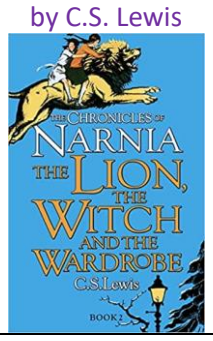
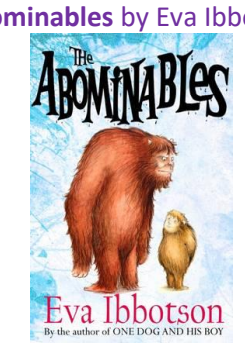
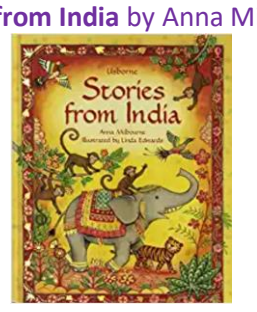
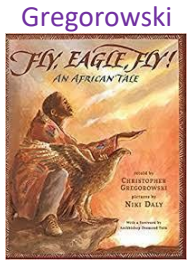
Year 3 Reading Spine & Writing Overview

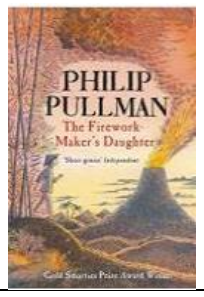
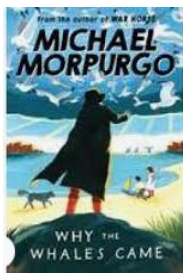
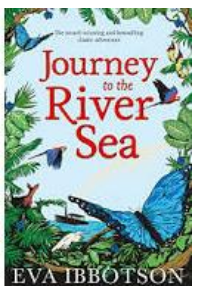
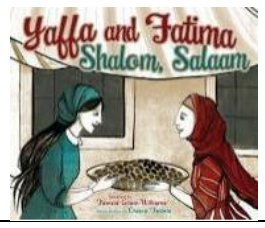
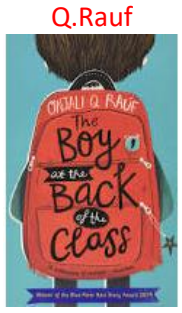
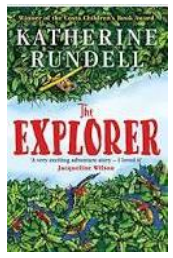
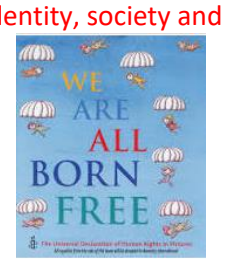
(Author study: Beatrix Potter)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole Class Text	**The Lion, The Witch and The Wardrobe** by C.S. Lewis 		**Iron Man** by Ted Hughes 		**Abominables** by Eva Ibbotson 	
Story Time Cultural Text	**Stories from India** by Anna Milborne 		**A Pen Pal for Max** by Gloria Rand 		**Fly, Eagle, Fly!** By Christopher Gregorowski 	
PSHE Focus Book	**Ruby's Worry** by Tom Percival **Focus:** Mental Health and emotional wellbeing 		**If All the World Were** by Joseph Coelho **Focus:** Identity, society and equality 		**Seeds and Trees** by Brandon Waldon **Focus:** Keeping safe and managing risk 	
Topic	Stone Age	Egyptians	Active Planet	Active Planet	Plants and Animals	Plants and Animals
Writing Outcomes	Elf Road-imaginary worlds: **narrative**	Little Red Riding Hood- Newspaper story (small link): **recount**	Seasonal Poetry Cinquain Poetry	Nail Soup: **Instructions**	Egyptian defeat the monster: **Narrative**	Advert for pet: **Persuasion**
Additional writing opportunities/ cross-curricular writing opportunities	**Narrative:** Retelling religious stories **Discussion:** descriptive writing, modern and stone age animals **Non-chronological report:** fact files linking to Egypt **Instructions:** DT **Scientific write up:** shadows investigation		**Narrative:** Retelling religious stories **Non-chronological report:** Trip recount **Science write up:** Forces and magnets		**Instruction writing:** ICT **Poetry:** Hindu Gods and River Ganges **Scientific write up** **Biography:** Author study Beatrix Potter	
Grammar	Noun, noun phrase adjective, adverb, verb tense, apostrophe, comma **(Year 2 revision)** Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list and use colon to introduce a list (depth) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns **(Year 2 revision)** An introduction to using and punctuating direct speech Using conjunctions, adverbs and prepositions to express time and cause. Eg- Conjunctions: when, before, after, while, so, because Adverbs: then, next, soon, therefore Prepositions: before, after, during Use a or an correctly		Using conjunctions, adverbs and prepositions to express time and cause. Eg- Conjunctions: when, before, after, while, so, because Adverbs: then, next, soon, therefore Prepositions: before, after, during Using and punctuating direct speech Recap apostrophes for contraction (yr2 revision) Nouns, adjectives, verbs statement, question, exclamation, command, suffix Understand the term/ use subordinating and co-ordinating conjunctions (greater depth) Using conjunctions, adverbs and prepositions to express time and cause Extending the range of sentences with more than one clause by using a wider		Using conjunctions, adverbs and prepositions to express time and cause **(Autumn 1 revision)** Begin using commas after fronted adverbia ls **(Year 4 Statutory)** Group related ideas into paragraphs Using and punctuating direct speech Introduce relative pronouns (greater depth) Using the present perfect form of verbs in contrast to the past tense (He has gone out to play contrasted with He went out to play) Choosing nouns or pronouns appropriately for clarity	

		range of conjunctions, including; when, if, because, although	

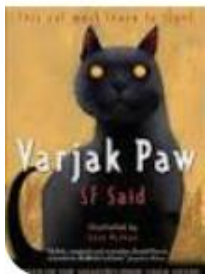
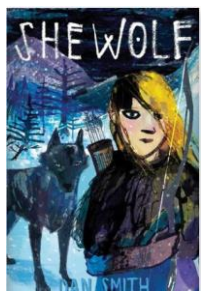
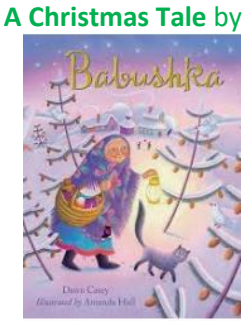
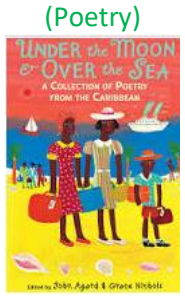
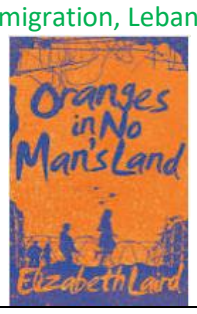
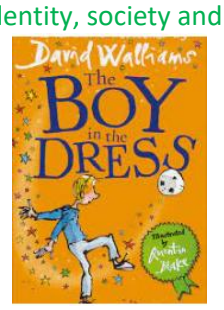
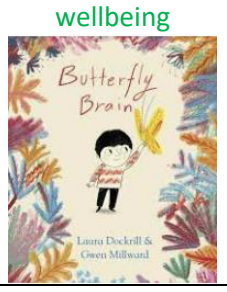
Year 4 Reading Spine & Writing Overview

(Author Study: Roald Dahl)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main book	**Firework Maker's Daughter** by Phillip Pullman *(Stories from other cultures)* 		**Why the Whales Came** by Michael Morpurgo 		**Journey to the River Sea** by Eva Ibbotson 	
Story Time Cultural Book	**Yafa and Fatima: Shalom, Salaam** by Fawzia Gilani-Williams (Links to Judaism) 		**The boy in the back of the class** by Onjali Q.Rauf 		**The Explorer** by Katherine Rundell (Links with Rainforests) 	
PSHE Focus Book	**Zombies don't eat veggies** by Megan Lacera **Focus:** Physical health and wellbeing 		**We're all Born Free** by Amnesty International (various authors) **Focus:** Identity, society and equality 		**But it's Just a Game** by Julia Cook **Focus:** Keeping safe and managing risk 	
Topic	Ancient Greeks		Roman Britain		Rainforests	
Writing Outcomes	**Poetry (T4W)**	**Narrative**: The Awongalema Tree *(Story from other cultures)* **Poetry:** Swoosh, Boom, Crunch, Howl *(firework links)*	**Explanation text**: Why you should not go to the forest (T4W)	**Diary writing (T4W)**	**Narrative *(dilemma)*:** Simic and the forest (T4W)	**Discussion writing:** Rainforest deforestation **Poetry:** HAIKU & TANKA
Additional writing opportunities/ cross-curricular writing opportunities	**Recount:** architecture trip **Scientific write up:** food digestion **Non-chronological report:** life in Ancient Greece **Explanation text**: parts of a tooth **Explanation:** The mezuzah- what is important to me?		**Character description:** Third person character description **Letter writing**: writing in character **Recount diary writing:** Diary entry as Boudicca **Scientific write up:** electricity investigation **Non-chronological report:** Why the Romans invaded Britain **Recoun**t**:** Romans in Shropshire		**Scientific write up:** habitats, evaporation **Chronological report:** Trade and land use in Brazil **Letter writing: letter of complaint** **Discussion text:** Is deforestation necessary	
Topic link	**Recount of trip**	Greek myth of Perseus and Medusa description setting	Information text	Non-chronological report of Roman Britain	**Postcard**	Writing in role - d**eforestation**
Grammar	Using fronted adverbials Using commas after fronted adverbials Using and punctuating direct speech e.g. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Develop knowledge of noun phrases and use of appropriate pronouns		Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair Apostrophes to mark plural possession for example, the girl's name, the girls' names Nouns and pronouns		Noun phrases, expanded noun phrases Modifying adjectives Noun and prepositional phrases Use of standard and non-standard forms of English Commas to mark clauses (depth)	

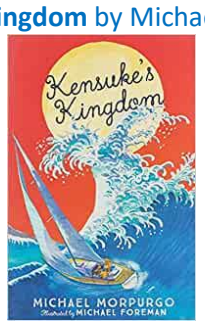
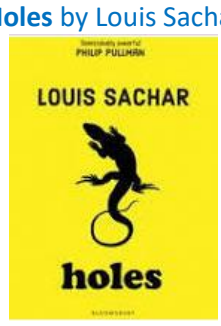
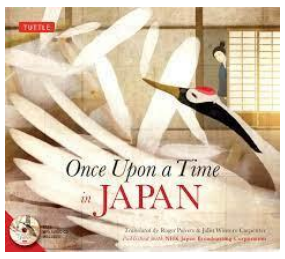
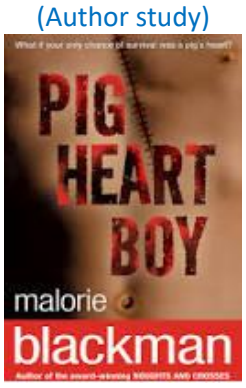
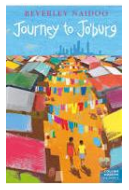
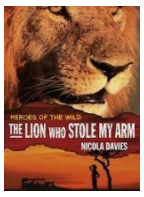
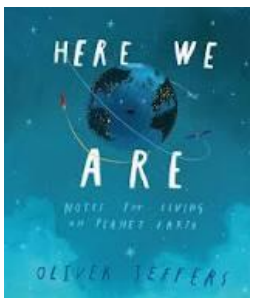
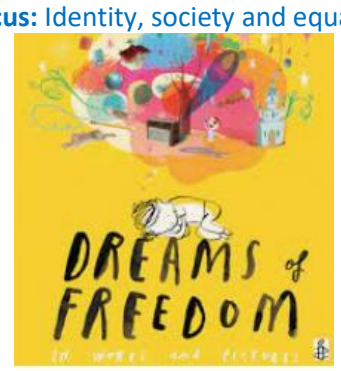
Year 5 Reading Spine & Writing Overview

(Author Study: Valerie Bloom)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Book	**Varjak Paw** by S.F Said 		**She Wolf** by Dan Smith 		**Goodnight Mister Tom** by Michelle Magorian (Migration theme of WW2) 	
Story Time Cultural Text	**Babushka: A Christmas Tale** by Dawn Casey 		**Under the Moon and Over the Sea** by John Agard (Poetry) 		**Orange's in No Man's Land** by Elizabeth Laird (Links with migration, Lebanese history) 	
PSHE Focus	**#Goldilocks** by Jeanna WIllia **Focus:** Keeping safe and managing risk 		**The Boy in the Dress** by David Walliams **Focus:** Identity, society and equality 		**Butterfly Brain** by Laura Dockrill **Focus:** Mental Health and emotional wellbeing 	
Topic	**Earth & Space**		**ANGLO SAXONS & VIKINGS**		**Migration**	
Writing Outcomes	**Narrative:** suspense story- Zelda Claw and the Rain Cat (T4W) **Fiction:** Character description	**Report Writing**: Newspaper - 'Alien landing' **(T4W)** **Narrative:** Science fiction narrative	**Fiction:** Setting description **Narrative Writing:** Adventure linked to text (T4W) **Poetry writing:** Kennings **Poetry writing:** Performance Poetry *(Valerie Bloom – Cultural links)*	**Persuasive writing:** To persuade the citizens of Danelagh to go Viking with the raiders **(T4W)** **Non-fiction:** Radio jingles & adverts – 'We need you to go Viking'	**Narrative writing:** Diary writing The Arrival (picture book links to migration and WW2)	**Non-chronological report**: Ice-Dagger Dragon (T4W) **Non-fiction:** Book/film comparison
Additional writing opportunities/ cross-curricular writing	**Report Writing**: Instructional text Scientific experiment write up **Non-fiction:** fact file on inventors		**Non-fiction persuasion:** Travel brochure **Recount:** Diary entry **Discussion:** comparative writing **Recount:** Trip write up		**Recount diary entry:** science life cycle **Non-chronological report:** Lebanese history **Letter Writing:** Oranges in no man's land: letter writing *Cultural links*	
Grammar	Revise- fronted adverbials marked by commas. Revise- apostrophe for possession. Revise- inverted commas to mark speech Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) Verb prefixes (dis-, de-, mis-, over- and re-) Use of commas to clarify meaning/avid ambiguity Expanded noun phrases Introduce relative clauses		Revise relative clauses Degrees of possibility using modal verbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning/avoid ambiguity Perfect form of verbs Variety of subordinating conjunctions in complex sentences Controlled use of first and third person Appropriate tense choice Adverbials and expanded noun phrases **(revision)**		Degrees of possibility using adverbs modal verbs Cohesive devices- adverbials of time, place, number or tense choices Revision of brackets, dashes or commas to indicate parenthesis	

Year 6 Reading Spine & Writing Overview

(Author Study: Malorie Blackman)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Book	**Kensuke's Kingdom** by Michael Morpurgo 		**Street Child** by Berlie Doherty 		**Holes** by Louis Sachar 	
Story Time Cultural Book	**Once Upon a time in Japan** by various Japanese authors written from folklore  **The sound of Silence** by Julia Kuo and Katrina Goldsaito 		**Pig Heart Boy** by Malorie Blackman (Author study) 		**Journey to Jo'burg,** Beverley Naidoo (Pre-read link to Holes, apartheid)  **The Lion who stole My Arm**- Nicola Davies (Links to habitats) 	
PSHE Focus Book	**The Journey** by Francesca Sanna **Focus**: refugees  **This Way Home** by Wes Moore **Focus**: homelessness  **The boy the mole the fox and the horse** By Charlie Mackesey **Focus**: Mental health and emotional wellbeing 		**Here we are** by Oliver Jeffers **Focus:** keeping safe and managing risk 		**Dreams of Freedom** by Amnesty International (various authors) **Focus:** Identity, society and equality 	
Topic	Rivers and forces	Rivers and forces	British history beyond 1066- Victorians	British history beyond 1066- Victorians	Non-European Society-Mayans Living things and their habitats	Non-European Society-Mayans
Writing Outcomes	**Narrative Writing**: suspense story linked to text focus **(T4W)**	**Narrative:** diary writing linked to text focus **Non-chronological report writing:** a report on dangerous animals (T4W)	**Letter Writing**: writing to persuade linked to Street child **Biography:** Linked to Victorian figures (T4W)	**Balanced Argument**: Linked to Victorians and Street Child (Workhouses) (T4W) **Flashbacks**: Linked to Grimy Nick **(T4W)** **Poetry**: Free form linked to street child (figurative language)	**Narrative Writing:** diary writing from different perspectives **Letter Writing:** Writing in role linked to text focus	**Narrative Writing**: fractured fairy tales **Poetry**: Creating our own narrative poems in the style of Roald Dahl's Revolting Rhymes

Additional writing opportunities/ Cross curricular links	**Scientific report** **Persuasive letter** **Letter writing** linked to text focus		**Non-chronological report scientific enquiry:** Charles Darwin enquiry **Scientific experiment write up:** Pattern seeking enquiry write up **Biography:** Author study/ Victorian figure **Diary writing:** local Victorian landmarks		**Advertisements:** enterprise week
Topic Link	Link to rivers, water, boats. Link to forces.	Writing linked to characters in class book	Street Child is set in the Victorian era. Links to workhouses, characters and setting	Street Child is set in the Victorian era. Links to workhouses, characters and setting	Links to Mexico and animal adaptations, habitats.
Grammar	Revise- Relative clauses Revise- Brackets, dashes or commas to indicate parenthesis Revise- Cohesive devices- adverbials of time, place, number or tense choices (highlighted in blue on MTP but do not delete!) Difference between vocabulary for formal and informal speech and writing (find out vs discover, ask for vs request) the use of question tags (He's your friend, isn't he?) of the use of the subjunctive form (If I were or Were they to come) Use of semi-colon and dash to mark the boundary between independent clauses. Commas for clarity Revision of tenses word choice		Passive voice Relationship between words- synonyms and antonyms Wider range of cohesive devices- (repetition of words or phrases, wider range of adverbials- on the other hand, in contrast, or as a consequence and ellipsis) Layout devices- (headings, subheadings, columns, bullets or tables) Use of the colon to introduce a list and use semi-colons within lists How hyphens can be used to avoid ambiguity (man eating shark vs man-eating shark or recover vs re-cover) Standard and non-standard English		Revision of all KS2 grammatical features.