper Report Write a newspaper report to tell the readers all about the Great Fire of London</p> | <p>The Great Fire of London</p> <p>We are a team of newspaper reports asked to investigate a fire on Pudding Lane. How did it start? What can do we to stop it from happening again?</p> | <p>Weeks 1 Y1 – Adjectives Y2 – Expanded noun phrases</p> <p>Weeks 2-3 Y1- Punctuating Sentences Y2 – Tenses</p> <p>Weeks 4-5 Y1 – Capital Letters 1 Y2- Sentence Types 2</p> <p>Weeks 6-7 Y1/2 - Assessment</p> |

| | | | | |
|-----------------|--|--|--|--|
| <p>Spring 1</p> | <p>Focus: Inference</p> <p>Wk 1 – Eliot: Midnight Superhero Wk 2 – The Clockwork Dragon Wk 3 – Gizmo Wk 4 – The Conquerors Wk 5 – Rooster wore skinny jeans</p> | <p>Power of reading – The robot and the bluebird Non Fiction – Instructions Write instructions to make bird cakes to feed the birds.</p> <p>Fiction - Comics Write a comic strip for an exciting Superhero story. How did our hero save the day?</p> <p>Non-Fiction – Information Text Write an information text for a historical magazine about Edith Cavell.</p> | <p>How to be a Superhero</p> <p>We are a band of superheroes working together to protect our community. Who needs our help? What can we do to help them?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1 – Exclamations Y2 – Conjunctions</p> <p>Weeks 4-6 Y1- Questions Y2 – Sentence Types 2</p> |
| <p>Spring 2</p> | <p>Focus: Predict and summarise</p> <p>Wk 1 – Poppy and the Blooms Wk 2 – The Deep Dark Woods Wk 3 – Sleep well Siba and Saba Wk 4 – Flat Stanley Wk 5 – Fergal is Fuming</p> | <p>Power of reading – Moth Non-Fiction – Information Write the life cycle of a moth.</p> <p>Fiction – Poetry Write a minibeast poem.</p> <p>Non-Fiction – Fact file As a class create a minibeast fact file.</p> | <p>Mad about Minibeasts</p> <p>We are a team of explorers who have been commissioned to retrieve some plants and minibeasts. What can we find? Can we complete the mission?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1- Capital letters 2 Y2 – Commas</p> <p>Weeks 4-5 Y1 – Conjunctions Y2- Apostrophes</p> <p>Weeks 6 Y1/2 - Assessment</p> |

| | | | | |
|-----------------|---|---|---|---|
| <p>Summer 1</p> | <p>Focus: Explain Inference</p> <p>Wk 1 – The Pirates Next Door Wk 2 – Giant Jelly Jaws and the Pirates Wk 3 – Ivy and the lonely Raincloud Wk 4 – Town Mouse, Country Mouse Wk 5 – The Wardrobe Monster</p> | <p>Power of reading – How to find gold. Non-Fiction – Book Review Write a review of the book and send it to the author.</p> <p>Fiction - Stories Write a pirate adventure story. Use the storytelling tools to choose a character, setting and plot.</p> <p>Non-Fiction – Non Chronological Report Write an information piece for new recruits about how to be a pirate.</p> | <p>Pirate Adventures</p> <p>We are a pirate training school looking for new recruits. How can we persuade people to join our crew? What will they have to do to be a pirate?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1- Prefixes/Suffixes Y2 – Suffixes</p> <p>Weeks 4-5 Y1 – Sequencing Sentences Y2 – Assessment</p> |
| <p>Summer 2</p> | <p>Focus: Retrieval</p> <p>Wk 1 – The ghost in Annie’s Room Wk 2 – I wish I’d been born a unicorn Wk 3 – Dread Cat Wk 4 – Not quite Narwhal Wk 5 – Dogs don’t do Ballet</p> | <p>Power of reading – The Story Tree Fiction – Story Write a story from the Wolf’s point of view.</p> <p>Fiction – Postcard Write a postcard home telling them all the exciting things places that have been visited.</p> <p>Non-Fiction – Recipe Write a recipe for a dish from a different country.</p> | <p>Around the World in 80 Books</p> <p>We are a team of travel agents and we have been asked to promote travel to the different continents. Where can people visit? What would they see or do there?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-5 Y1/2 – Consolidation</p> <p>Weeks 6-7 Y1/2 – Assessment</p> |



Appendix A: LTP for English
Year 1/2 – Cycle 2

| | Reading | Writing | | SPAG |
|----------|---|---|---|--|
| Term | VIPERS main focus | Power of Reading text Inquiry based Genre Writing outcomes | Inquiry – cross curricular links | Grammar Focus |
| Autumn 1 | <p>Focus: Vocabulary</p> <p>Wk 1 – Fairytale Pets Wk 2 – Cottonwool Wk 3 – Dogs don't do Ballet Wk 4 – Elephant Wk 5 – Jampires</p> | <p>Power of reading – Rapunzel Non – Fiction – Poster Make a wanted poster for the villains in the story.</p> <p>Fiction – Alternative Fairytales Rewrite a chosen fairytale with an alternative twist.</p> <p>Non-Fiction – Instructions Write instructions for Hansel and Gretal's Dad to get to the Gingerbread Cottage.</p> | <p>Fairytale Problem Solvers</p> <p>We are a band of problem solvers waiting to jump into a fairytale and help one of the characters. Which tale will we visit? Which characters will we meet?</p> | <p>Weeks 1-2 Y1/2 – Ready to write</p> <p>Weeks 3-4 Y1- Sentences Y2 – Word Classes 1</p> <p>Weeks 5-6 Y1 – Punctuating Sentences Y2 – Word Classes 1</p> |
| Autumn 2 | <p>Focus: Vocabulary</p> <p>Wk 1 – Hibernation Hotel Wk 2 – The Pirates Next Door Wk 3 – Woolf Wk 4 – Beegu Wk 5 – Mog's Christmas</p> | <p>Power of reading – Beegu Non-Fiction – Letter Writing Write a letter to say goodbye to Beegu.</p> <p>Fiction – Poetry Write a space poem, using descriptive language</p> <p>Non-Fiction – Newspaper Report Write a newspaper report to tell the world about the first moon landing!</p> | <p>Mission Space</p> <p>We are a team of scientists working at Mission Control preparing for a mission to the moon. What training will the astronauts need? What problems will they face?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1- Punctuating Sentences Y2 – Commas</p> <p>Weeks 4-5 Y1 – Capital Letters 1 Y2- Sentence Types 1</p> <p>Weeks 6-7 Y1/2 - Assessment</p> |

| | | | | |
|-----------------|--|--|--|---|
| <p>Spring 1</p> | <p>Focus: Inference</p> <p>Wk 1 – Eliot: Midnight Superhero Wk 2 – The Clockwork Dragon Wk 3 – Gizmo Wk 4 – The Conquerors Wk 5 – Rooster wore skinny jeans</p> | <p>Power of reading – Poems to perform Fiction – Poetry Perform a poem to the rest of the class.</p> <p>Fiction – Predictable and patterned language Write repetitive text using Dear Zoo or Brown Bear, Brown Bear as a model.</p> <p>Non-Fiction – Animal Fact Sheet Create a class book detailing how to look after all the animals at the park. Write a fact sheet for each one with all the essential information on it.</p> | <p>Animal Park</p> <p>We are a team of animal experts who are working hard to look after the animals in our park. What adventures will each day bring? How can we make sure all the animals are cared for?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1 – Capital Letters 2 Y2 – Word Classes 2</p> <p>Weeks 4-6 Y1- Capital Letters 2 Y2 – Apostrophes</p> |
| <p>Spring 2</p> | <p>Focus: Predict and summarise</p> <p>Wk 1 – Poppy and the Blooms Wk 2 – The Deep Dark Woods Wk 3 – Sleep well Siba and Saba Wk 4 – Flat Stanley Wk 5 – Fergal is Fuming</p> | <p>Power of reading – Where the Wild Things Are Fiction – Description Write a setting description for the island of the Wild Things</p> <p>Fiction – Description Write a detailed description of one of the ‘Wild Things.’</p> <p>Non-Fiction – Recount Write a recount of the trip to Holt Country Park.</p> | <p>Where the Wild Things Are</p> <p>We are a team of explorers who have been commissioned by the king to find out what is making some mysterious noises on a nearby island. How will we get there? What is making the noises?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1- Exclamations Y2 – Sentence Types 2</p> <p>Weeks 4-5 Y1 –Conjunctions Y2- Tenses</p> <p>Weeks 6 Y1/2 - Assessment</p> |

| | | | | |
|-----------------|---|---|--|--|
| <p>Summer 1</p> | <p>Focus: Explain Inference</p> <p>Wk 1 – The Pirates Next Door Wk 2 – Giant Jelly Jaws and the Pirates Wk 3 – Ivy and the lonely Raincloud Wk 4 – Town Mouse, Country Mouse Wk 5 – The Wardrobe Monster</p> | <p>Power of reading – The adventures of the egg box Write an invitation to the tea party.</p> <p>Fiction – Storytelling Use the storytelling prompts to write a fantasy story about the ruins that have been found.</p> <p>Non-Fiction – Non-Chronological report Write a report for Norfolk County Council about 'Life in the Castle' they have discovered.</p> | <p>Castles</p> <p>We are a group of archaeologists who have been commissioned to explore some ruins that have been discovered. What could they be? Who would have lived there?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-3 Y1- Prefixes/Suffixes Y2 – Suffixes</p> <p>Weeks 4-5 Y1 – Questions Y2 – Assessment</p> |
| <p>Summer 2</p> | <p>Focus: Retrieval</p> <p>Wk 1 – The ghost in Annie’s Room Wk 2 – I wish I’d been born a unicorn Wk 3 – Dread Cat Wk 4 – Not quite Narwhal Wk 5 – Jim and the Beanstalk</p> | <p>Power of reading – 10 things I can do to help my world. No-Fiction – Information Book Write a zig-zag book of 10 things that school can do to help our world.</p> <p>Non-Fiction – Persuasive Text Write a piece to persuade tourists to look after our beaches and protect the wildlife.</p> <p>Fiction – Poetry Write a seaside poem using the senses.</p> | <p>At the Beach</p> <p>We are a group of conservationists working at the sealife centre and have been asked to develop a campaign to encourage tourists to look after our local beach and it’s sealife. What can we do to protect the sealife and look after the beaches?</p> | <p>Weeks 1 Y1/2 – Consolidation</p> <p>Weeks 2-5 Y1 – Sequencing Sentences Y2 - Consolidation</p> <p>Weeks 6-7 Y1/2 - Assessment</p> |


Appendix A: LTP for English
Year 3

| | Reading | | Writing | |
|----------|--|-------------------|---|---|
| Term | Guided reading texts | VIPERS main focus | Power of reading text and Writing outcomes | Cross curricular reading and writing opportunities |
| Autumn 1 | Fiction: Flat Stanley Worst Witch Poetry: Snakes & Pyjamas NF: WW2 Comprehension Oxford Reading Tree for Lowers | Vocabulary | The Promise Diary entry, narrative alternative endings & story mapping The Green Ship Story maps, character description, setting description, poetry & persuasive writing 2019-20 Lower group Y1/2 text- Claude in the City Character descriptions, City Poems Storymapping, Postcard in role, Guide Book for the Museum, Newspaper Reports, Doctor's report, Own Claude story in an alternative setting - CHECK WITH TP | Reading - Researching about Lowry's paintings (industrial landscapes) Writing - Persuasive poster to campaign for change Writing/Geog - Community mapping task Links to geography, where things are, science - Finding out how nature regenerates Newspaper article highlighting the importance of fair trade |
| Autumn 2 | | Retrieval | The Ice Palace Poetry, instructions, recount, non-chronological report, writing in role, captions, narrative ending | Writing in role - diary entry as Magnes - Discovery of magnetism in science Writing in role - letters as a Norman Reading/researching about Normans |

| | | | | |
|----------|--|-----------------------|---|--|
| Spring 1 | Fiction: The Legend of Spud Murphy Stone Age Boy NF: Navigator | Inference | The Ice Bear Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter | States of matter links in science Information texts about the water cycle |
| Spring 2 | texts Oxford Reading Tree for Lower | Predict and summarise | The Pebble in my pocket Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter | Mary Anning Non-chronological report Link to Science topic Guided Reading NF texts about fossils/rocks |
| Summer 1 | Fiction: The Iron Man NF: Navigator texts Oxford Reading Tree for Lower | Explain Inference | Tales of Wisdom and wonder Poetry, story maps, fact files, instructions, writing in role, descriptive writing, book making, diary entry | Plants fact files Explaining the pollination process Skara Brae information text |
| Summer 2 | | All VIPERS | The Great Kapok Tree Poetry, explanation, debate, report, writing in role, argument, playscript, narrative | Persuasive texts |



**Appendix A: LTP for English
Year 4**

| | Reading | | Writing | |
|----------|---|-----------------------|---|--|
| Term | Guided reading texts | VIPERS main focus | Power of reading text and Writing outcomes | Cross curricular reading and writing opportunities |
| Autumn 1 | You're a Bad Man Mr Gum Firework Makers Daughter NF: WW2 Comprehension NF: Navigator texts | Vocabulary | The Promise Diary entry, narrative alternative endings & story mapping | Reading - Researching about Lowry's paintings (industrial landscapes) Writing - Persuasive poster to campaign for change Writing/Geog - Community mapping task Links to geography, where things are, science - Finding out how nature regenerates |
| Autumn 2 | Oxford Reading Tree for Lowers | Retrieval | Pugs of the Frozen North Diary entry, recounts, non-chronological reports about pugs, Bonfire Night poetry, An event programme, poetry about the Kraken, mythological creature abduction recount, Short stories for grandpa | Writing in role - diary entry as Magnes - Discovery of magnetism in science Writing in role - letters as a Norman Reading/researching about Normans |
| Spring 1 | Lion, the Witch & Wardrobe How to Train Your Dragon The Butterfly Lion | Inference | Arthur and the Golden Rope Persuasive letter writing, poetry, Script for advertisement, newspaper recounts, journal writing | States of matter links in science Information texts about the water cycle |
| Spring 2 | NF: Navigator texts Oxford Reading Tree for Lowers | Predict and summarise | Ug: Boy Genius of the Stone Age Procedural: Script, Instructions, Postcard Information Writing, Recount, Comic Strip, Persuasive Speech, Advertisement, Poetry | Mary Anning Non-chronological report Link to history topic Guided Reading NF texts about fossils/rocks |

Curriculum Skills and Progression Map



| | | | | |
|-----------------|---|------------------------------|---|---|
| <p>Summer 1</p> | <p>Operation Gadgetman The Falcon Malteser NF: Navigator texts Oxford Reading Tree for Lowers</p> | <p>Explain Inference</p> | <p>Fox Senses poetry,captions, information text about foxes, writing in role</p> | <p>States of matter links in science Information texts about the water cycle Plants fact files Explaining the pollination process Skara Brae information text</p> |
| <p>Summer 2</p> | | <p>All VIPERS</p> | <p>James and the Giant Peach Character descriptions Setting descriptions Diary entry Playscripts</p> | <p>Persuasive texts Fair trade persuasive posters</p> |



Appendix A: LTP for English
Year 5/ 6 Cycle 1

| | Reading | | Writing | |
|----------|---|---------------------------|--|---|
| Term | Guided reading texts | VIPERS main focus | Power of Reading text and writing outcomes | Cross curricular reading and writing opportunities |
| Autumn 1 | Extracts from: Streetchild, Skysong, The Girl of Ink and Stars, Cogheart Skellig | Vocabulary and retrieval | Streetchild Character and setting descriptions Newspaper reports | Writing: <ul style="list-style-type: none"> Queen Victoria double page spreads Science investigations Reading: Workhouse and Victorian inventions information texts |
| Autumn 2 | Extracts from: NF texts on Charles Darwin, Dr Barnados | Vocabulary and prediction | Moth - a story of evolution Non Chronological reports Biographies | Writing: <ul style="list-style-type: none"> Biography of Charles Darwin Science - evolution explanation texts Reading: <ul style="list-style-type: none"> Short stories whole class reading by teacher Range of biographies Information texts about animals/plants |
| Spring 1 | Poetry and song lyrics from: A Poem from every day of the year/2 stars and a wish website | Retrieval and inference | Wonder by RJ Palacio Poetry Letters Diaries | Writing: <ul style="list-style-type: none"> Fact files on countries and geographical regions Comparing geographical regions - descriptions Reading: <ul style="list-style-type: none"> NF texts about North and South America Class novel - Welcome to Nowhere |
| Spring 2 | Extracts from Welcome to Nowhere | Retrieval and inference | The Journey Narrative: Journey story Letters | |

Curriculum Skills and Progression Map



| | | | | |
|-----------------|--|---------------------------------|--|---|
| <p>Summer 1</p> | <p>Extracts from Pig Heart Boy NF texts on the heart</p> | <p>Vocabulary and summarise</p> | <p>Pig Heart Boy Diary Explanation texts</p> | <p>Writing:</p> <ul style="list-style-type: none"> ● Explanation texts on the circulatory system ● Meal plans, recipes <p>Reading</p> <ul style="list-style-type: none"> ● NF texts about the human body |
| <p>Summer 2</p> | <p>Extracts from The Song from Somewhere else</p> | <p>All VIPERS</p> | <p>The Song from Somewhere Else Poetry</p> | <p>Writing</p> <ul style="list-style-type: none"> ● Descriptions of Mayan civilisation ● NF texts on The Mayans ● Short stories from different cultures |

Appendix A: LTP for English
Year 5/6 cycle 2

| | Reading | | Writing | |
|----------|---|---------------------------|--|---|
| Term | Guided reading texts | VIPERS main focus | Power of Reading text and writing outcomes | Cross curricular reading and writing opportunities |
| Autumn 1 | Extracts from The Explorer NF texts on Rainforests | Vocabulary and retrieval | The Explorer Letters Diaries Descriptions | Writing: <ul style="list-style-type: none"> • Non chron reports on the rainforest • Discussion text on deforestation Reading: <ul style="list-style-type: none"> • NF texts on rainforests and animals |
| Autumn 2 | WW1 poetry Extracts from Private Peaceful | Vocabulary and prediction | War Horse Recounts Letters Poetry | Writing: <ul style="list-style-type: none"> • Reports on WW1 |
| Spring 1 | NF texts on Space Extracts from Cosmic | Retrieval and inference | Cosmic Character and setting descriptions Letters Dialogue | Writing: <ul style="list-style-type: none"> • Reports on Space • Fact files on the planets Reading: <ul style="list-style-type: none"> • NF texts about the planets and Space |
| Spring 2 | Extracts from Beowolf | Retrieval and inference | Short story: Raiders Narrative- portal stories | Writing <ul style="list-style-type: none"> • Diaries of Viking invaders • Story Of Alfred the Great • Story of the Battle of Hastings Reading <ul style="list-style-type: none"> • NF texts about Vikings, Saxons |

Curriculum Skills and Progression Map



| | | | | |
|-----------------|--|---------------------------------|--|---|
| <p>Summer 1</p> | <p>Extracts from Floodland, The Island at the end of everything</p> | <p>Vocabulary and summarise</p> | <p>Floodland Setting and character descriptions Diaries Narrative - stories set in future</p> | <p>Writing:</p> <ul style="list-style-type: none"> ● Fact Files about UK ● Reports on rivers, coasts and mountains <p>Reading</p> <ul style="list-style-type: none"> ● NF texts on rivers, coasts, mountains ● Atlas |
| <p>Summer 2</p> | <p>Extracts from Secrets of the sun king NF texts on Ancient Egypt</p> | <p>All VIPERS</p> | <p>Secrets of the Sun King Diaries Letters</p> | <p>Writing</p> <ul style="list-style-type: none"> ● Reports on Ancient Egypt ● Fact files on Egyptian Gods ● Descriptions of tombs, discovery of Hoard Carter <p>Reading</p> <ul style="list-style-type: none"> ● Egyptian myths ● NF texts on Ancient Egypt ● NF texts about Howard Carter |

Appendix B: LTP for Let's Think In English

| <p style="text-align: center;">Horsford Primary School Year 1/2 Let's Think In English Sequence of Lessons</p> | | | | |
|---|--|--|--|---|
| Date | Cycle 2 LTE Lesson | Focus | Cycle 1 LTE Lesson | Focus |
| Autumn Term 1st half | Journey | This lesson is the first in a series. This lesson explores Aaron Becker's "Journey" as pupils develop their understanding of the codes within the picture book. Pupils consider how colour infers meaning, before exploring the representation of the girl. They are provided with an opportunity to develop their own narrative inspired by the pictures before considering the climax of the story as the bird is captured and set free and its possible significance. | Kites | This lesson explores the short film 'Kites' and consider the feelings evoked by the film and how the kite's actions symbolises these feelings. |
| | Autumn Term 2nd half | Quest | This lesson is the second in a series and builds upon the previous lesson on Aaron Becker's story "Journey". This lesson explores the concept of a quest. Pupils consider how a journey and quest may differ before exploring the significance of the map and review the illustration to rank different aspects of the quest. Finally, they consider an additional task for the protagonists and consider where it would come in the sequence of events. | Today I Feel (1) |
| Return | | This lesson explores the concluding book in a trilogy and is also the third LTE lesson following: Journey and Quest. This lesson explores how pupils can use their understanding of character, plot and writer's intention in the first 2 books to make predictions and comprehend the final book in the series | Today I Feel (2) | This is the second of two lessons. The first explores pictorial alphabets and the link between letters and objects. The second lesson considers "Today I Feel" by Madalena Moniz and the feelings Moniz might have associated with different letters before pupils consider their own associations. |

Curriculum Skills and Progression Map

| | | | | |
|-------------------------------------|-----------------------|---|--------------|--|
| Spring Term 1 st half | La Luna | This lesson explores the Pixar short “La Luna” considering the characterisation and moral of the film. Pupils are asked to classify what type of film they believe it to be and explain why. | Crocodile | Pupils consider Faustin Charles and Michael Clarke’s book “The Selfish Crocodile” and consider their classification of a hero. They then explore the character of the mouse and consider his heroism. |
| | Big Wolf, Little Wolf | This lesson explores the picture book “Big Wolf and Little Wolf” by Nadine Brun-Cosme and Olivier Tallec. The story is told primarily from the Big Wolf’s perspective as we explore his thoughts and feelings. Pupils are challenged to understand the Little Wolf’s thoughts and feelings which are rarely explicitly explained but are implied | The Wall | This lesson explores the picture book “Big Wolf and Little Wolf” by Nadine Brun-Cosme and Olivier Tallec. The story is told primarily from the Big Wolf’s perspective as we explore his thoughts and feelings. Pupils are challenged to understand the Little Wolf’s thoughts and feelings which are rarely explicitly explained but are implied |
| Spring Term 2 nd half | Kids | This lesson considers a poem by Spike Milligan and who the speaker is. Pupils consider which image best suits the poem before reviewing their choice in light of the concluding lines. | Dark | This lesson considers a poem on being scared of the dark. Pupils consider why someone might be scared of the dark before developing their understanding of the speaker and exploring which images best suit the poem. |
| | Who did it? | This lesson explores Oliver Tallec’s book “Who Done It?”. Pupils develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may have been before evaluating what makes some pictures harder than others. | Rosie’s Walk | This lesson explores a picture book in which the excitement and tension in the narrative is created through the inclusion of one character – the fox- who appears in the illustrations and not in the written text. Children generate an initial frame of reference by sharing their story predictions. The lesson should support a growing understanding of the ways that texts engage readers, and specifically, how illustrations can do this in playful opposition to the written text |

Curriculum Skills and Progression Map

| | | | | |
|-------------------------------------|----------------|--|------------|--|
| Summer Term 1 st half | Something Else | This lesson explores Kathryn Cave and Chris Riddell's story "Something Else". Pupils consider what we can infer about the character from the setting, before considering how the main character is similar or different to the other animals and why a boy suddenly appears at the end of the story. | Hat | This activity develops pupils understanding of intentions and consequences by focusing on which character is at fault for what happens at the end of the story. |
| | Zog | This lesson considers Julia Donaldson and Axel Scheffler's character depiction in the story "Zog" and how they deny our expectation of character types. Pupils consider what they expect of dragons, princesses and knights before considering how these character types differ in "Zog" | Clock work | This lesson explores an animated film called: "The Clocktower" a film by Cara Antonelli. The lesson starts with a clarification regarding what clockwork is before pupils consider how the girl is feeling in the opening of the film. Pupils start to explore the symbolism of the film by considering why the world turns grey and the music suddenly stops and what the girl might do with the balloon. This leads to a consideration of the character's happiness before the class consider the sacrifice the character makes. |
| Summer Term 2 nd half | Wild | This lesson explores the story "Wild" by Emily Hughes and the development of the protagonist. Pupils consider how the character feels at different points of the story and how the illustrations and text imply feelings. Pupils then consider whether or not the story could be real and if not would we feel differently about the girl's fate. | Bear | This lesson develops pupils understanding of narrative sequencing focusing on the changing characterisation of the bear throughout the story and the possible order of the final images. |
| | Suitcase | This lesson is based on Chris Naylor-Ballesteros's picture book, The Suitcase. It focuses attention and reasoning on the contents of a migrant animal's suitcase and what the contents might tell us about him and his experiences. After thinking about what they would take in a suitcase if they were leaving home, pupils then develop inferences about the 'strange ani-mal' who carries the suitcase. They speculate what the other animals will find when they open | Mystery | This is KS1 version of the Harris Burdick lesson. Pupils study different images from the KS2 version and speculate on the relationship between the two images. |

Curriculum Skills and Progression Map

| | | | | |
|--|--|---|--|--|
| | | <p>the suitcase to prepare for the conflict of what we actually find there and reasoning as to why the items might be so important. Revisiting what they chose to carry in their own case should support the children to apply what they have understood through the story about symbolic objects</p> | | |
|--|--|---|--|--|

Curriculum Skills and Progression Map

Appendix B: LTP for Let's Think In English

| Horsford Primary School Year 3/4 Let's Think In English Sequence of Lessons | | | Focus |
|--|---|----------------|--------------|
| Date | LTE Lesson Cycle 2 | Cycle 1 | |
| Autumn 1 | Philip part 1 (discussion) | Mysteries | |
| | Philip part 2 (discussion) | Splash | |
| | Philip part 3-4 (bridging written task- plan/write/edit - collaborative poem) | Shirley | |
| Autumn 2 | | Wolves | |
| | | Red | |
| | | Promise | |
| Spring 1 | Before After part 1 (discussion) | Tunnel | |
| | Before After part 2 (discussion) | | |
| | Before After part 3-4 (bridging written task- plan/write/edit) | Halver | |
| | Not Now Bernard 1 (discussion) | | |
| | Not Now Bernard 2-3 (bridging written task- | Old | |

Curriculum Skills and Progression Map

| | | | |
|----------|---|--------------------|--|
| | plan/write/edit - Newspaper) | | |
| Spring 2 | Sam & Dave Dig a Hole part 1 (discussion) | Alike | |
| | Sam & Dave Dig a Hole part 2 (discussion) | Who, What , where | |
| | Sam & Dave Dig a Hole part 3-4 (bridging written task- plan/write/edit) | Blue, Yelloe | |
| Summer 1 | The Present part 1 (discussion) | Sea Saw | |
| | The Present part 2 (discussion) | Here we are | |
| | The Present part 3-4 (bridging written task- plan/write/edit) | | |
| Summer 2 | Philosophy lessons | Philosophy lessons | |

Curriculum Skills and Progression Map

Appendix B: LTP for Let's Think In English

| Horsford Primary School Year 5/6 Let's Think In English Sequence of Lessons | | | Focus |
|---|----------------------------|--------------------------------|--|
| Date | LTE Lesson Cycle 2 | Cycle 1 | |
| Autumn 1 | Maps (long poem) | Voices | Character and viewpoint |
| | Shoes (6 word short story) | Window | Character and story sequence |
| | Lulu (poem) | Sky (Lit shed film) | Effective description |
| Autumn 2 | Bear (poem) | Feathers | Characterisation |
| | Rabbits (book) part 1 | Last Stop | Similes and metaphors Figurative language |
| | Rabbits part 2 | Half Life (Pobble 365 picture) | Similarities and differences |
| | | John Lewis Christmas ad 2016 | Exploring emotions |
| Spring 1 | Tree (book) | Creatures (poem) | Comparing and contrasting poems |
| | Maker (short film) part 1 | Starcase (poem) | Symbolic reasoning |
| | Maker part 2 | | |

Curriculum Skills and Progression Map

| | | | |
|----------|---------------------------------|--|-----------------------------|
| Spring 2 | Visitor (poem) | Hole (short film) | Intentions and consequences |
| | Home (story) | Who (poem) | Frames of reference |
| | | | |
| Summer 1 | Staircase (poem) | Not much room (picture book) | Narrative sequencing |
| | | | |
| Summer 2 | Hole (short film) | Opening Doors (Pobble picture) http://www.pobble365.com/opening-doors/ | Possibility and conjecture |
| | The Island (short story) part 1 | Moment of fame (pobble picture) http://www.pobble365.com/moment-of-fame/ | Possibility and conjecture |
| | The Island part 2 | | |

Appendix D: Overview for spelling – Years 3-6

Year 3 and 4 Spelling List

| | | |
|---------------------------|----------------|--------------------|
| accident(ally) actual(ly) | favourite | peculiar |
| address | February | perhaps |
| answer | forward(s) | popular |
| appear | fruit | position |
| arrive | grammar | possess(ion) |
| believe | group | possible |
| bicycle | guard | potatoes |
| breath | guide | pressure |
| breathe | heard | probably |
| build | heart | promise |
| busy/business calendar | height | purpose |
| caught | history | quarter |
| centre | imagine | question |
| century | increase | recent |
| certain | important | regular |
| circle | interest | reign |
| complete | island | remember |
| consider | knowledge | sentence |
| continue | learn | separate |
| decide | length | special |
| describe | library | straight |
| different | material | strange |
| difficult | medicine | strength |
| disappear | mention | suppose |
| early | minute | surprise |
| earth | natural | therefore |
| eight/eighth | naughty | though/although |
| enough | notice | thought |
| exercise | occasion(ally) | through |
| experience | often | various |
| experiment | opposite | weight woman/women |
| extreme | ordinary | |
| famous | particular | |

Year 5 and 6 Spelling List

| | | |
|--------------------------|---------------------|---------------|
| accommodate | embarrass | persuade |
| accompany | environment | physical |
| according | equip (–ped, –ment) | prejudice |
| achieve | especially | privilege |
| aggressive | exaggerate | profession |
| amateur | excellent | programme |
| ancient | existence | pronunciation |
| apparent | explanation | queue |
| appreciate | familiar | recognise |
| attached | foreign | recommend |
| available | forty | relevant |
| average | frequently | restaurant |
| awkward | government | rhyme |
| bargain | guarantee | rhythm |
| bruise | harass | sacrifice |
| category | hindrance | secretary |
| cemetery | identity | shoulder |
| committee | immediate(ly) | signature |
| communicate | individual | sincere(ly) |
| community | interfere | soldier |
| competition | interrupt | stomach |
| conscience* | language | sufficient |
| conscious* | leisure | suggest |
| controversy | lightning | symbol |
| convenience | marvellous | system |
| correspond | mischievous | temperature |
| criticise (critic + ise) | muscle | thorough |
| curiosity | necessary | twelfth |
| definite | neighbour | variety |
| desperate | nuisance | vegetable |
| determined | occupy | vehicle |
| develop | occur | yacht |
| dictionary | opportunity | |
| disastrous | parliament | |