

April 2021

English: Reading and Writing Overview



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Phonics and Reading Scheme Progression

Year group	Autumn milestones	Spring milestones	Summer milestones
F1	<ul style="list-style-type: none"> • Introduced to phase 1 phonics x 4 per week. • Focus on phase 1 listening activities with some introduction to letters during learning zone. • Children helped to recognise the letters and sound in their name. 	<ul style="list-style-type: none"> • Introduced to phase 1 phonics x 4 per week • Children who have been taught phase 1 will move to phase 2: <i>s,a,t,p,l,n,m,d,g,σ,c,k, ck,e,u,r,h,b,f,ff,l,ll,ss</i> • One sound to be introduced per week. • Learning zone activities will be set up based upon the sound of the week. • An opportunity for children to bring in items starting with the initial sound. • Purple reading books introduced – pictures with no words. • Children start to recognise and learn how to write their name. 	<ul style="list-style-type: none"> • Daily phonics sessions, with one sound a day. • By the end of summer, children will have been exposed to phase 2 through the use of teaching; phonics activities in learning zone; group work with key workers and regular practise with an adult (flash cards). • Children moved onto pink books when they are beginning to blend. • Children able to write all of the letters in their name.
F2	<ul style="list-style-type: none"> • Phase 2 phonics with a focus of blending. • All children to be confident with phase 2 phonics by the end of Autumn 2: <i>s,a,t,p,l,n,m,d,g,σ,c,k, ck,e,u,r,h,b,f,ff,l,ll,ss</i> • Phase 2 tricky words introduced <i>l, the, go, to, into</i> • Daily 45-minute phonics session. • Intervention groups for children requiring further support. • Children taught how to form each letter using pre-cursive. • Children writing cvc words in their phonics books based upon their phonic knowledge. • All children to be given a pink decodable reading book. • Books to be given based upon the children's recall of each sound – Fully decodable books. • Key workers keep a record of children's phonic knowledge. • Children can choose a non-decodable pink book to read with their families – this will support their understanding of books. 	<ul style="list-style-type: none"> • Phase 3 phonics introduced and phase 2 consolidated. <i>j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa, oi,oo,oo,ow,ar,air,ear,er,ur,or,ure</i> • Phase 3 tricky words introduced. <i>we,me,he,she,be,was,my,you,her,all, are,they</i> • Daily 45-minute phonics session. • Intervention groups for children requiring further support. • Children learning phase 3 to be given a red fully decodable reading book. • Books to be given based upon the children's recall of each sound. • Key workers keep a record of children's phonic knowledge. • Children writing CVC words with phase 2 and 3 sounds in. • Children writing sentences in phonics books, based upon their phonic knowledge. • Children can choose a non-decodable red book to read with their families – this will support their understanding of books. 	<ul style="list-style-type: none"> • Phase 3 phonics consolidated with emphasis on blending. • Phase 2 and 3 tricky words consolidated • Daily 45-minute phonics session. • Intervention groups for children requiring further support. • Children confident with all phase 2 and 3 to be given a yellow decodable reading book by Summer 2. • Books to be given based upon the children's recall of each sound. • Key workers keep a record of children's phonic knowledge. • Children confidently spelling words with phase 2 and 3 sounds in. • Children writing sentences in phonics books, based upon their phonic knowledge. • Children can choose a non-decodable yellow book to read with their families – this will support their understanding of books.

Year group	Autumn milestones	Spring milestones	Summer milestones
Y1	<ul style="list-style-type: none"> Phase 4/5 phonics introduced: <i>ou,ea,ie,ir,oy,ay,ey,aw,ue, whph,ew,oe,au, a e,i e,e e,σ e,u e</i> Daily phonics session focusing on blending and sentence construction using phonics. Spelling bee introduced once a week. Phase 4/5 tricky words introduced: <i>said,so,have,like,some,come,there, were,little,one,do,what,when,out oh,their,people,Mr,Mrs,looked, called,asked,could,would,should, water,where,who,again,through, thought,mouse,many,laughed, because,different,any,eyes, friends,once,please,everyone</i> Daily guided reading session – 2 x reads with an adult and independent tasks. Children confident with phase 5 phonics are given a blue decodable book. Children can choose a non-decodable blue book to read with their families – this will support their understanding of books. Phonics Interventions where necessary focused on phase 3 and 5. 	<ul style="list-style-type: none"> Consolidate phase 4/5 phonics, focusing on blending. Daily phonics session focusing on blending and sentence construction using phonics. Spelling bee once a week. Phase 4/5 tricky words consolidated. Daily guided reading session – 2 x reads with an adult and independent tasks. Children confident with phase 5 phonics are given a green decodable book. Children can choose a non-decodable green book to read with their families – this will support their understanding of books. Phonics Interventions to support with preparation for the phonics check. 	<ul style="list-style-type: none"> Consolidate phase 4/5 phonics, focusing on blending. Daily phonics session focusing on blending and sentence construction using phonics. Spelling bee once a week. Phase 4/5 tricky words consolidated. Daily guided reading session – 2 x reads with an adult and independent tasks. Children confident with phase 5 phonics to be on orange or turquoise book by Summer 2. Preparation for phonics screener Phonics Interventions
Y2	<ul style="list-style-type: none"> Introduce phase 5b and 5c phonics: <i>Alternative pronunciations: c,g,ch,y,a,e,i,σ,u,ea,ie,er,ow,ou ey /k/d/f/g/h/j/l/m/n/r/s/t/v/w/z /e/i/σ/u/σσ/ /ai/ee/igh/oa/oi/ow/oo/y-oo/ /air/ar/ear/or/ur/ /ch/sh/zh/</i> Phase 6 phonics – prefixes, suffixes, plurals Whole class reading Children reading purple book Phonics Interventions where necessary focused on individual pupils needs. 	<ul style="list-style-type: none"> Consolidate phase 5c and 6 phonics, focusing on spelling. Whole class reading Children reading gold books Phonics Interventions where necessary focused on individual pupils needs. 	<ul style="list-style-type: none"> Consolidate phase 5c and 6 phonics, focusing on spelling. Whole class reading Children reading white/lime books by Summer 2 and on accelerated reader. Phonics Interventions where necessary focused on individual pupils needs.

Writing for a Purpose YEARS 1 – 6 Overview



Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Where in the World am I?		Key Question: Will we play with the same toys when we are older?		Key Question Which animals would you invite to tea?	
Reading to Inspire Writing	We're Going on a Bear Hunt by Michael Rosen	The three Little pigs (Main version - Huff and puff by Claudia Rueda)	The Story Orchestra: The Nutcracker by Jessica Courtney-Tickle	Standing small: 30 years of lego minifigures	The Tiger Who Came to Tea by Judith Kerr	Six Dinner Sid by Inga Moore
Reading Rationale	The text is rich with descriptive vocabulary for the children to learn and use. It also has repeated phrases/structure that children can copy and adapt. It naturally encourages the use of adjectives when using our sense, linking to the woodland walk and science (local wildlife).	The Three Little pigs is an excellent model of a traditional tale. It will allow the children to explore class story structures like a beginning, middle and end. A variety of versions of the text will be explored to encourage pupils to adapt the story to make it their own.	The Nutcracker is a classical traditional tale based on toys from the past. It is also one that the children are unlikely to have been exposed to before. It is a magical tale that will encourage the children's imagination. This version of the book plays a different piece of classical music by Tchaikovsky (linked to the ballet), which is covered in music this term. Contains excellent vocabulary for GDS.	A non-fiction book about Lego facts and how to make different Lego models. This links very closely with the key question and the key focus on Lego. It also helps the children understand non-fiction texts in a topic they love.	The Tiger Who Came to Tea inspires our key question for this topic. It is an exciting story that engages the pupil's imagination. The book is challenging for Year 1 and exposes them to vocabulary they may not be able to read on their own, but can enjoy when read to them.	Six Dinner Sid has been chosen for its links to our value of trust and how a cat is caught out being dishonest. It also raises issues around people talking to each other and making friends to take care of their local areas.
Writing focus	<p>Purpose: Entertain Audience: Michael Rosen (twitter)</p> <p>Write a description of an animal of their choice.</p> <p>Use the story sack to write a story based on the book 'We're Going on a Bear Hunt' changing the settings and the animal at the end.</p> <p>Use Nature Poems by Nicola Davies A poem based on the 5 senses linked to the sensory experience of the Woodland Walk.</p>	<p>Purpose: Entertain Audience: F2 pupils</p> <p>Use the story sack to write a story (beginning, middle and end) based on 'The Three Little Pigs'. The ending will have a twist on the traditional version.</p> <p>Make links between a variety of traditional tales. Talk about the similarities and differences between the audience, structure, setting, characters and language.</p>	<p>Purpose: Entertain Audience: Y2</p> <p>Write a description of the traditional toy, the nutcracker. This will be used in the story.</p> <p>A story (beginning, middle and end) based on the Nutcracker using their own imagination to change a character, scene, or outcome. Use the story sack to help the pupils change a key part of the story.</p>	<p>Purpose: Inform Audience: Year 1 class</p> <p>Write a set of instructions explaining how to make a lego figure. Link to DT where children make a lego figure and house.</p> <p>Science – write a report /non fiction book about different materials and which toys are made from what.</p> <p>Write a recount about their trip to Legoland.</p>	<p>Purpose: Entertain/Inform Audience: Year 1 book corner</p> <p>Using the story sack, Perform and retell the story of the Tiger who came to tea.</p> <p>Write a letter to the tiger asking him to not eat all of the food next time!</p> <p>Write an information text, in the form of a poster, using the book 'The big Book of Beasts'. Including headings and sub-headings, about a tiger. Including what it eats,</p>	<p>Purpose: Entertain/Inform Audience: Parents</p> <p>Using the story sack, Perform and retell the story of the Six Dinner Sid.</p> <p>Write a description of an animal they would like to invite to tea.</p> <p>Using the story sacks, write a story by joining together elements of The Tiger who came to tea' and 'Six Dinner Sid'.</p> <p>End with a tea party - Write a series of instructions about how to</p>

					habitat, description, being endangered and where they are found in the world.	make a sandwich / cup of tea / cake.
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Year 1 Books to enrich our Highwood Curriculum

Additional Reading Materials	Autumn 1 Key Books: Nature Poems by Nicola Davies Night-night, Knight Poems by Michael Rosen The Snail and The Whale by Julia Donaldson A Bear Called Paddington by Michael Bond On the way home by Jill Murphy My Bear Griz by Suzanne McGinnes Handa Surprise by Eileen Browne The Gruffalo by Julia Donaldson The Everywhere Bear by Julia Donaldson	Autumn 2 Key Books: Classical fairy tales – Ladybird Wolf wont bite! by Emily Gravett The True Story of the Three Little Pigs by Jon Scieska The Story Orchestra: Swan Lake and Sleeping Beauty Jack and the Bean Stalk by Nina Towe Rapunzel by Jutta Ash Cinderella by Lynn Roberts One grain of Rice by Demi The Snow Queen by Naomi Lewis Hansel and Gretel by Michael Morpurgo The kings new palace by Susan Summers The story of Divali by Jatinder Verma	Spring 1 Key Books: The story of Pinocchio by Katie Daynes Dogger by Shirley Hughes Litter Bear Lost by Jane Hissey That Rabbit belongs to Emily Brown by Cressida Cowell & Neal Layton Lost in a toy museum: An adventure by David Lucas Kippers toy box by Mick Inkpen Toys in Space by Mini Grey The teddy Robber by Ian Beck The Wooden Camel by Wanuri & Manuela Adreani The toy maker by Martin Waddell & Terry Milne	Spring 2 Key Books: Toys around the world by Joanna Brundle Toys and Games by Sally Hewitt Start up History: Toys by Jane Bingham & Ruth Nason	Summer 1 Key Books: There’s a Tiger in the Garden by Lizzie Stewart Cinnamon bu Neil Gamen The big book of beast by Yuval Zommer Amazing animal Journeys by Cjris Packham National Geographic Kids: Tigers National Geographic: Everything Bog Cats Sleep like a Tiger by Mary Logue The Dancing Tiger by Malachy Doyle	Summer 2 Key Books: Puss Jekyll Cat Hyde by Joyce Dunbar They all saw a Cat by Brendan Wenzel Mog the forgetful cat by Judith Kerr National Geographic: Wild Cats by Elizabeth Carney Crazy about Cats by Owen Davey Tabby McTat by Julia Donaldson
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Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Was the Great Fire of London a total disaster?		Key Question: Where in the world would we like to explore?		Key Question What Can Go In Our Best of British Banquet?	
WCR Text	Little Red and The Very Hungry Lion by Alex Smith	The Owl Who Was Afraid of The Dark by Jill Tomlinson	The Lost Happy Endings by Carol Ann Duffy	The Lion, The Witch & The Wardrobe (abridged)	Alice in Wonderland (Abridged – Usborne young reading)	Fantastic Mr. Fox by Roald Dahl
Reading Rationale	Little Red and The Very Hungry Lion aids the transition from Y1 reading to WCR and adds a fresh spin on familiar conventions of traditional tales. In encourages pupils to explore authorial choice and interpreting the text and illustrations.	This will be the first chapter book that the pupils explore. It has rich vocabulary and links with PSHE this term about exploring fears.	This book is another twist on a traditional tale, linking in well with other stories read this half term. In particular it unpicks the concept of the tradition of a ‘happy ending’ used in a fairy tale. The illustrations add depth to the book and added greater inference opportunities.	The Lion, The Witch & The Wardrobe has been selected as an introduction to a classic author and for its theme of exploration into a new realm! The story also has comparisons with many traditional tales.	The text is an abridged version of the original story. It gives children the introduction to a classic text in vocabulary appropriate to the age but challenging in nature. The story has been chosen as it links in with the key question for the term and draws upon their imagination.	Pupils will read Fantastic Mr Fox, highly engaging children’s story with vivid descriptions and links with heroes and villains from Spring term: Mr Fox is a thief but does that make him a villain? The book is by an author that we wanted to expose our pupils to.
Reading to Inspire Writing	The Great Fire of London by Liz Gogerly	Toby and the Great Fire of London by Margaret Nash The Great Fire of London (Famous People, Great Events) by Gillian Clements	The Crane Girl by Curtis Manley Korean Cinderella by Shirley Climo	UK and World Atlas (Usbourne)	The Secret Garden (Abridged)	Alice in Wonderland (Abridged)
Writing focus	<p>Purpose: Inform Audience: Year 1 teachers</p> <p>Write a recount about how the fire started and how it spread based on the knowledge gained from both texts used this term.</p>	<p>Purpose: Entertain Audience: Margaret Nash</p> <p>Write a descriptive story based on the structure of Toby and the Great Fire of London focussing on what happened on his journey and adding in a new character who he may have met on his travels.</p>	<p>Purpose: Entertain Audience: all year groups</p> <p>Using a chosen illustration from a culturally different text (The Crane Girl), children to write a creative story based on the illustration.</p>	<p>Purpose: Inform Audience: local library</p> <p>Write an information text about an area of the world of which the children have significant knowledge.</p> <p>Writing about a country of their choice.</p>	<p>Purpose: Entertain Audience: curriculum leaders (English and Science)</p> <p>Write a description about first entering the Secret Garden inspired by our reading – incorporating plant names studied in Science.</p>	<p>Purpose: Entertain Audience: Publishers</p> <p>Write a creative story using Alice in Wonderland as a stimulus – changing the tea party to a British Banquet.</p>
	<p>Purpose: Entertain Audience: Year 1 children</p> <p>Write a descriptive paragraph to describe the events of the Fire – use the skeleton structure from the recount and add descriptive language.</p> <p>Write a poem to coincide with Bonfire Night using Firework Night and The Bonfire at Night by Enid Blyton for inspiration.</p>	<p>Purpose: Inform Audience: Peers and parents</p> <p>Write a diary entry from Samuel Pepys’ perspective set during the Great Fire. Link to taking notes from the story based on what Samuel Pepys could hear, smell, see and how he felt.</p>	<p>Write a descriptive story based on the structure of one of the key texts (Korean Cinderella). The children will write the whole story whilst comparing this story to other traditional tales.</p>	<p>Write a letter to the library encouraging them to use our non-fiction text. Work published in the library.</p>	<p>Write a story based upon the Secret Garden from the country that they studied in Spring 2.</p>	<p>Purpose: Inform Audience: Parents</p> <p>Write a letter inviting parents to attend their banquet.</p> <p>Write an instruction text in Science about planting and looking after flowers.</p>

Year 2 Books to enrich our Highwood Curriculum

Additional Reading Materials	Autumn 1 Key Books:	Autumn 2 Key Books:	Spring 1 Key Books:	Spring 2 Key Books:	Summer 1 Key Books:	Summer 2 Key Books:
	<p>Katie in London by James Mayhew</p> <p>The Gunpowder Plot (Usborne Young Readers)</p> <p>Mr Fawkes, the King and the Gunpowder Plot by Tom Brandman</p> <p>Vlad and the Great Fire of London by Kate Cunningham</p> <p>Plague: A cross of the door by Ann Turnball</p> <p>The Great Fire of London</p> <p>Unclassified by Nick Hunter</p> <p>You wouldn't want to be in the Great Fire of London! By Jim Pipe</p>	<p>Fire in the Dark by Roderick Hunt et al</p> <p>Who was Samuel Pepys by Paul Harrison</p> <p>The Danger Zone: Avoid being in the Great Fire of London by Jim Pipe</p>	<p>Kristina Rodanas (alternative traditional tales)</p> <p>Three Little Wolves and The Big Bad Pig by Eugene Trivizas</p> <p>Clever cakes by Michael Rosen</p> <p>Azad's Camel by Erika Pal</p> <p>The last wolf by Mini Grey</p> <p>The Irish Cinderlord by Shirley Climo</p> <p>The Rough Face Girl by Rafe Martin</p> <p>The Phoenix of Persia by Sally Pomme Clayton</p> <p>Hansel and Gretel by Rachel Isadora</p> <p>Little Red riding Hood Stories</p> <p>Around the World: 3 Beloved Tales by Jessica Gunderson</p> <p>The Ghanaian Goldilocks by Dr Tamara Pizzoli</p> <p>Yeh-Shen: A Cinderella story from China by Ai-Ling Louie</p>	<p>Meerkat Mail by Emily Gravett</p> <p>The Day the Crayons Came Home by Drew Daywalt</p> <p>Around the World in 80 days by Jules Verne</p> <p>Captain Cook (Famous Lives) by Usborne Young Readers</p> <p>Fantastically Great Women who changed the World by Kate Pankhurst</p>	<p>The Tiny Seed by Eric Carle</p> <p>It starts with a seed by Laura Knowles</p> <p>Tree: Seasons come and seasons go by Patricia Heggarty</p> <p>The Little Gardener by Emily Hughes</p> <p>Jim and the Beanstalk by Raymond Briggs</p> <p>Tiny Perfect things by M H Clark</p> <p>The Big Book of Blooms by Yuval Zommer</p> <p>Dominic grows Sweetcorn by Mandy Ross</p> <p>The Dove by Dianne Stewart</p> <p>The seedling that didn't want to grow by Britta Teckentrup</p>	<p>The Lighthouse Keeper's Picnic by Ronda and David Armitage</p> <p>Oliver's Fruit Salad and Oliver's Vegetables by Vivian French</p> <p>Secrets of the Vegetable Garden: A shine-a-light Book by Carron Brown</p> <p>The Enormous Potato by Aubery Davis</p> <p>Bonkers about beetroot by Cath Jones</p> <p>Plants (Amazing Science) by Sally Hewitt</p> <p>RHS Ready, Steady Grow by RHS</p> <p>A Seed is sleepy by Dianna Aston</p> <p>A Fruit is a Suitcase for Seeds by Jean Richards</p>

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: What did the pre-historic people yabba-dabba do?		Key Question: How has water shaped our world?		Key Question How can we help protect our planet?	
WCR Text	Stone Age to Iron Age (The History Detective Investigates) by Clare Hibbert Stone, Bronze and Iron Ages (Explore!) by Sonya Newland	The Boy with the Bronze Axe by Kathleen Fidler	The Wind in the Willows by Kenneth Grahame (abridged version)	The River Singers by Tom Moorhouse	A is for Anaconda: A rainforest Alphabet by Anthony Fredicks <i>Inspiring the writing: The Great Kapok Tree by Lynne Cherry</i>	Rainplayer by David Wisniewski
Reading Rationale	These two books expose the reader to the features of non-fiction texts and provide an effective example of how similar information can be presented in different ways. The books are about prehistory rather than one specific age, so they are relevant to topic lessons across the whole term. They provide opportunities to compare life in the different ages and identify development and progress during prehistory.	The text has been chosen for its links to our study of Stone Age people. The images offer a wealth of non-fiction support as well in depicting Stone Age daily life. This will also give the children a range of subject specific vocabulary to bring their own stories to life.	Accessible version of a children's classic with links to the key question – the story exposes pupils to ambitious vocabulary and builds on the theme of animals used in popular/classic literature. The novel is set on the River Thames, in neighbouring Henley and builds on our curriculums' aim of giving pupils a deeper understanding of where they are in the world.	Links to topic of water in a UK setting. The book exposes children to ambitious vocabulary. Builds on the theme of using animals in literature in a way that enables comparison and contrast with Wind in the Willows. Links to science (water-based animal habitats in the UK).	Unusual layout for a non-fiction book. Seems like it would be targeted to a younger audience due to alphabet theme but it's not. Facts presented as paragraphs but also short rhyming poems. Links to science (deforestation and rainforest habitats).	This is a beautiful, original tale about a boy who must defeat the Rain God in a ball game to save his people from disaster. It is set within the ancient Mayan culture and illustrated with spectacular cut-paper artwork inspired by Mayan art and architecture.
Writing focus	<p>Purpose: Entertain Audience: Corridor display</p> <p>Write a character description creating their own new prehistoric character based on their reading.</p> <p>Write a story based on the book Stone Age Boy focusing on their new character and changing a key event/s in the book.</p> <p>Poem Audience: Michael Rosen.</p> <p>Write a poem linked to Michael Rosen's 'I was born in the Stone Age'</p>	<p>Purpose: Inform Audience: Year 3 Class</p> <p>Write a non-chronological report (informal tone because of the audience) on prehistoric life (cave paintings, mammoths etc) using headings and subheadings. Create an interactive book to be featured in the class book corner. The class book will include a mixture of work from a range of topics across the whole curriculum (history, art etc).</p> <p>Write a recount about the Stone Age Day (can be an external visit or classroom-based).</p>	<p>Purpose: Entertain Audience: River and Rowing Museum</p> <p>Write a diary entry in role as Mole detailing his time in The Wild Wood.</p> <p>Write a setting description linked to Wind in the willows. Using the sensory walk in Henley to support writing.</p> <p>Write a short story/new chapter for Wind in the Willows where Toad goes to the setting described (created above) on another original adventure.</p>	<p>Purpose: Inform Audience: Mr Hickey</p> <p>Write a biography (formal tone) about a person whose career is water-based. Focus on a diverse range of individuals, including women and a variety of cultures and backgrounds.</p> <p>Write a letter to Mr Hickey answering the key question.</p>	<p>Purpose: Entertain Audience: Year 2</p> <p>Write a character description of a rainforest animal.</p> <p>Write a story based on The Great Kapok Tree where animals visit the human to ask him to stop cutting down the trees. Children choose animals not in the original story and focus on dialogue between the animals and human.</p> <p>Write a poem linked to Brian Moses' 'Walking with my Iguana' – could this fit in? couple of WCR on this and write their version changing the animal Haiku or cinquain about rainforest animal?</p>	<p>Purpose: Inform Audience: Peer presentation</p> <p>Write an explanation text (explaining the process of something related to The Maya or rainforests eg how rainforest plants grow or how chocolate is made).</p> <p>Write a speech that answers the key question (inspired by TED Talks) Video – oracy based – performance</p>

Year 3 Books to enrich our Highwood Curriculum

Additional Reading Materials	Autumn Key Books:	Spring 1 Key Books:	Spring 2 Key Books:	Summer 1 Key Books:	Summer 2 Key Books:
	<p>Stone Age Boy by Satoshi Kitamura UG: Boy Genius of the Stone Age by Raymond Briggs The First Drawing by Mordicai Gerstein The Genius of the Stone, Bronze and Iron Ages Izzi Howell The Secrets of Stonehenge Mick Manning Prehistoric Britain (Usborne History of Britain series) The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams 24 Hours in the Stone Age by Lan Cook and Laurent Kling</p>	<p>The Wind in the Willows Animated Film (1995) Ocean Speaks by Jess Keating The Brilliant Deep by Kate Messner A River by Marc Martin The Rhythm of the Rain by Grahame Baker-Smith The 'Where on Earth?' Book of: Rivers by Susie Brooks Once Upon a Raindrop by James Carter Great River: Rivers of the World (raintree) The River by Hanako Clulow</p>	<p>Journey to the River Sea by Eva Ibbotson River Story by Meredith Hooper & Bee Willey River Stories: Explore the sights and stories of the world's five greatest rivers by Timothy Knapman River Animals (Animals in Their Habitats) by Francine Galko Women in Science - Rachel Igotofsky Women in Sport - Rachel Igotofsky Women in Art - Rachel Igotofsky</p>	<p>Rainforests in 30 Seconds: 30 fascinating topics for rainforest fanatics explained in half a minute by Jen Green Amazon Adventure: Unfolding Journeys Stewart Ross & Jenni Sparks Rainforests by Susie Brooks The Vanishing Rainforest by Richard Platt S is for Save the Planet by Brad Herzog (Get Epic books) A Walk in the Rainforest by Kristin J Pratt (Get Epic books) One Day on our Blue Planet: In the Rainforest by Ella Bailey The Explorer by Katherine Rundell The Shaman's Apprentice by Lynne Cherry & Mark Plotkin Lifesize: Rainforest by Anita Ganeri & Stuart Jackson-Carter Where the Forest Meets the Sea By Jeannie Baker 100 Facts: Rainforests by Camilla De la Bedoyere</p>	<p>Explore! Mayan Civilisation by Izzi Howell Mayan Civilisation (The History Detective Investigates) by Clare Hibbert The Chocolate Tree (A Mayan Folktale) by Linda Lowery The Ancient Maya by Jackie Maloy The Genius of The Maya by Izzi Howell Running Wild by Michael Morpurgo Popol Vuh by Victor Montejo, Luis Garay & David Unger The Maya and Chichén Itzá (Time Travel Guides) by Ben Hubbard Zonia's Rainforest by Juana Martinez-Neal Lots, The Diversity of Life on Earth by Nicola Davies</p>

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: What is more precious: Water or Gold?		Key Question: What did the Romans ever do for me?		Key Question: How have our coasts made Britain great?	
WCR Text	Journey along the River Nile by Travelling Wild Secrets of a Sun King by Emma Carroll	Secrets of a Sun King – Continue (WCR) Inspiring the writing: Marcy Riddle of the Sphinx by Joe Todd Stanton	Empire’s End: A Roman Story by Leila Rasheed Inspiring the writing: Roman Myths by Eris Braun	Empire’s End: A Roman Story by Leila Rasheed – Continue (WCR) Inspiring the writing: You think you’ve got it bad? A Kid’s life in Ancient Rome by Chae Stathie	100 facts, Seashore by Miles Kelly Flotsam by David Wiesner	Sir Gawain and The Green Knight by Michael Morpurgo
Reading Rationale	This non-fiction book alongside a range of other non-fiction texts (see key books) allows the pupils to gain really detailed knowledge about ancient Egypt and in particular the River Nile. This book in particular has an exciting and colourful layout which the children can copy for their own writing. It includes lots of subject specific vocabulary with a glossary for key explanations.	Secrets of a Sun King: A novel chosen for its links to Ancient Egypt which we study in this term. The story also features an intelligent and determined female protagonist which we feel our pupils need exposure to. There are ambitious vocabulary choices to be found within and many links to Egyptology and the discovery of Tutankhamun’s tomb.	A Roman story is based on a child called Camilla who has to move from North Africa to Rome. This book explores multicultural contributors to British history, who can often be overlooked. It delves into Roman Britain in 207 AD with a mix of ethnicities and religions. It shows a girl of North African origin, who is not depicted as a slave, but as the daughter of a valued member of the Emperor’s entourage.	A non-fiction text packed with historical facts brought to life with rich, humorous illustrations. This book will enable pupils to explore what life was like as a child in Ancient Rome and will be the inspiration for their non-fiction writing.	Flotsam is a picture book with no words, however this does not detract from its ability to tell a powerful story. It is creative, fun and links to the key question, as it is based on the beach. Each illustration tells its own story, which can be explored through whole class reading.	Sir Gawain is a traditional tale linked to Arthurian legend. The vocabulary choices made by the author are rich, exciting and inspire exploration. The narrative structure provides pupils with an excellent model upon which to build their own tale.
Writing focus	<p>Purpose: Inform Audience: Year 3 Pupils</p> <p>Write a non-chronological report (<i>informal due to audience</i>) about how the Nile was important to the Ancient Egyptians.</p> <p>Purpose: Persuade Audience: Travel agent</p> <p>Write and then present an advertisement/leaflet (<i>formal language</i>) persuading people to visit ancient Egypt.</p> <p>Purpose: Entertain Audience: Peers</p> <p>Write a poem linked to Ancient Egypt based on the Magic Box.</p>	<p>Purpose: Entertain Audience: Parents</p> <p>Write a setting description based on the Egyptian World that Marcy travels too in Marcy Riddle of the Sphinx.</p> <p>Write an adventure comic book story based on the structure of Marcy Riddle of the Sphinx. Children to adapt story and add a twist to the ending to create their own comic book.</p> <p>Read a variety of traditional tales and compare and contrast the story themes to Marcy.</p>	<p>Purpose: Entertain Audience: Leila Rasheed</p> <p>Read and study a range of Roman Myths. Write a story in the tradition of a Roman Myth.</p> <p>Writing an extract from a playscript and perform it based on our class novel and other Roman Myths we have studied. This will form part of the Easter Production.</p>	<p>Purpose: Inform Audience: Year 5 Pupils</p> <p>Write a non-fiction book, in the form of lots of mini information texts, on life as a child in Ancient Rome.</p> <p>Write a biography based on an influential Roman during the conquest of Britain. Research using IT (<i>linked to Computing</i>).</p> <p>Purpose: Persuade Audience: Year 4 Peers</p> <p>Write a speech linked to the key question: what did the Romans Do For Me? With some children for and other against the benefits to the UK and children now.</p>	<p>Purpose: Entertain Audience: Year 2</p> <p>Write a story opener using one of the under the sea illustrations from the book Flotsam. The children can use their imagination as to what has happened leading up to the picture and how the creature got there.</p> <p>Purpose: Inform Audience: Next Year 4</p> <p>Write an explanation text explaining the importance of coasts to humans (tourism and industry) and animals. Explain different key geographical features of coasts and how they are formed.</p>	<p>Purpose: Entertain Audience: Year 5</p> <p>A quest poem inspired by Far Over The Misty Mountains.</p> <p>A character description of a villain inspired by Sir Gawain and the Green Knight.</p> <p>An action story inspired by the plot of Sir Gawain and the Green Knight.</p> <p>Write a recount of the Year 4 trip to Swanage, drawing upon the history of the town, coast, castle and lighthouse.</p>

Year 4 Books to enrich our Highwood Curriculum

Additional Reading Materials	Autumn 1 Key Books:	Autumn 2 Key Books:	Spring 1 Key Books:	Spring 2 Key Books:	Summer 1 Key Books:	Summer 2 Key Books:
	<p>The Nile: River in Sand by Molly Aloian</p> <p>The Search For Tutankhamun (non-fiction)</p> <p>Secrets of the Nile by Lonely Planet (Kids)</p> <p>Everything Ancient Egypt: National Geographic</p> <p>We're sailing Down the Nile by Lauren Krebs</p> <p>You think you've got it bad? A kid's life in Ancient Egypt by Chae Strathie</p> <p>Ancient Egypt (DK eyewitness)</p> <p>Why Water's Worth It by Lori Harrison</p> <p>The Drop in my Drink: The Story of Water on Our Planet by Meredith Hooper</p> <p>Water by Melissa Stuart</p>	<p>Poem: The Magic Box by Kit Wright</p> <p>The Egyptian Cinderella by Shirley Climo</p> <p>Cinderella of the Nile by Beverley Naidoo</p> <p>The Pheonix of Persia by Sally Pomme Clayton</p> <p>The Secrets of the Tattered Shoes by Jackie Morris</p> <p>Kai and the Monkey King by Joe Todd Stanton</p> <p>Rimonah and the flashing sword by Eric A Cimmel</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Empire's End - A Roman Story by Leila Rasheed</p> <p>Romans on the Rampage by Jeremy Strong</p> <p>Queen of Darkness by Tony Bradman</p> <p>KS2 Discover & Learn: History - Romans in Britain Study Book by CGP Books</p> <p>Look Inside Roman Town by Conrad Mason</p> <p>Roman Myths and Legends by Raintree</p>	<p>Rotten Romans, Hor5rrible Histories by Terry Deary</p> <p>Meet the Ancient Romans by James Davies</p> <p>The Romans: Gods, Emperors and Dormice by Marcia Williams</p> <p>A Roman Adventure (The Histronauts) by Frances Durkin</p> <p>Ancient Rome (Eyewitness) by DK</p> <p>What the Romans did for us: by Alison Hawes</p> <p>See Inside Ancient Rome (Usbourne) by Katie Daynes</p>	<p>The Secrets of Black Root by Joe Todd-Stanton</p> <p>At the Beach by Roland Harvey</p> <p>A First Book of the Sea by Nicola Davies</p> <p>Secrets of the Seashore: A Shine-a-Light Book by Carron Brown</p> <p>Sally and the Limpet by Simon James</p> <p>Magic Beach by Alison Lester</p> <p>Let's Investigate: Plastic Pollution by Ruth Owen</p> <p>Ecploring Coast by Raintree</p> <p>Our Earth in action, Seas and coasts</p>	<p>Poem: Far over the misty mountain Tell Me a Dragon by Jackie Morris</p> <p>How does a Lighthouse Work? By Roman Belyaey</p> <p>Usborne castles non-fiction</p> <p>Town Is by the Sea by Joanne Schwartz & Sydney Smith</p> <p>The Paper Bag Princess by Robert Munsch</p> <p>The Knight and the Dragon by Tomie de Paola</p> <p>Castles by Colin Thompson</p> <p>George and the Dragon by Christopher Wormell</p> <p>King Arthur and the Knights of the Round Table by Marcia Williams</p>

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Has our planet finished evolving?		Key Question: Is invasion ever justified?		Key Question Are heroes and villains so different?	
WCR Text	Holes by Louis Sachar	The Girl of Ink and Stars by Kiran Millwood	Beowulf by Michael Morpurgo	Letters from the Lighthouse by Emma Carroll	Who Let The Gods Out? By Maz Evans	
Reading Rationale	Holes is an engaging story that has long appealed to young people and explores themes of the value of friendship and the impact of intolerance and cruelty are thought-provoking and relevant to our UKS2 pupils as they start to become more aware of the wider world.	The text is a contemporary, quest story in the style of a legend, which will start introducing the children to mythical stories, ready to be built on in the following terms and enabling children to make connections across a range of texts. Unlike traditional myths and legends, it has a female protagonist and builds pupils knowledge of on constellations and volcano knowledge. The author uses rich, descriptive language.	A tale based on a Norse myth linking to the study of the Vikings and invasion. The narrative structure is perfect for inspiring pupils as are the archetypes of hero and villain and the action scenes are engaging and lively. Vocabulary is rich and inspires exploration.	This text prepares Y5 for their study of WW2 in Y6 and again, explores the theme of invasion through following the experiences of a character living through the Blitz.	A modern novel linked to the study of Greek myths and the exploration of heroes and villains as well as being a good reading age match for the cohort. As part of a series, it encourages further independent reading.	
Writing focus	<p>Purpose: Entertain Audience: Whole school (display)</p> <p>Write a setting description about a Volcano erupting using the Escape from Pompei picture book.</p> <p>Write a new chapter for the story Holes at a pivotal point in the book. This will be completed before they continue reading the book so they are able to be creative and draw upon their understanding of the book so far.</p>	<p>Purpose: Inform Audience: Year 4</p> <p>Explore a range a Remembrance poetry in WCR. Write a poem inspired by their reading. These will be sent off in a poetry competition.</p> <p>Write a biography about Neil Armstrong/Tim Peake/Buzz Aldrin. Learn about them in topic and write up in literacy.</p> <p>Write a newspaper report about the moon landing in 1969.</p> <p><i>During topic lessons, write a non-chronological report linked to computing (Aut1) and to our study of space (Aut2).</i></p>	<p>Purpose: Entertain Audience: Year 6</p> <p>Write a character description, in the style of a wanted poster, of an additional creature that could be added into the original Beowulf text.</p> <p>Write a story based on one of the Beowulf stories. Study the story in WCR and then write your own Beowulf adventure where he slays a new creature created by the pupils.</p>	<p>Purpose: Discuss Audience: Online</p> <p>Write a book review about Beowulf from the previous term. Then the children write a book review about a book of their choice and publish as a script to be filmed as an online review.</p> <p>Children to write a balanced argument to answer the Key Question. Publish in topic books at the end of their learning journey.</p>	<p>Purpose: Entertain Audience: Publish in the KS2 Library</p> <p>Write a character description of a mythical monster.</p> <p>Write an atmospheric setting description inspired by one of the Greek Myths we have read.</p> <p>Write a mythical story inspired by the themes and tropes of a Greek Myth.</p>	<p>Purpose: Persuade Audience: Mr. Hickey/Mrs Vaux as judges</p> <p>Write a job advert promoting an opening on the Zodiac Council from WLTGO.</p> <p>Write a speech as a prosecutor / defence lawyer for a court scene around whether Virgo should lose her immortality.</p> <p><i>During topic lessons write a Biography about David Attenborough linked to science.</i></p>

Year 5 Books to enrich our Highwood Curriculum

<p>Additional Reading Materials</p>	<p>Autumn 1 Key Books: Escape from Pompeii, by Christina Balit Earthshattering Events!: The science behind natural disasters by Sophie Williams Pop up Volcano by Bernard Duisit</p>	<p>Autumn 2 Key Books: Dr Maggie's Grand Tour of Solar System When the stars come out by Nicola Edwards A Journey Through Space by Steve Parker Hidden Figures by Margot Lee Shetterley (2018) Traditional Poems: In Flanders Fields by John McCrae For the Fallen by Laurence Binyon The Solider by Rupert Brooke Remember Still Those Souls by Ernie Rowe Anthem for Doomed Youth by Wilfred Owen</p>	<p>Spring 1 Key Books: The Atlas of Monsters: Mythical Creatures from Around the World by Sandra Lawrence The book of Mythical Beasts & Magical Creatures by DK The Dragon's Hoard: Stories from the Viking Sagas by Lari Don Viking Voyagers by Jack Tite Anthony and the Golden Rope by Joe Todd Stanton</p>	<p>Spring 2 Key Books: The Storm Keepers Island by Catherine Doyle The Skylarks War by Hilary McKay Our Castle by the Sea by Lucy Strange</p>	<p>Summer Key Books: The atlas of Heroes by Sandra Lawrence Usbourne: Illustrated Stories from the Greek Myths National Geographic: Treasury of Greek Mythology by Donna Jo Napoli Eyewitness: Ancient Greece Leo and Gorgon's curse by Joe Todd Stanton You think you've got it bad? Ancient Greece by Chae Starthie Greek Myths by Marcia Williams</p>
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Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Does change always lead to progress?		Key Question: What would a world without war look like?		Key Question What is the secret to success?	
WCR Text	Clockwork by Phillip Pullman	Cogheart by Peter Bunzl	The boy at the back of the class by Q Oniali Rauf	When Hitler Stole Pink Rabbit by Judith Kerr	A Wizard of Earthsea by Ursula K. Le Guin	
Reading Rationale	Clockwork explores the idea of technology being both a gift and a curse which links to the “progress” of the Industrial revolution. Pullman is an author who uses vocabulary richly and provides a sense of dark humour pupils in Y6 can appreciate. His characterisation offers inspiration for pupils to draw upon in their own writing. Introduction to Gothic themes which links to Victorian era – builds on atmospheric descriptions developed in Beowulf and Greeks Myths.	A novel that features rich language that encourages exploration. The story also offers pupils the chance to experience a non-linear narrative whose structure contrives to “tie together”. As part of a series, it should inspire further independent reading. Set in fantasy world which links to Victorian period. Theme of discrimination / superiority.	This novel offers pupils exposure to the emotional impact of conflict through focusing on the experiences of a young boy displaced by war and starting in a new school in a foreign country. Through studying this novel, we hope to give our pupils an insight into the world in which they currently live both in terms of celebrating the diversity of Britain and how our population has grown as well as understanding current political issues surrounding immigration and conflict.	This semi-autobiographical novel gives pupils an insight into what it was like for those being persecuted under the Nazi regime and links to the topic of WW2 and how a world without war would look.	This is a coming-of-age story about a young boy with incredible powers that, in his immaturity, fails to control and he releases a great evil onto the world. The story carries a message of taking responsibility for our actions and for making good on the mistakes we make as we grow and learn – a vital message for our Year 6 pupils on the brink of leaving Highwood. The writing style is formal and sophisticated and the vocabulary fittingly rich and challenging for our pupils. This is the start of a series of books that will hopefully inspire further reading – it is also a text that our pupils may never come across but may greatly appreciate after its introduction.	
Writing focus	Purpose: Inform Audience: Whole school display Write a report about a fictional invention. Create a poster to for a whole school display.	Purpose: Entertain Audience: Year 2 Explore a range a poetry in WCR linked to the concept of change (human and time). Write a range of poems inspired by their reading. These will be used to create a class anthology.	Purpose: Entertain Audience: School library: collate stories into an anthology Write a description of a setting during the blitz – linking back to Letters from a Lighthouse in Year 5.	Purpose: Discuss Audience: School Community: produce a newspaper Pupils write a newspaper article discussing the bombing of Blitz and other European countries.	Purpose: Inform Audience: Year 7 children ‘To help with a history project’ Write an Information text for an encyclopaedia for the Shackleton Expedition.	Purpose: Inform Audience: Year 5 and 6 pupils Write a biography in the style of an informal magazine style. To unpick understand what someone successful and why.
	Purpose: Entertain Audience: Year 6 peers Write two setting descriptions of opposing scenes and comparing the difference between the two.	Purpose: Inform Audience: School library Write a biography of a historical figure from the industrial revolution.	Write a first-person story based on the experience of a evacuee in the style of the class text.	Children to write a balanced argument for a Newsround Report to answer the statement: We should never go to war.	Purpose: Persuade Audience: Potential crew member Using Shackleton’s Journey write a letter to Shackleton to persuade him to take you on his expedition.	Purpose: Entertain (playscript) Audience: Parents To write sections of the Upper Key Stage play for the end of term performance. Creating the story plot, characters and dialog.
	Write a gothic fairy story inspired by Clockwork, where an invention is created and included in the writing is a moral dilemma.	During topic lessons: Purpose: Entertain Audience: Year 6 Use the book Moth to create a comic book strip story and piece of art work linked to Science and art (Aut 2).	During topic lessons: Purpose: Persuade Write a job advert for a <i>land girl</i> . Purpose: Inform Write a letter home as an <i>evacuee</i> .		Purpose: Entertain Audience: School Community. Publish: Captain’s Log book. Write a quest story based on the true events of Shackleton’s expedition to the South Pole.	During Topic Lessons: Purpose: Persuade Audience: Year 6/7 children. To write a healthy lifestyle leaflet (outcome of Science and PSHE topic work).

Year 6 Books to enrich our Highwood Curriculum

<p>Additional Reading Materials</p>	<p>Autumn 1 Key Books: Can I Build Another Me by Shinsuke Yoshitake</p> <p>Poetry: The Call by Charlotte Mew (available on line)</p>	<p>Autumn 2 Key Books: Moth by Isabel Thomas and Daniel Amazing evolution The Journey of Life by Anna Claybourne Charles Darwin on the Origin of Species by Sabina Radera</p> <p>Poetry: The Lost Words (Bramble) by Jackie Morris and Robert MacFarlane The Lost Spells (red fox) Apple Raid by Vernon Scannell (available on line) Blackberry Picking by Seamus Heaney (available on line)</p>	<p>Spring 1 Key Books: My Secret War Diary- Marcia Williams The Little Ships by Louise Borden Michael Foreman The Day War Came by Nicola Davies and Rebecca Cobb</p> <p>Poetry: What are we Fighting For By Brian Moses and Roger Stevens</p>	<p>Spring 2 Key Books: Rose Blanche by Roberto Innocenti by Ian McEwan Anne Frank Little People Big Dreams by Isabel Sanchez Vegara</p> <p>Poetry: The Missing by Michael Rosen</p>	<p>Summer 1 Key Books: Shackleton's Journey by Will Grill Ernest Shackleton Little People Big Dreams by Isabel Sanchez Vegara You wouldn't want to be on Shackleton's Polar Expedition by Jen Green and David Antram</p>	<p>Summer 2 Key Books: You Are Awesome by Matthew Syed Hidden Figures by Margot Lee Shetterly and Laura Freeman Elvis is King by Jonal Winter and Red Nose Studios Malala's Magic Pencil by Malala Yousafzai Little People Big Dreams Malala by Isabel Sanchez Vegara</p>
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