

English

Intent – what do we want to achieve?

Reading has always had an extremely high profile across our Federation. We aim to provide a reading culture that instils a lifelong love of reading, where there is no ceiling to achievement and all children have the opportunity to reach at least age related expectations or above. We aim to create a curriculum that encourages our children to become enthusiastic and engaged with **writing**. We link our writing context to our curriculum topics, finding purposeful reasons for children to write. Learning to write is so important, as children use their writing in almost all other subjects within our curriculum. Good writing also gives children a voice to share their ideas with the world. We believe in creating rich and varied learning opportunities throughout the school. We recognise the importance of nurturing a culture where our children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

Implementation – how will we achieve this?

We aim to provide a vocabulary rich environment that permeates all subjects, with **reading** at the heart of everything we do. Starting in our Early Years unit, we understand that enjoyable and effective reading experiences have an impact on future success in reading. The use of key vocabulary and high quality texts can be seen through the school as well as encouraging every child to pick up a book, both for pleasure and to learn. We aim to develop children’s resilience, confidence and perseverance in reading and writing to ensure success. We follow the Bug Club scheme to implement early reading. We also use a variety of other schemes which children are able to read to consolidate and expand skills and knowledge. We share, listen to and explore high quality class texts. We model and share reading skills. We have daily guided reading sessions in class, some groups and some whole class. We teach daily phonics sessions to enable decoding and reading with independence. Our library and class book areas contain a wide range of fiction and non-fiction books for children to choose from. We celebrate books by significant authors and encourage visits and virtual storytelling experiences. We encourage parental engagement, through workshops and effective use of reading diaries.

Writing starts in our EYFS setting, where children from age 3 are encouraged to ‘mark make’ and emergent writing is embraced.

In **Reception** children will continue to work on forming their letters correctly. They will be encouraged to use their knowledge of phonics to write words in ways which match their spoken sounds. By the end of the year, children will be expected to write simple sentences which can be read by themselves and others. In **Year 1** children will be taught to write sentences by saying our loud what they are going to write about, put several sentences together and re-read their writing to check that it makes sense. They will also be expected to discuss what they have written and to read it aloud. In **Year 2** children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements. In **Year 3 & 4** children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and if they are writing non-fiction, to use

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	<p>heading. When they are writing stories, children will learn to use settings, characters and plots. Children in Year 3 & 4 will also be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it. In Years 5 & 6 children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use organisational skills such as headings and bullet points. They will be expected to describe settings, characters and to use dialogue in their story writing.</p>					
Impact – what will be the impact on learning?	<p>Reading is assessed on a daily basis in classrooms. This is used to inform future planning and to address misconceptions or expand learning horizons through quality first teaching. Each half term, reading comprehension assessments take place in KS1 and KS2. The outcomes of these assessments are used to determine necessary interventions for supporting and stretching children further.</p> <p>Children are taught early on to self and peer assess their writing. There is a clear structure for assessment. Each half term, written assessments take place, which inform pupil attainment and indicate next steps.</p> <p>Teaching staff are encouraged to undertake CPD in reading and writing. Writing moderation takes place across the Federation and within other schools in Bedford Borough.</p>					
Cycle 1 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is Me!					
Core texts	Peace at Last Only One You All are welcome The Scarecrows Wedding What's in the Witch's Kitchen?	The Jolly Postman at Christmas Funny bones Owl Babies Stickman A Year in Percy's Park The Christmas Story	The Three Little Pigs Zog The Gruffalo Puff the Magic Dragon The Great Race Room on the Broom	Rhinos Don't Eat Pancakes The Three Billy Goats Gruff Cinderella The Elves and the Shoemaker Easter Story	Whatever Next! Grandads Island Flat Stanley Charlies Superhero Underpants Lost and Found	Handa's Surprise Tiddler Walking Through the Jungle Where the Forest meets the Sea The Koala Who Could
Poetry and rhyme	Nursery Rhymes	Funny bones rhyming strings	Julia Donaldson rhyme – rhyming string, silly soup	Nursery Rhymes	Rhyming strings	Rhyme in songs

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Phonics	Phase 1 Week 3 -A wet walk 1,2,3,4 Week 4 – All sorts of art lessons 1,2,3,4 and 5 Week 4 – Nature shapes – lessons 1,2,3,4,5 Week 5 – The Missing button Week 6- from seed to sandwich 1-3 / A day at the beach	Phase 2 - Week 1 – s,a,t,p Week 2- l,n,m,d Week 3- g,o,c,k Week 4- ck,e,u,r Week 5 – h,b, f, ff, l ll, ss Week 6 Assesment	Phase 3 Week 1- j,v,w,x Week 2- y, z, zz,qu Week 3- ch,sh,th,ng Week 4 –ai,ee,igh,oa,oo Week 5- ar,or,ur,ow,oi Week 6	Recap phase 2/3 Cvcc Ccvc Ccvcc,ccvc,cccvc	Recap phase 2/3Cvcc Ccvc Ccvcc,ccvc,cccvc	Recap phase 2/3Cvcc Ccvc Ccvcc,ccvc,cccvc
Writing opportunities	Name writing Story sequencing Labelling	Story maps Caption writing Labelling Features of a sentence	Fact writing Rhyming string Story sequencing Instruction writing	Story writing Re writing parts of a familiar story	Rewrite familiar story Story map Fact writing	List writing Instructions Naritive writing
Year 1						
	Autumn		Spring		Summer	
Topic	This is Me					

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Core Texts	Peace at Last Only One You All are welcome The Scarecrows Wedding What's in the Witch's Kitchen?	The Three Little Pigs Zog The Gruffalo Puff the Magic Dragon The Great Race Room on the Broom	Whatever Next! Grandads Island Flat Stanley Charlies Superhero Underpants Lost and Found
Poetry (analyse, perform, create)	Rhyming Strings	Acrostic poems	
Core writing outcomes	Writing a caption Writing labels Writing full sentences using Capital letter, finger spaces and full stops	Rewriting a story Write an alternative ending Descriptive writing using adjectives Fact writing Writing with a purpose (invite)	Writing for a purpose Instruction writing Diary entry writing (spelling days of the week correctly) Narrative writing Fact writing
Enrichment writing		Invitation writing for Cinderella's tea party	
Grammar and punctuation	Classroom secrets		
Phonics (Y1)	Bug club Recap – phase 4 Phase 5 – wh, ph, ay, a-e, igh, ey, ei, ea, e-e, ie, ey, y,	Bug club Week 1 – ie, l-e, y, l Week 2 – ow, o-e, o and oe Week 3 – ew, ue, u-e and u and oul Week 4 – aw, au, al, ir Week 5 – er, ear, ou, oy Week 6 – Assessment	Bug club Week 1 – ere and eer Week 2 – c, k, ck, ch Week 3 – 's' written as c(l), c(e), c(y) Week 4 – s written as sc and st Week 5 – s and z written as se Week 6 – Assessment

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FLASHBACK –Links to previous learning		- Reminders of adjectives, connectives non fiction writing and features of a story	Reminders of – Key features of storywriting, fact writing (non fiction)
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Scarecrow building – instruction writing – caption writing labelling	Cinderellas tea party- write invites, menus	Seaside day- writing facts, lists, invites, intrucions
Assessment Opportunities			
Cycle 1 – Year 1 & 2			
	Autumn	Spring	Summer
Topic	Where my trainers take me/lets go wild ?	Once upon a Time?/Can you tell me Story?	Where in the World?
Core texts	We're going on a Bear Hunt Dear Zoo, Giraffes Can't Dance, Rumble in the Jungle, Slowly, slowly, Says the Sloth, Not Now, Bernard, Where the Wild things are Loch Ness The Tiger who Came to Tea Stick Man	The Gingerbread Man Goldilocks and the Three Bears Little Red Riding Hood (BBC Schools Radio) Princess and the Pea (different Versions) Once Upon A Time	The Owl who was afraid of the Dark Here we Are Wombat goes Walkabout The Beautiful Blue Planet A Balloon for Grandad The Marvellous Fluffy Squishy Itty Bitty Little Roo and the Big Wide World
Poetry (analyse, perform, create)	Rumble in the Jungle Writing a Daimante Poem about an animal	Poetry based on Beatles' Songs	Poems from around the World

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Core writing outcomes	Acrostic Poems (Rumble in the Jungle) Writing with a repetitive refrain (in the style of Dear Zoo) Writing informal invitation letter (Cinderella's party) Poster Design (Giraffes Can't Dance) Newspaper (Loch Ness) Re-telling a story with an innovation Diary Entry to inform (Samuel Pepys) Diary Entry to express feelings (Giraffes Can't Dance) Poetry writing (Rumble in the Jungle) Postcard Writing (Where the Wild Things Are) Recount from a different perspective (Not Now Bernard) Comic Strip	Retelling of Jack and the Beanstalk Writing informal letter to apologise (Goldilocks and the Three Bears) Writing informal letter to say thank you (Red Riding Hood) Book Review Instructions (Recipe on how to make Gingerbread Biscuits) Writing to inform: Missing Poster (Gingerbread Man) Diary Entry (Little Red Riding Hood)	Non-chronological report (Here we Are) Writing to Persuade (Letter to Little Roo and the Owl who was afraid of the Dark) Diary Entry (A Balloon Ride) Information writing related to the geographical aspects of the topic e.g. different countries etc.
Enrichment writing	Poems Character Descriptions	Comparison between Jack and the Beanstalk and Jim and the Beanstalk	Poems
Grammar and punctuation	Classroom secrets: Ready to Write Commas Word Classes 1 Conjunctions Sentence Types 1	Classroom Secrets: Word Classes 2 Apostrophes Sentence Types 2 Tenses Suffixes 1	Classroom Secrets: Suffixes 2 Consolidation
Phonics (Y1)	Bug club	Bug Club	Bug Club
Spelling (Y1 and Y2)	Year 1 tricky words Year 1 and 2 Common Exception Words	Year 1 tricky words Year 1 and 2 Common Exception Words	Year 1 tricky words Year 1 and 2 Common Exception Words

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	Twinkle year 2 Blocks	Twinkl Year 2 Blocks	Twinkl Year 2 Blocks
FLASHBACK –Links to previous learning	Animal Stories in Year 1	Traditional Tales in Year 1	Year 1 Geography Understanding of the World in EYFS
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Harvest Festival Performance Our EYFS and KS1 Christmas Performance	Sparkling Start: Missing Posters (Gingerbread Man)	Sparkling Start: Lighthouse keeper’s Lunch day – outcome: writing instructions: How to make a _____ sandwich. Drama: Re-enacting a story Marvellous Middle: Speaking and Listening to the Visitor(s).
Assessment Opportunities			
Cycle 1 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	Rocks, Shocks, Shakes & Wild Weather	From Snozzcumbers to Perfect Potions	Dress to Impress
Core texts	‘Stig of the Dump’ by Clive King ‘Stone Age Boy’ by Satoshi Kitamura	‘Charlie and the Chocolate Factory’ by Roald Dahl ‘George’s Marvellous Medicine’ by Roald Dahl ‘Revolt Rhymes’ by Roald Dahl	‘The Boy in a Dress’ by David Walliams
Poetry (analyse, perform, create)	Analysing & Creating Poetry: <i>Wild Weather Poems</i>	Poetry Performance: <i>Roald Dahl’s Revolt Rhymes</i> Analysing & Creating Poetry: <i>Potion Making Poems (The Witches and George’s Marvellous Medicine)</i>	
Core writing outcomes			
Enrichment writing			

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Grammar and punctuation	<p><u>Year 3:</u> Autumn Block 1: Ready to Write Autumn Block 2: Determiners Autumn Block 3: Conjunctions</p> <p><u>Year 4:</u> Autumn Block 1: Ready to Write Autumn Block 2: Pronouns Autumn Block 3: Fronted Adverbials</p>	<p><u>Year 3:</u> Spring Block 1: Adverbs Spring Block 2: Prepositions Spring Block 3: Speech Spring Block 4: Tenses</p> <p><u>Year 4:</u> Spring Block 1: Apostrophes Spring Block 2: Speech Spring Block 3: Noun Phrases Spring Block 4: Suffixes</p>	<p><u>Year 3:</u> Summer Block 1: Nouns Summer Block 2: Paragraphs Summer Block 3: Word Families Summer Block 4: Prefixes</p> <p><u>Year 4:</u> Summer Block 1: Standard English Summer Block 2: Paragraphs</p>
Spelling	<p>Bug Club Phonics Twinkl Spelling scheme Y2 Autumn A & B Twinkl Spelling scheme Cycle A Autumn Y3 & Y4 Sir Linkalot Spelling</p>	<p>Bug Club Phonics Twinkl Spelling scheme Y2 Spring A & B Twinkl Spelling scheme Cycle A Spring Y3 & Y4 Sir Linkalot Spelling</p>	<p>Bug Club Phonics Twinkl Spelling scheme Y2 Summer A & B Twinkl Spelling scheme Cycle A Summer Y3 & Y4 Sir Linkalot Spelling</p>
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors			
Assessment Opportunities			
Cycle 1 – Year 5 & 6			
	Autumn	Spring	Summer

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Topic	WWII	Ancient Egypt	Chocolate
Core texts	<p>'Letters from the Lighthouse' by Emma Carroll Non-fiction texts about World War II, including WWII ebook (Twinkl) 'Beyond the Lines' a Literacy Shed + film clip unit</p>	<p>'Secrets of a Sun King' by Emma Carroll Non-fiction texts about Ancient Egypt 'Francis' a Literacy Shed + film clip unit</p>	<p>'The Curse of the Maya' by Johnny Pearce and Andy Loneragan Maya ebook (Twinkl)</p>
Poetry (analyse, perform, create)	<p>Celebrate National Poetry Day Analyse and perform 'Flanders Field' Analyse- 'How to Die'</p>		
Core writing outcomes	<p>Diary entries and character descriptions from Letter from the Lighthouse (Queenie, Ephraim, Ester) Newspaper article- based on the rescue of the refugees in LftL A biography of Ted Stocker (based at RAF Little Staughton) Writing own poetry based on 'Beyond the Lines'</p>	<p>Fornal letter, writing as Mrs Emerson-Jones (Secrets of a Sun King) Mummification explanation text Thriller narratives based on 'Francis' Setting description based on 'Francis' Diary entry writing as Howard Carter Information text about the circulatory system Newspaper article about the chariot crash (SoaSK)</p>	<p>Setting descriptions based on our novel Information booklets about the Maya Gods and religion information text</p>
Enrichment writing	<p>Lots of topic related writing- the Home Front, information texts about the Pathfinders etc</p>	<p>Lots of Egyptian topic related writing</p>	
Grammar and punctuation: Classroom Secrets scheme	<p><u>Year 5 topics:</u> Autumn BLOCK 1: Pronouns/ Expanding noun phrases/ Fronted adverbials/ Plural and possessive/ Direct and indirect speech Autumn BLOCK 2: Relative pronouns/ Recognising relative clauses/ Omitting relative pronouns Autumn BLOCK 3: Recognising modal verbs/ Using modal verbs</p>	<p><u>Year 5 topics:</u> Spring BLOCK 1: Recognising parenthesis/ Using brackets (dashes and commas) to indicate parenthesis Spring BLOCK 2: Recognising noun phrases/ Creating concise noun phrases/ Writing concise noun phrases/ Using noun phrases Spring BLOCK 3: Past or present/ Present perfect form/ Recognising past perfect form/</p>	<p><u>Year 5 topics:</u> Summer BLOCK 1: Using commas in lists, adverbials and clauses/ Recognising commas to avoid ambiguity Summer BLOCK 2: Pronouns to avoid repetition/ Relative clauses/ Adverbials/ Parenthesis for clarity/ Concise noun phrases/ Using devices to build cohesion</p>

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	Autumn BLOCK 4: Recognising adverbs/ Using adverbs/ Recognising and using adverbs to indicate degrees of possibility	Using the past perfect form/ Recognising the future perfect form/ Using the future perfect form/ Recognising the perfect form/ Using the perfect form/ Which tense	Summer BLOCK 3: Adding de-, dis-, mis-/ Adding re-, over- Summer BLOCK 4: Word classes/ Adding -ate, -ise, -ify			
Spelling	Consolidation of Y3/4 spellings Sir Linkalot daily spellings, working from stage 3 or 4 onwards.	Most children will be working on Y5/6 spellings. Sir Linkalot daily spellings and weekly check up on a Friday.	Most children will be working on Y5/6 spellings. Sir Linkalot daily spellings and weekly check up on a Friday.			
FLASHBACK –Links to previous learning						
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Marvellous Middle- planning work for a fundraising event for the charity 'War Child UK'		Our KS2 Summer production			
Assessment Opportunities						
Cycle 2 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	See Cycle 1 – New starters each year no need for cycle roatation					
Poetry and rhyme						
Phonics						

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Writing opportunities	Cycle 2 – Year 1 & 2		
	Autumn	Spring	Summer
Topic	Castle /Who lived in a castle like this?	Growing/How does my garden grow?	What can I see beside the sea?
Core texts	We're going on a Bear Hunt Dear Zoo, Giraffes Can't Dance, Rumble in the Jungle, Slowly, slowly, Says the Sloth, Not Now, Bernard, Where the Wild things are Loch Ness The Tiger who Came to Tea Stick Man George and the Dragon Princess Smartypants Cinderella Rapunzel	Jack and the Beanstalk Jim and the Beanstalk The Tiny Seed What did the Tree See? Farmer Duck Little Red Hen The Birthday Duck Handa's Surprise	The Lighthouse Keeper's Lunch Tiddler Coastlines Habitats Grandad's Island Pirates Grace Darling The Secret of Black Rock In comes the tide
Poetry (analyse, perform, create)	Castle poems	What did the Tree See? ,	In comes the tide - A poem with a repetitive
Core writing outcomes	Re-telling a story with an innovation Diary Entry to inform (Samuel Pepys) Diary Entry to express feelings (Giraffes Can't Dance) Poetry writing (Rumble in the Jungle) Postcard Writing (Where the Wild Things Are) Newspaper Report Recount from a different perspective. Comic Strip	Writing to entertain (Re-telling of Jack and the Beanstalk) Writing an informal letter to apologise (Farmer Duck) Writing a book Review (favourite book between Farmer Duck, The Birthday Duck and Little Red Hen) Non-Fiction Writing to inform about plants	Re-telling "The Lighthouse Keeper's Lunch" Narrative (An Underwater Adventure) Seaside Leaflet Non-Chronological report Biography Narrative Writing Instructions Writing poetry with a repetitive refrain

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Enrichment writing	Recount of Enrichment Days	Recount of Enrichment Days	Recounts of Enrichment Days
Grammar and punctuation	Classroom secrets: Ready to Write Commas Word Classes 1 Conjunctions Sentence Types 1	Classroom secrets: Word Classes 2 Apostrophes, Sentence Types 2, Tenses. Suffixes 1 ,	Classroom Secrets: Suffixes 2 Consolidation
Phonics (Y1)	Bug Club	Bug Club	Bug Club
Spelling (Y1 and 2)	Year 1 tricky words Year 1 and 2 Common Exception Words Twinkl year 2 Blocks	Year 1 tricky words Year 1 and 2 Common Exception Words Twinkl Year 2 Blocks	Year 1 tricky words Year 1 and 2 Common Exception Words Twinkl Year 2 Blocks
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Harvest Festival Performance Our EYFS and KS1 Christmas Performance Off the Page – Living History		Speaking and Listening Fantastic Finish - Visitor

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Assessment Opportunities			
Cycle 2 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	What's Going on Inside?	Around the World in 80 Days	Invasion!
Core texts	'Demon Dentist' by David Walliams	'Around the World in 80 Days' by Jules Verne 'The Explorer' by Katherine Rundall	'How to Train your Dragon' by Cressida Cowell 'Aesop's Fables' by Aesop
Poetry (analyse, perform, create)			
Core writing outcomes	<ul style="list-style-type: none"> Explanation Text: The Digestive System Newspaper Report: Demon Dentist 		
Enrichment writing			
Grammar and punctuation	<u>Year 3:</u> Autumn Block 1: Ready to Write Autumn Block 2: Determiners Autumn Block 3: Conjunctions <u>Year 4:</u> Autumn Block 1: Ready to Write Autumn Block 2: Pronouns Autumn Block 3: Fronted Adverbials	<u>Year 3:</u> Spring Block 1: Adverbs Spring Block 2: Prepositions Spring Block 3: Speech Spring Block 4: Tenses <u>Year 4:</u> Spring Block 1: Apostrophes Spring Block 2: Speech Spring Block 3: Noun Phrases	<u>Year 3:</u> Summer Block 1: Nouns Summer Block 2: Paragraphs Summer Block 3: Word Families Summer Block 4: Prefixes <u>Year 4:</u> Summer Block 1: Standard English Summer Block 2: Paragraphs

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		Spring Block 4: Suffixes	
Spelling	Bug Club Phonics Twinkl Spelling scheme Y2 Autumn A & B Twinkl Spelling scheme Cycle B Autumn Y3 & Y4 Sir Linkalot Spelling	Bug Club Phonics Twinkl Spelling scheme Y2 Spring A & B Twinkl Spelling scheme Cycle B Spring Y3 & Y4 Sir Linkalot Spelling	Bug Club Phonics Twinkl Spelling scheme Y2 Summer A & B Twinkl Spelling scheme Cycle B Summer Y3 & Y4 Sir Linkalot Spelling
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors			
Assessment Opportunities			
Cycle 2 – Year 5 & 6			
	Autumn	Spring	Summer
Topic	What makes us marvellous?	Is there a solution to pollution?	Ancient Greeks
Core texts	'Wonder' by R.J. Palacio 'The Boy Who Made Everyone Laugh' by Helen Rutter	'A Life on our Planet' by David Attenborough 'Earth Heroes' by Lily Dyu 'The Dreadful Menace' a Literacy Shed resource	'Who Let the Gods Out?' by Maz Evans 'Atticus and the Ancient Greeks' (A Twinkl Original) A range of Greek Myths
Poetry (analyse, perform, create)	Celebrate National Poetry Day	Classic poetry to analyse and perform (using Literacy Shed + resources) - 'Night Mail' 'The Lion and Albert' 'The Owl and the Pussycat' Performance- 'Lady Winter'	

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		Create own poems based on The Dreadful Menace	
Core writing outcomes	Balanced argument 'Are Via's parents good or neglectful?' Writing short pieces of accurate dialogue to convey character and advance the action. Writing pieces using personification (Home Sweet Home)	Adventure narratives based on The Dreadful Menace Persuasive formal letter to palm oil companies Information text on deforestation Earth Hero biographies	Written instructions for own board game. Retell Greek myths Write own Greek-style myths/quest stories Third person narrative based on Prisoner 42 from 'Who Let The Gods Out?' Write travel leaflets for visiting modern-day Greece
Enrichment writing	'Home Sweet Home'- narratives based on this Literacy Shed film clip. Short unit before Christmas from Literacy Shed - 'Sprout Boy'- persuasive writing/ emotive language	Topic related writing on the issues surrounding waste and energy	
Grammar and punctuation: Classroom Secrets schem	<u>Year 6 topics:</u> Autumn BLOCK 1: Relative clauses, Modal verbs/ Adverbs/ Parenthesis/ Expanded noun phrases/ Commas/Present tense/ Past tense Autumn BLOCK 2: Synonyms/ Antonyms Autumn BLOCK 3: Nouns and verbs/ Adverbs and adjectives/ Subjects and objects/ Determiners, conjunctions and prepositions/ Identifying word classes Autumn BLOCK 4: Was or were/ Recognising subjunctive form/ Using subjunctive form	<u>Year 6 topics:</u> Spring BLOCK 1: Commas in lists/ colons and semi-colons/ Writing in notes/ Bullet points Spring BLOCK 2: Identifying verbs in sentences/ Recognising and using the passive verb Spring BLOCK 3: Recognising formal and informal writing/ Subjunctive form in formal writing/ Question tags in informal writing/ Formal and informal styles and vocabulary Spring BLOCK 4: Identifying clauses/ Using semi-colons, colons, dashes to mark boundaries Spring BLOCK 5: Recognising and using hyphens to avoid ambiguity	<u>Year 6 topics:</u> Summer BLOCK 1: Recognising devices to build cohesion/ paragraphs in fiction and non-fiction/ Organising sentences within paragraphs/ Organising paragraphs within texts/ Avoiding repetition in fiction/ Using devices to build cohesion Summer BLOCK 2: Consolidation of - relative clauses, word classes, prefixes and suffixes, commas for parenthesis, parenthesis and hyphens, lists, synonyms and antonyms, formal and informal writing, redrafting sentences and paragraphs.
Spelling	Consolidation of Y3/4 spellings Sir Linkalot daily spellings and weekly check up on a Friday.	Most children will be working on Y5/6 spellings. Sir Linkalot daily spellings and weekly check up on a Friday.	Most children will be working on Y5/6 spellings. Sir Linkalot daily spellings and weekly check up on a Friday.



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FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors		Marvellous Middle: writing persuasive formal letters to companies which use palm oil. Fantastic finish: Children to write and present to the rest of the school about the environmental impact of Kymbrook	
Assessment Opportunities			

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