



BROOK FIELD PRIMARY SCHOOL

English Policy Statement

INTRODUCTION

At Brook Field, we believe that spoken and written language are a fundamental part of children's learning. It is a key factor in the development of all curriculum areas and, as such, will have a significant contribution to all learning situations. Our priority is to create fluent readers, writers, and speakers with all the skills and knowledge they need to be confidently literate in life. Through a cross-curricular approach to teaching, we ensure that English is multi-sensory and highly engaging, incorporating oracy, drama, real-life contexts, and high-quality literature.

AIMS

At Brook Field, we intend to help children develop the proficiency and knowledge that will enable them to communicate creatively with the world around them. We are passionate about introducing children to a rich variety of literature and supporting their exploration, appreciation, and enjoyment of spoken and written word.

We aim to develop the following areas:

- A key focus for Brook Field is developing oracy. Our students learn to speak with confidence, eloquence, and variation, helping them to communicate their views and needs in preparation for the wider world.
- We want every child to be able to develop a love of reading, to know the value of reading and how it can benefit them later in life. This starts with knowing the phonemes representing sounds within words to reading for research and being immersed in a vocabulary rich environment.
- In writing, we aim to ensure that all pupils learn to be confident writers. We want our students to write with creativity and eloquence, using a rich vocabulary whilst developing their own unique style.

SPIRTUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development and British Values are an inclusive element of our English curriculum with every opportunity taken within our sessions to develop our children's skills within this area further.

One method of achieving this is through ensuring that a wide range of texts are used which explore different cultures and include moral dilemmas. With appropriate challenge through comprehension activities children are encouraged to empathise with characters and compare to their own experiences. Furthermore, poets and authors regularly visit the school which supports the development of cultural diversity. Please also refer to the Personal, Social, Health and Education – PSHE Policy on our website.

PLANNING & TEACHING

Oracy:

The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers, and have the confidence to express your views are vital skills that support success in learning and life in general. By embedding oracy in all aspects of our school's culture and weaving it throughout the curriculum, we can demonstrate the deliberate and explicit teaching of speaking and listening that supports progress and achievement.

What does oracy look like at Brook Field?

Across the school:

- Listening to and participating in stories, poems, rhymes and songs. (Learning some poems off by heart).
- Active roles in class assemblies where they perform to a wider audience, memorising words and actions to portray roles.
- Use of sentence-stems to scaffold oral responses in class.
- Responding to Blooms questioning across the curriculum.
- Re-telling and role play.

- Opportunities for children to talk about and discuss their reading and writing.
- Debating local and wider issues.
- Collaborative work whereby the children report back following group work or create a presentation.

Please refer to our SEND policy which explains how children with additional needs are supported.

Reading:

Reading is pivotal to a child's learning in general. The teaching of reading skills and the understanding of literature enables the children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics, using the Monster Phonics Reading Scheme, whole word recognition, rhyme, and context. As children build fluency, comprehension skills become our main area of focus and challenging questioning addresses the 'content domains', see explanation below:

Key stage 1:

Content domain reference	
1a	Draw on knowledge of vocabulary to understand texts
1b	Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles, and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far

Key stage 2:

Content domain reference	
2a	Give/ explain the meaning of words in context
2b	Retrieve and record information/ identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text/ explain and justify inferences with evidence from the text
2e	Predict what might happen from details stated and implied
2f	Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
2g	Identify/ explain how meaning is enhanced through choice of words and phrases
2h	Make comparisons within the text

What does reading look like at Brook Field?

The teaching of reading in EYFS:

- Children are given a Parent Share book (Quality Text) on a weekly basis, which parents are encouraged to read to their child to foster a love of books.
- Children are given a Phoneme Ring, which will be added to on a weekly basis, with the phonemes taught, to practise at home. These phonemes are also practised within class and additional support provided if individuals need practice.
- The unique Monster Phonics characters, which accompany the sounds, are taught as the phonemes are introduced, these are then displayed in the classroom to support the children embed this learning throughout their play.
- Children are given a High Frequency word Ring, in accordance with the Monster Phonics Progression map. These words are a mix of decodable and tricky key words. New words are added on a weekly basis for parents to practise with their child at home. They are also added to the Foundation Stages classes page on the website.
- Picture Books are sent home, with guidance to explain the importance of talking about pictures to develop vocabulary, oracy and listening skills.
- Phonetically decodable books are sent home once a child knows and can recognise the phonemes s, a, t, p and can blend and read **90%** of the book successfully. (Monster Phonics pre-checker, determines when each individual child is ready to start on these books through the weekly phoneme and blending checks.)
- Children will read a Monster Phonics decodable book with the class teacher and/or TA three times per week. This can be in the form of sharing the same text within a group or reading individually. This same book will come home to share and practice reading with parents.

The teaching of reading in KS1:

- Children continue to follow the Monster Phonics scheme throughout KS1.
- Children will continue to bring home a Parent Share book (Quality Text) on a weekly basis, which parents are encouraged to read to their child to foster a love of books.
- If necessary, children may continue to come home with laminated phoneme and/or high frequency words cards, to practise at home. These will be added to on a weekly basis to support learning in class and help them to develop instant recognition and fluency in reading the graphemes and words.
- Children will come home with a phonetically decodable Monster Phonics book until they can read all 44 phonemes and can recognise that each phoneme is created by different graphemes. (This is typically completed by the end of Year 1 when they will have completed to Stage 8 of the Monster Phonics stages.)
- Children will continue to read three times per week, with the class teacher or TA throughout Year 1 and into Year 2, using Monster Phonics decodable books, which they can read with 90% accuracy and fluency.
- In Year 2, children who are on target will be assessed using PM Benchmark to check their reading ability and fluency using regular texts, which are Book Banded from Purple through to Silver/Grey sticker. Once they are reading Silver/Grey sticker books, they are considered as fluent 'free readers' and are supported to make good book choices to maintain their motivation.
- Once children have achieved all the Monster Phonics assessments, to Stage 10, typically Year 2, they will begin to transition to Guided Reading similar in nature to KS2. This can be in the form of reading once a week, as part of a group, whole class reading or individual reading.
- Children, who need a little more support with reading, will receive timely intervention with additional Phonics sessions being taught to support gaps in learning. Those requiring significant support, will have a pupil centred plan (PCP) in line with our graduated response, which will be devised alongside the school Special Needs Co-ordinator (SENCO) and shared with parents.

The teaching of reading in KS2:

- Teachers assess children's reading progression in reading regularly using the PM Benchmark scheme for those children who have not completed the PM Benchmark scheme.
- Teachers read with the children at least once a week through Guided, Whole Class or individual reading.
- Teachers and Teaching Assistants continue to monitor reading with children, as necessary. These focus children will be recorded on the termly intervention plan with clear strategies being used to support their reading.
- Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.
- Children and adults share book recommendations and '50 Books' are displayed within the year group and on our website to promote quality texts which are age appropriate, for the children to borrow and read.

Developing a love of reading:

- Every child will have access to Monster Phonics phonically decodable texts and quality texts, from a range of authors, appropriate to their year group, to supplement and promote a love of life-long reading.
- Every year group has a selection of quality 'Books to read...' in addition to the school Library, to select reading material from. From Year 2 and through to the end of KS2, children have access to a wide range of Book Banded books from purple sticker through to silver/grey sticker books, which they can change on a regular basis.
- To promote reading, Teachers will provide a rich and stimulating language environment with high quality questioning, both in the classrooms and outdoor areas, where print is presented in natural and meaningful contexts; where books are constantly promoted, shared, and displayed.
- Year groups each have an Author Focus (see Appendix 1) which changes termly and helps to expose the children to strategically chosen, high-quality literature from exciting and age-appropriate authors. This, alongside the wide range of materials, resources and reading matter, helps to create a book sharing culture inside and outside the classroom.

- As part of weekly homework, children will be expected to read at home as part of their reading development. Parents are expected to support their children's reading at home and a home/school record book is provided. Guidance for parents is available on our website. For younger children, parents are expected to assist with the recording of any reading conducted at home by filling in the reading record book. Older children, who read more independently at home, should be encouraged to record their own reading in their reading record book.
- Every class will have a dedicated book corner, where a range of genres will be available for the children to read. These are regularly changed and link to the class topic, where applicable. At an appropriate time during the day, the class teacher will read a quality text/class novel, linked to their Author Focus or topic. There will also be opportunities for discussion/oracy tasks linked to the text for the children to explore and discuss during this time.
- Reading aloud to the children is actively encouraged on a daily basis, through a class text and Author Focus.

Writing:

In writing, we aim to create an environment that will promote both reading and writing. To ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Teachers aim to provide a wide range of writing experiences that will enable children to feel enthused, excited, challenged and motivated to write.

We do this in the following ways:

- Audience and purpose – always provide a good reason to write. Give the children a clear idea of who they are writing to and what it is for.
- Different kinds of writing – expose children to writing in all shapes and forms, from signs, labels and captions to comic strips, recipes, reports, and leaflets as well as stories and writing for information or persuasion.
- First-hand experiences - help generate vocabulary, ideas and give context. This can be trips out, visitors, a themed day, a drama or sensory experience, exciting objects. All these experiences can create atmosphere, mood or excitement that can help fire the children's imaginations.
- Cross curricular opportunities – applying the styles, techniques and conventions used within English to all other areas of the curriculum such as Science, History, Geography, R.E., French and PSHE. This develops versatility and allows the children to exercise their literary skills within a variety of challenging settings.
- Talk for writing and oracy opportunities – allowing the children to voice their ideas, thoughts, and opinions in preparation for writing. This includes drama, role play and opportunities for paired and group discussion.

Teachers plan sequences of lessons to build towards a longer writing outcome broadly following the structure below:

Inspiration Cold write	The cold writing task is an independent writing activity undertaken by every child at the beginning of each new unit of work if they have already had experience of the given genre. This activity allows the children to show what they already know and helps the Teacher to elicit the appropriate starting point for each child, thereby informing their planning.
Immersion Models Success criteria	Children are given ownership over their writing by co-constructing success criteria for the genres they explore; they are, therefore, aware of the components they need to include in order for their writing to be successful.
Skills teaching Grammar focus	Specific skills are taught to the children which are appropriate to the genre and text type. Children apply these skills in their writing tasks with clear WALTs (We are learning to..) This may be through modelled or shared writing.
Structure strips Slow write	Children are given the opportunity to apply the skills they have been taught in the genre they are writing in. This may be done through a slow write, where each sentence has an instruction to follow. Or through a structure strip, where guidance is given to the child on the structure of their piece and where to include the skills they have been learning.

Hot write Planning Writing Editing	The Hot writing task is completed at the end of a taught unit of work to provide both the children and the Teacher with a comparable piece of writing, demonstrating the progress made, the knowledge attained and next steps in the child's learning. The children will plan, write and edit their work independently.
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Phonics and Spelling:

A program of synthetic phonics teaching is used at Brook Field. We use the 'Monster Phonics' scheme across Key Stage One.

Each KS1 year group has a Phonics focus:

EYFS	Starting with the graphemes s, a, t and p, children learn to blend simple words such as pat, tap, sat. Additional graphemes are learnt each week. Single letters are taught first, leading onto teaching 13 digraphs and trigraphs. Finally, children are taught words consisting of 4 or more letters containing previously taught graphemes, digraphs and trigraphs. (CVCC, CCVC, CCC onset and CCVCC words)
Year 1	In Year 1, digraphs and trigraphs are taught, including alternative graphemes, plurals, prefix un, k before i/e/y, compound words, Common Exception Words (CEWs) and simple addition of vowel suffixes.
Year 2	In Year 2, further digraphs and trigraphs are taught along with consonant suffixes, contractions, possessive apostrophes, CEWs, and more complex spelling rules for adding vowel suffixes.

High Frequency words (HFWs) including statutory CEWs, are taught throughout the Monster Phonics Programme. The Monster Phonics Scheme covers phonemes across 10 stages, which are as follows:

Stage 1	s, a, t, p, l, n, m, d, g, o, c, k/ck & e
Stage 2	u, r, h, b, f/ff, l/ll, s/ss, j, v & w
Stage 3 (This stage is split into 3 parts)	x, y, z/zz, qu, ch, sh, th, ng, ure, oo, ar, oo, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear & ure,
Stage 4	ff, zz, ss, ll, ck, nk, ch, v, ai, oi, ay, oy & a-e
Stage 5	e-e, i-e, o-e, u-e (oo), u-e (u), ar, ea (ee), ea (e) & er
Stage 6	ir, ur, oa, oo (tricky), oo (oo), oe, ou, ow (e), ow (ow) & ue (oo)
Stage 7	Ue (u), ew, ew (oo), ie (l), ie (E), igh, or, ore, aw & au
Stage 8	Air, ear (long e-r), ear (air), are, y, ph, wh, e (CEW), o (CEW)
Stage 9	Dge, g, c, kn, gn, wr, ie, il, el & al
Stage 10	Y, al (or), o (u), ey, w-a (o), w-or (er), w-ar (or), s (zsh), ti (sh) & l (CEW)

Spelling mats with Common Exception Words (CEWs) and High Frequency Words (HFWs) are available for the children to refer to in their writing during English.

Monster Phonics Spelling Log books, in Year 1, cover the KS1 graphemes taught each week, spelling rules (if applicable), Common Exception Words (CEWs) and High Frequency Words (HFWs) and are part of weekly spelling homework. In Year 2, the spellings will also cover the same criteria, which will be displayed in their Spelling Homework books.

Children are expected to take ownership of their own spelling in class. They will be encouraged to correct and amend their spellings in several of the following ways:

- using dictionaries
- through re-drafting and editing their work after spellings have been identified by the Teacher in their marked work using a green pen
- by regular practise of misspelt words using a variety of spelling strategies such as Look Say Cover Write Check, memory games, visualisation techniques and games which encourage retention and recall (spelling journal activities at Key Stage 2)
- by homework activities – lists of words are given to all children each week as part of their homework. In Key Stage 1 this follows the Monster Phonics Spelling Log books. In Key Stage 2, spelling homework is set weekly which includes a variety of tasks to complete linked to their spelling list.
- Key stage 1 and Key stage 2 'Spelling Bees' are celebrated during the year and the children are encouraged to participate in the event, representing their house group team with orally reciting

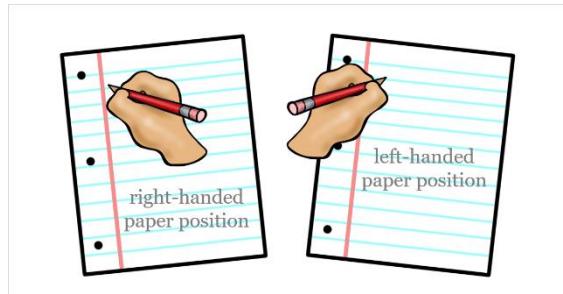
spellings. Spellings are based on the common exception words appropriate to each year group and the Statutory words from the National Curriculum word lists for each year group.

When marking children's work, Teachers will use their discretion over the amount of correcting they do. As a rule, identifying or correcting around five spellings per piece of writing is enough to be productive. These spellings should be followed up by the child through subsequent practise in school or homework activities using one of the above strategies.

Handwriting:

We believe that a flexible, fluent, and legible handwriting style empowers children to write with confidence and creativity as well as developing a sense of pride in their written work. It is important, from the very beginning, that children are encouraged to sit with both feet on the floor, their non-handwriting hand should be holding the page/book steady and their writing hand should be holding the pencil using a tripod grip. The book or paper should be positioned according to their writing hand preference.

E.g.



In key Stage 1 a print font is used. Then in Year 2, at the right time, children are taught how to join their letters fluently.

Skills are differentiated across the year groups:

- In Foundation Stage, children are taught letter formation through regular handwriting sessions which take place at least three times per week. The programme begins with sound dictation as a 'quick write activity'. Monster Phonics then moves from sound to word dictation, then advancing to sentence dictation.
- In Years 1 and 2, handwriting is taught in close relationship with children's phonics work at least three times per week. The print font is taught until the children are at a stage when they are ready to join letters fluently (this is usually towards the end of Year 2). Word and sentence dictation continues to progressively build in complexity, throughout the programme.
- In Years 3 and 4, more complex joins are taught, from b and p, as well as the importance of spacing, layout, speed, and fluency. At this stage, children begin to earn their pen license for daily writing.
- In Years 5 and 6, children's presentation skills are developed and reinforced through topic work.

ASSESSMENT & MONITORING

Assessments are carried out in line with the school assessment policy and Teachers formally report to parents twice a year during parent's evening. Annually, each child also receives a comprehensive report containing a breakdown of their progress (including reading and writing).

Reading:

The Monster Phonics programme teaches children to blend to read within the first full week of school in Reception. Regular assessments follow the Monster Phonics timetable:

Foundation stage	Term 1 – Weeks 7 & 12 Term 2 – Weeks 6 & 12 Term 3 – Weeks 11 & 12
Year 1	Term 1 – Weeks 4, 8 & 11 Term 2 – Weeks 2, 6 & 9 Term 3 – Weeks 5 & 9

Year 2	Term 1 – Week 7 Term 2 – Weeks 2 & 12 Term 3 – Weeks 8 & 12
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Detailed records for every child are kept, at each of these assessment points, alongside daily planning records of assessment which the teacher keeps whilst teaching Phonics and Reading. Children failing to make expected progress will receive timely intervention and support where applicable.

In Key Stage 2, children's progress across the Content Domains is monitored through weekly guided reading sessions and reading records are kept by the class Teacher, on their planning. Areas for development are highlighted through planning and target setting.

Writing:

Children's writing is constantly monitored and assessed in a variety of ways. Early writing behaviour is often monitored through observations as part of the Foundation Stage curriculum. Once children start making purposeful marks on paper, their writing is assessed using STA (Standards and Testing Agency) Exemplifications. Children's writing ability is tracked through each genre taught to ensure progress. Children failing to make expected progress can then receive the appropriate intervention and support where applicable.

Writing is moderated across the school and within school academy cluster groups to ensure standards of writing are consistent. This takes place several times a year (a minimum of three). Teachers will then meet with the next year's class Teacher in July to share the writing of the children and agree on their standard and next steps before September.

Spelling and Phonic progress:

Children's phonic progress is carefully monitored and tracked as they progress through the phases in 'Monster Phonics'. This progress is recorded and tracked regularly throughout the year to ensure that children are moving forwards with their phonic development. Children are assessed on their ability to segment and blend real and alien words in the end of Year 1 Phonics Screener.

In Year 1, the children will have Monster Phonics Spelling books. These will form part of their weekly homework. The class teacher will tick or highlight the words your child needs to learn and they will then be tested on these the following week. These spellings follow the Monster Phonics program of learning. In Year 2, the children will also have spellings based on the phonemes taught that week, which will be stuck in their spelling homework books, and will follow the Monster Phonics Program of learning.

Throughout KS1 and KS2, children are tested weekly on the spelling patterns they have been investigating as homework. This then informs planning and any specific intervention that may be needed. In Key Stage 1, spellings follow the Monster Phonics programme. In Key Stage 2, spelling tests reflect the objectives and spelling patterns taught throughout that term in line with the word lists from the Monster Phonics Superhero Spelling programme. Spellings are tested using dictation sentences which contain the weekly spelling words.

ENGLISH SUBJECT LEADERS

The role of the Reading and Writing Leaders is to:

- Monitor English carried out across year groups by scrutiny of work, planning, assessment, and pupil voice. This includes monitoring of the frequency of English teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.

APPENDIX 1

Curriculum Map for English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Topic: UK/Paddington Bear (Geography)</p> <p>Fiction – Narrative</p> <p>Non-Fiction – travel tickets for Paddington</p> <p>Non-Fiction – Instruction's marmalade sandwich</p> <p>Texts used: Paddington Book Collection</p> <p>Michael Bond</p>	<p>Topic: Seasons/weather (Science/Geography)</p> <p>Poetry: Fireworks, Bonfire Night</p> <p>Fiction - Narrative</p> <p>Non-Fiction – Weather reports, diary entries</p> <p>Texts used: Stickman</p> <p>Julia Donaldson</p>	<p>Topic: Great Fire of London (History)</p> <p>Fiction - Narrative diary writing, writing questions</p> <p>Non-Fiction – Recount of trip to Fire Station OR Newspaper Report</p> <p>Texts used: Toby and the Great Fire of London</p> <p>Jill Murphy</p>	<p>Topic: STEAM , IKB (Local History, people)</p> <p>Classic Poetry: From a railway carriage – Robert Louis Stevenson</p> <p>Fiction – Narrative</p> <p>Non-Fiction - Persuasive writing</p> <p>Texts used: The Little Red Train by Benedict Blathwayt</p> <p>Allan Ahlberg</p>	<p>Topic: Materials/ Three Little Pigs (Science)</p> <p>Fiction – Narrative</p> <p>Non-Fiction - Wanted Posters, writing questions</p> <p>Texts used: The Three Little Pigs and The True Story of the Three Little Pigs</p> <p>Shirley Hughes</p>	<p>Topic: Plants and Animals (Science)</p> <p>Poetry: Riddles – who am I?</p> <p>Fiction – Narrative</p> <p>Non-Fiction - Information texts</p> <p>Texts used: Camille and the Sunflower Monkey Puzzle</p> <p>Lynley Dodd</p>
Year 2	<p>Topic: Living Things (Science)</p> <p>Fiction: Caterpillars shoes – retelling the animated tale in their own words.</p> <p>Non-Fiction: Caterpillar Fruit Kebabs – Linked to DT & Instruction writing</p> <p>Brian Patten Ben's Magic Telescope</p>	<p>Topic: Materials (Science)</p> <p>Poetry: descriptive poems about Traction Man's</p> <p>Narrative: Adventure Stories</p> <p>Non-Fiction: Explanation Writing & Instructions – rope making</p> <p>Mini Grey Traction Man</p>	<p>Topic: Plants (Science)</p> <p>Fiction: Narrative – traditional tales</p> <p>Colin Stimpson Jack & the Baked Beanstalk</p>	<p>Topic: Around the World in 80 Days (Geog)</p> <p>Poetry: Acrostic Poems</p> <p>Fiction: Postcards from around the world</p> <p>Non-Fiction: Instructions</p> <p>Around the World in 80 Days by Jules Verne</p>	<p>Topic: Amelia Earhart (History)</p> <p>Poetry: Sound</p> <p>Non-Fiction: Biographies</p> <p>Who was Amelia Earhart?</p> <p>Kate Boehm Jerome</p>	<p>Topic: Neil Armstrong (History)</p> <p>Poetry: Space Poems</p> <p>Non-Fiction: Newspaper Reports</p> <p>Narrative: Child's adapted version of one of the Bob The Man on The Moon stories.</p> <p>Simon Bartrum Man on the Moon</p>

Year 3	Topic: Stone Age to Iron Age (History) Poetry: Stone Age poem (poetic features and figurative and descriptive language) Fiction: adventure story: (Narrative) Oi Caveboy Alan Macdonald	Topic: Rocks & Fossils (Science) Fiction: adventure story (cont) Non Fiction : Explanation texts- fossils (in science book) The Island where Dinosaurs Roamed David Blakesley	Topic: Romans (History) Fiction/Non-Fiction: Recount Writing (Diary Writing) Performance Poetry: "Louder" A Roman battle cry	Topic: Romans Ctd (Geography) Non-Fiction: Instructions – How to make their Roman pizza Non- Fiction – information text – food	Topic: Plants & Animals (Science) Fiction: Fables and Traditional Stories Non-Fiction: Non-Chronological reports – Own animal creation Aesops Fables	Topic: Forces & Magnets, Light (Science) Fiction: Letter Lightning Mary Anthea Simmons The Faraway Tree Enid Blyton
Year 4	Topic: Scandinavia (Geography) Poetry: grammar feature poem Fiction : Narrative, Fairy Tales Hans Christian Anderson Fairy Tales Snow Queen Thumbelina, Little Mermaid, Tinderbox Toy Soldier	Topic: Scandinavia (Geography) Poetry: Kennings Non-Fiction: Persuasive brochures Roald Dahl (Norwegian author) Matilda	Topic: Anglo Saxons & Vikings (History) Fiction : Heroic Stories Cressida Cowell How to Train your Dragon Michael Morpurgo Beowulf	Topic: Electricity & Sound (Science) Non-Fiction: Journalistic Reports The Wrong Trousers	Topic: Braeside, Rivers & Water Cycle (Geography & Science) Fiction : descriptive story of a river's journey Ted Hughes The Iron Man	Topic: Living things & Habitats (Science) Non-Fiction: Information Texts Habitats – Great Barrier Reef & Black Forest Michael Morpurgo Running Wild The Wonder Garden Jenny Broom

Year 5	<p>Topic: Victorians (History)</p> <p>Fiction: Mystery Sherlock Holmes/ Penny Dreadful and Diary entries</p> <p>Non-Fiction: Crime report (Sherlock Holmes and Tuesday David Weisner)</p> <p>Twist in the Tale</p>	<p>Topic: Victorians & Materials (History & Science)</p> <p>Poetry: Circus Poetry</p> <p>Non-Fiction: Explanation Texts Rube Goldberg explain a Victorian invention</p> <p>Twist in the Tale</p>	<p>Topic: Earth & Space (Science)</p> <p>Non-Fiction: Persuasive texts Planet Leaflet/Brochure</p> <p>Recount Visiting the Planet Oob</p> <p>Nigel Hilton The Finders</p>	<p>Topic: Asia (Geography)</p> <p>Fiction: narrative (folktales)</p> <p>Non-Fiction: Reports, food critic (Asian foods)</p> <p>Phillip Pullman The Firework Maker's Daughter</p>	<p>Topic: Ancient Egypt (History)</p> <p>Poetry: Performance Poetry/rapping</p> <p>Non-Fiction: Newspaper Reports Tutankhamun</p> <p>Emma Carrol Secrets of a Sun King</p>	<p>Topic: Living Things & Habitats (Science)</p> <p>Poetry: Monologue Baboon on the Moon</p> <p>Non-Fiction : Non-chronological reports (children create their own animals)</p> <p>Katherine Rundell Impossible creatures</p>
Year 6	<p>Topic: Mayans (History)</p> <p>Poetry: Diamante and sensory descriptive</p> <p>Fiction: Narrative and descriptive writing (Hero Twins Ch and choc factory, The Explorer)</p> <p>Roald Dahl Charlie and the Chocolate Factory</p>	<p>Topic: Central & South America (Geography)</p> <p>Non-Fiction: Non chronological reports (rainforest animal) Explanation writing (water cycle/ layers of the rainforest) Balanced Arguments (deforestation)</p> <p>Katherine Rundell The Explorer</p>	<p>Topic: Ancient Greece (History)</p> <p>Poetry: Metaphorical (light/dark)</p> <p>Fiction: Narrative, Greek Myths</p> <p>Non-Fiction: Journalistic Writing (Battle of Troy)</p> <p>Maz Evans Who Let the Gods Out?</p>	<p>Topic: Influential People</p> <p>Poetry: Rhyming Couplets Double, Double, Toil</p> <p>Fiction: Narrative, Letters and Diary entries GDS – with inserts</p> <p>Non-Fiction: Instructions Job Advert</p> <p>Shakespeare Macbeth</p>	<p>Topic: Evolution & Inheritance (Science)</p> <p>Non-Fiction: Letters of Persuasion Twisted fairy tale</p> <p>Rudyard Kipling- Just so stories</p>	<p>Topic: Electricity & Light (Science)</p> <p>Non-Fiction: Persuasive leaflet for PGL</p> <p>Lemony Snickett The Dark</p>

