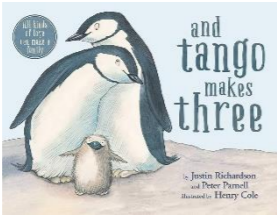
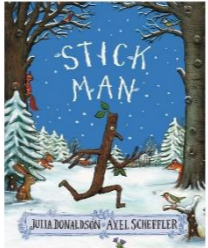
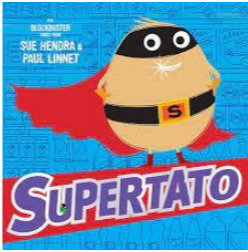
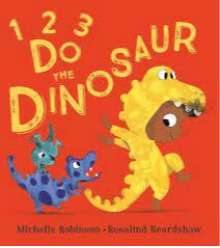

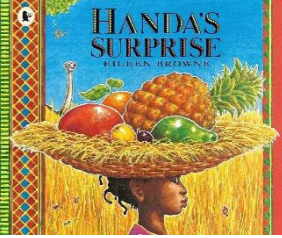
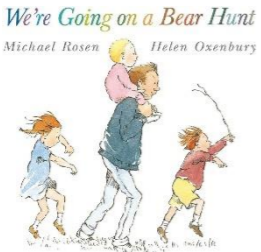
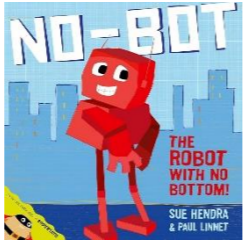
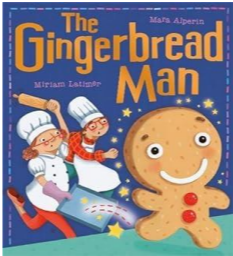
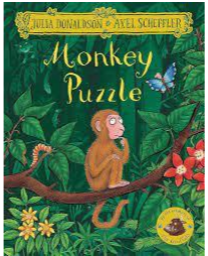
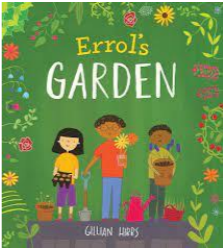

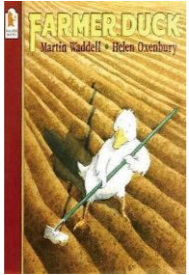
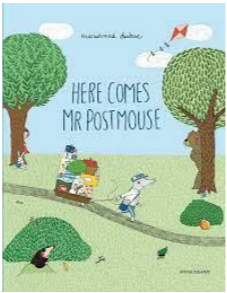
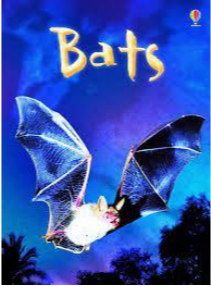
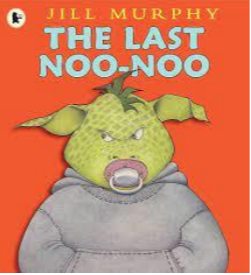
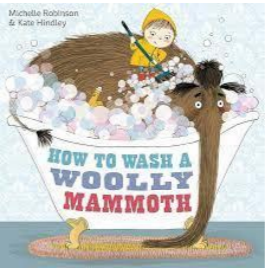
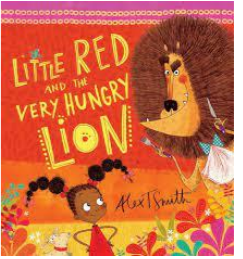
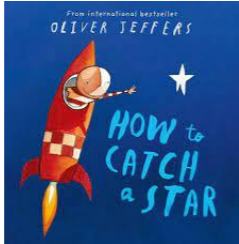
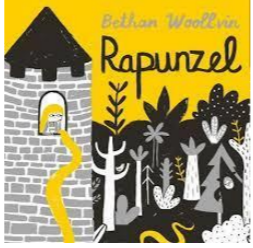
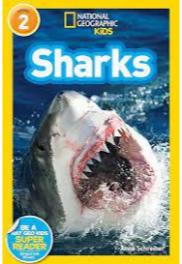
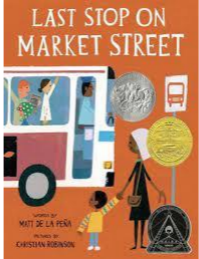
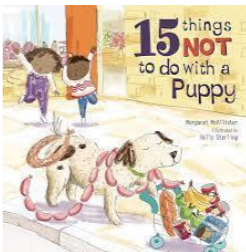
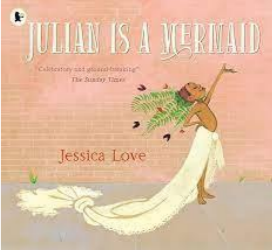
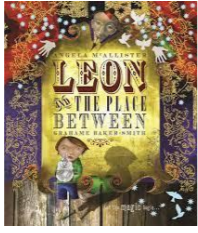
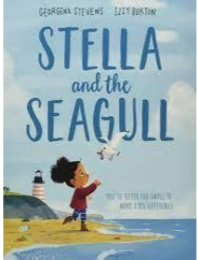
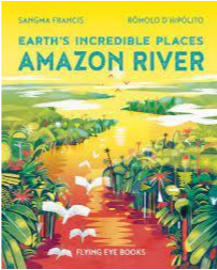

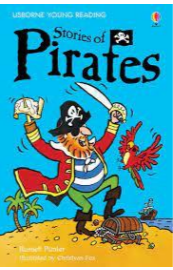
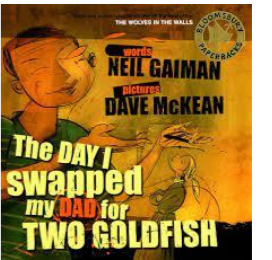
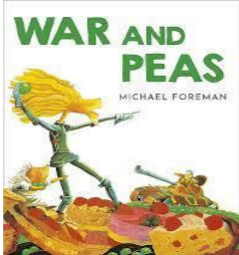
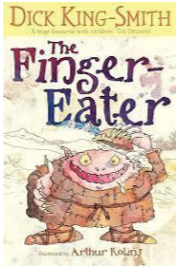

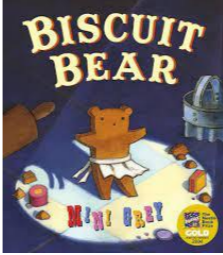
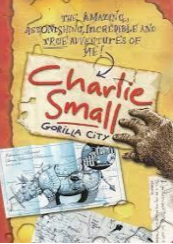
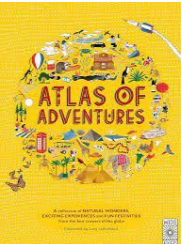


# Text Overview

## The Super Six (our lead texts)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool & Nursery						
Reception						
Year 1						
Year 2						
Year 3 and 4 – Cycle A						
Year 4 – Cycle B						



**Our intent:** we endeavour to develop a **love** for English in all of our children. We believe that all children should be able to confidently communicate their ideas and experiences through their writing.

	Core Outcomes					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><b>Writing to Entertain</b> (Essential Skills Focus)</p> <p><b>Core Outcomes (Sentence Structure):</b> I can separate words with spaces.</p> <p>I can combine words to make a sentence.</p> <p>I can use a capital letter and full stop.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use capital letters for names.</p> <p>I can use a question mark.</p>	<p><b>Writing to Inform</b> <b>Writing to Discuss</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can join words and clauses using and.</p> <p>I can use exclamation marks.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use regular plural noun suffixes –s (e.g. soldiers)</p>	<p><b>Writing to Instruct</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can sequence sentences to instruct.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes:</b> I can add suffixes to verbs where no change is needed to the root spelling (e.g. wanted, played)</p> <p>I can sequence sentences to form short narratives.</p>
<b>Year 2</b>	<p><b>Writing to Entertain</b> (Essential Skills Focus)</p> <p><b>Core Outcomes (Sentence Structure):</b> I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I can use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>I can use apostrophes to mark singular possession in nouns (for example, the girl's name)</p>	<p><b>Writing to Inform</b> <b>Writing to Discuss</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>I can use the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p><b>Writing to Instruct</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use commas to separate items in a list.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use expanded noun phrases for description and specification.</p>
<b>Year 3</b>	<p><b>Writing to Entertain</b> (Essential Skills Focus)</p> <p><b>Core Outcomes (Sentence Structure):</b> I can express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (then, next, soon, therefore), or preposition (for example, before, after, during, in, because of).</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can make use of the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p><b>Writing to Inform</b> <b>Writing to Persuade</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use headings and sub-headings to aid presentation I can begin to use paragraphs as a way to group related material.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can begin to use inverted commas to punctuate direct speech.</p>	<p><b>Writing to Explain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use headings and sub-headings to aid presentation I can begin to use paragraphs as a way to group related material.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> Revision and consolidation of all core outcomes taught this year.</p>
<b>Year 4</b>	<p><b>Writing to Entertain</b> (Essential Skills Focus)</p> <p><b>Core Outcomes (Sentence Structure):</b> I can use fronted adverbials (for example, Later that day, I heard the bad news.)</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid Repetition.</p>	<p><b>Writing to Inform</b> <b>Writing to Persuade</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use paragraphs to organise ideas around a theme I can make an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use apostrophes to mark plural possession.</p> <p>I can use 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!"]</p>	<p><b>Writing to Explain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> I can use paragraphs to organise ideas around a theme I can make an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Writing to Entertain</b></p> <p><b>Core Outcomes (Sentence Structure):</b> Revision and consolidation of all core outcomes taught this year.</p>

	Poetry Overview					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Performance Poetry</b> Key Text: <b>Voices of Water</b></p> <p>1 week</p> <p><b>Core Outcome:</b> <i>I can appreciate rhymes and poems, and recite some by heart.</i></p>		<p><b>Innovate Well Known Rhymes</b> Key Text: <b>Hey Diddle Diddle</b></p> <p>1 week</p> <p><b>Core Outcome:</b> <i>I can develop a pleasure in reading, a motivation to read and appreciate forms of poetry.</i></p>		<p><b>Poet Study</b> <b>Julia Donaldson</b></p> <p>1 week</p> <p><b>Core Outcome:</b> <i>I can participate in discussions about what is read to me, exploring a poet's work.</i></p>	
Year 2	<p><b>Performance Poetry</b> Key Text: <b>Dinosaur Rap (John Foster)</b></p> <p>1 week</p> <p><b>Core Outcome:</b> <i>I can appreciate rhymes and poems, and recite these, adding appropriate intonation to make the meaning clear.</i></p>		<p><b>Shape Poetry</b> Key Text: <b>Word Whirls!</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can recognise simple recurring literary language in poetry.</i></p> <p><i>I can discuss favourite words and phrases in poems.</i></p> <p><i>I can develop positive attitudes towards, and stamina, for writing poetry.</i></p>		<p><b>Poet Study</b> <b>Allan Ahlberg</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can further develop a pleasure in reading, and motivation to read poetry, demonstrating an understanding of themes and vocabulary.</i></p> <p><i>I can explain and discuss my understanding of poems, and a poet's work.</i></p>	
Year 3 and 4 – Cycle A	<p><b>Performance Poetry</b> Key Text: <b>Macavity!</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can discuss words and phrases that capture the reader's attention.</i></p> <p><i>I can perform using appropriate intonation, pitch and volume to convey meaning.</i></p>		<p><b>Rhyme Poetry</b> Key Text: <b>Scared (Michael Rosen)</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can recognise different forms of poetry and discuss my opinion on them.</i></p> <p><i>I can prepare my own poems to read aloud.</i></p>		<p><b>Poet Study</b> <b>Spike Milligan</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can demonstrate positive attitudes to reading and an understanding of what I have read.</i></p> <p><i>I can examine a poet's work, its impact and compare to other writing I am familiar with.</i></p>	
Year 3 and 4 – Cycle B	<p><b>Performance Poetry</b> Key Text: <b>Life Doesn't Frighten Me</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can discuss words and phrases that capture the reader's attention.</i></p> <p><i>I can perform using appropriate intonation, pitch and volume to convey meaning.</i></p>		<p><b>Monologue Poetry</b> Key Text: <b>There's An Alien In The Classroom</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can recognise different forms of poetry and discuss my opinion on them.</i></p> <p><i>I can prepare my own poems to read aloud.</i></p>		<p><b>Poet Study</b> <b>Michael Rosen</b></p> <p>1 week</p> <p><b>Core Outcomes:</b> <i>I can demonstrate positive attitudes to reading and an understanding of what I have read.</i></p> <p><i>I can examine a poet's work, its impact and compare to other writing I am familiar with.</i></p>	