

Literacy Rolling Programme

Need to:

- **Identify further texts and progression – teachers help!**
- **Identify core texts for class reads – one each half term – providing a range.**

Rationale:

Texts are chosen to provide a progression across the year, holding in thought the challenge of a mixed age class and rolling programme. Each half term, space is also given for teachers to have autonomy to respond to needs and interests of individual cohorts – rehearsing areas where practice is needed, or giving opportunity to develop/enjoy other elements of writing, including making cross-curricular applications.

- Focus grammar and punctuation listed here is not the only key knowledge and skills taught. Teachers refer to all grammar strands in planning and delivery. Identified here are the core skills that we believe move children's writing forward the most.
 - KS1: Sentence demarcation, expansion of noun, use of conjunctions for subordination and coordination, understanding of past and present tense.
 - LSK2: Speech punctuation, modification of verb, complex sentences, deliberate use of prepositional phrase in fiction and non-fiction to create effects or precision.
 - UKS2: Cohesion of paragraph between and within, writer 'voice'. Drafting and editing skills
- Within the mixed-age classes, it is expected that the upper year will generally take the lead in terms of the knowledge and skills coverage within the teaching of writing.
- The lower year statements for each class (Y1, Y3, Y5) form a non-negotiable baseline for all learners, and are selected as the key building blocks, without which writing does not work:
 - Y1 – sentence demarcation of full stops, capital letters and question marks. Coordinating conjunctions of and, but and so. Expectation that many Y1 will 'pick up' on the Y2 foci around expansion of verbs, further use of conjunctions etc as appropriate, but key focus is sentence demarcation.
 - Y3 – Extending the range of sentences, using further conjunctions and prepositions. Taught how to punctuate direct speech. Using paragraphing to group related material.
 - Y5 – Begin to understand how to improve their independent work through careful planning, drafting and editing. To become aware and experiment with higher level punctuation and vocabulary. Understand how to write for an audience.
- See non-negotiables in writing for further detail.

- Spelling is taught through the No Nonsense Spelling programme from Y2 onwards, following our school programme of synthetic phonics.
- Handwriting is taught discretely throughout KS1 and LSK2, following Nelson programme as a basis.
 - Y1 – correct letter formation (printed) and position.ing on the line. May begin to join certain phonemes as support for phonics.
 - Y2 – introducing further joins, maintaining regularity of size.
 - LKS2 – Joins are known. Some intervention work is given to specific children who need extra work.

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
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| Maple Class | | | | | | | | | | | | |
| Year A Progression of Core Texts <i>Additional core texts selected by the teacher</i> | The Perfect Pet (F) | | How to wash a woolly mammoth (NF) | | The Train Ride (poetry) | Suggested – Transport (NF) | Amelia Earhart (NF) | | Fatou, Fetch the Water (F) | | A mouse called Julian (F) | |
| Links to wider curriculum | Animals and plants Celebrations in the past Food and health | | | | Significant characters in history – focus write based on Florence N, Isambard Brunel etc. | | | | Kampong Ayer – homes / climate The great Fire of London | | | |
| | Transport topic – Links to Humanities | | | | | | | | | | | |
| Focus Grammar and punctuation | Y1: Capital letters and full stops to demarcate sentences. Y2: Learn how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks and question marks | | Y1: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2: Use adjectives to expand nouns. Understand <i>verb</i> and begin to modify with adverb. | | Y1: Begin to punctuate sentences using a capital letter and question mark. Use a capital letter for the personal pronoun I. Y2: Use of present tense Add descriptions of where and when the sights are (e.g. over, up, down, into, after). | | Y1: Join clauses using and , but , because and when Y2: subordination (using 'when', 'if', 'that', or 'because') and co-ordination (using 'or', 'and', or 'but'). | | Y1: joining words and joining sentences with <i>and</i> using a capital letter for names of people sequencing sentences to form short narratives Y2: Learn how to use expanded noun phrases to describe and specify rereading what they have written to check it makes sense and that verbs to indicate time are used correctly and consistently | | Y1: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. re-reading what they have written to check that it makes sense Y2: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently proofreading to check for errors in spelling, grammar and punctuation | |
| Class Read | Usbourne Stories from around the world (various authors) | | The Owl who was Afraid of the Dark | | The Monster-Crisp Guzzler (Malorie Blackman) | | Pirate School: Just a bit of wind (Jeremy | | Flat Stanley | | Fluff the farting fish (Michael Rosen) | |

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| Year B Progression of Core Texts <i>Additional core texts selected by the teacher</i> | Hidden world - Ocean | SD Suggested – Surprising Sharks | What happens When? | | Tell Me A Dragon | | NoBot the Robot | | The Dragon Machine | | The Boy Who Cried Ninja | |
| Links to wider curriculum | Ocean animals | | | | Japan – Story Collector Bishop Patteson | | | | Japan – Story Collector Growing plants | | | |
| Grammar | Y1: beginning to punctuate sentences using a capital letter and a full stop Y2: expanded noun phrases to describe and specify, e.g. <i>the blue butterfly, plain flour, the man in the Moon</i> subordination (<i>when, if, that, because</i>) and coordination (<i>or, and, but</i>) (Y2). | | Y1: Punctuate a question with a question mark. Y2: Learn how the grammatical patterns in a sentence indicate its function: sentences with different forms: statement, question | | Y1: Write a series of sentences to describe a dragon. Reread what they have written to check that it makes sense Y2: Expand noun phrases for description and include simple prepositions for detail | | Y1: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark sequencing sentences to form short narratives Reread what they have written to check that it makes sense Y2: rereading writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form | | Y1: Correct choice and consistent use of the present and past tenses Y2: Use prepositional phrases to show where things happened in order to create the setting Use verbs to show what the characters do and the noises they make. | | Y1: joining words and joining sentences using and punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Y2: learning to use subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and or but</i>) using sentences with different forms, such as statements and questions | |
| Class Read | The Story of Babar (Jean de Brunoff) | | Mr Wolf's Pancakes (Jan Fearley) | | The Giraffe and the Pelly and me | | Grandpa Bert and the Ghost Snatchers (Malorie Blackman) | | Dr Xargle's Book of Earthlets | | The Dragonsitter (Josh Lacey) | |
| Willow Class | | | | | | | | | | | | |
| Year A | Swallow Journey | Ratpunzel | Jack and the Dreamsack | Christmas stories from around the world | Grow your own Lettuce | | Beatrice's Dream | Paint me a poem | Gregory Cool | | Until I met Dudley | |
| Grammar | Y3: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> Use and punctuate direct speech Y4: Use fronted adverbials, with commas Use and punctuate direct speech | | Y3: Express time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon</i>) and prepositions (e.g. <i>before, after, during, in, because of</i>) Y4: Expand noun phrases by modifying adjectives, nouns and prepositional phrases (e.g. <i>the strict maths teacher with curly hair</i>) Continue to use fronted adverbials with commas | | Progression is shown as although Swallow journey contains many non-fiction features, this is the first non-fiction book of the academic year. It is about reading and writing instructions and using imperative verbs. Y3: Present tense, past tense, present continuous and past continuous Adverbials Be able to analyse a noun phrase in a noun phrase chart and be confident in recognizing and using noun phrases Y4: Multiclaue sentences | | Y3 and Y4 Build on Ratpunzel work to apply direct speech punctuation Greater depth: Use similes and metaphors to add detail | | Y3: Extend the range of sentences with more than one clause, using a wider range of conjunctions Y4: Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases | | Although listed as y2/3 this is actually better suited to y3 and 4 Great to assess learning throughout the year, instructions, explanations, descriptions etc. Y3 and 4: extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> <i>Know the features of non-fiction writing.</i> | |

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| | | | | | Build upon expanded noun phrases | | | | | | | |
| Class Read | The Sheep Pig Fairy Tales Terry Jones | | The worst witch Toad Rage by Morns Gleitzman | | The Abominables Peppermint Pig by Nina Bawden | | The Firework Maker’s Daughter | | Why The Whales Came There's a thief in the Village | | Frank Einstein Jon Scieza | |
| Year B | Leon and the Place Between | | Mog’s Christmas Calamity | Christmas Poems | Mimi and the Mountain | | Myth Atlas | | Meerkat Mail | | Arthur and the Golden Rope | |
| Grammar | Y3 Use paragraphs as a way to group related material Use conjunctions, adverbs and prepositions to express time, place and cause Y4: Use paragraphs to organise ideas around a theme Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions | | Y3 / 4: Continue focus on paragraphing from last term. Simple noun phrases Y3: extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> Y4: using fronted adverbials Expanded noun phrases | | Y3 / 4: Continue focus on range of sentence types and fronted adverbials. Y3/4: Punctuate direct speech. | | Y3: using conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause Y4: choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | | Identify themes in a wide range of books. Learn to use e mail. Y3: Revise simple and compound sentences Use the present perfect form of verbs Indicate possession by using the possessive apostrophe (Y4). Use apostrophes with singular and plural nouns . Revise simple and compound sentences (Y3). | | To write a quest story as an assessment of learning for the year. Y3 and 4: extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> <i>Y3 compose and rehearse sentences needing direct speech. Punctuate the direct speech. Y4 Compose and punctuate direct speech where the reporting clause is mid-sentence.</i> | |
| Class Read | Bill’s New Frock The Hodgeheg | | The Iron Man Book of Christmas stories | | The battle of Bubble and Squeak George’s Marvelous Medicine | | Adaptation of the Jungle Book by Rudyard Kipling | | Tom’s Midnight Garden | | Grandad Walliams The Way to Saltin shore by Phillipa Pearce | |
| Oak Class | | | | | | | | | | | | |
| Year A | Tower to the Sun | Cracking Contraptions | Persuasive Writing | | Shadow Cage | | How the Whale Became | | Survival at 40 degrees | | Biographies / independent project | |
| Grammar | Plan, draft and edit independently. Yr5/6 Tower to the Sun – To use descriptive language to create a setting. Use expanded noun phrase to add detail and use effective dialogue. Organise writing into paragraphs and sentences and assess own areas of weakness as the year starts. Cracking Contraptions - Use formal and technical vocabulary. Us ethe passive voice and strong verbs. Expanded noun phrases to | | Plan, draft and edit independently. Yr 5/6 Strong patterning, power of 3, embedded clauses Repetition of words and phrases for cohesion. Advertising techniques and persuasive vocabulary. | | Plan, draft and edit independently. Yr5/6 Use punctuation for effect, create fear through actions and dialogue. Vary sentence and paragraph length. Pattern of three to create effect. Introduce the use of dashes to replace commas. | | Plan, draft and edit independently. Yr 5/6 Use adverbial phrases and a range of punctuation to clarify meaning. Describe settings, characters and atmosphere. | | Plan, draft and edit independently. Yr 5/6 Use adverbials to order text. Link paragraphs in a variety of ways. Include relative clauses. Using expanded noun phrases to convey complicated information. | | Plan, draft and edit independently. Yr5/6 Writing in the correct tense and chronological order. How to include interesting facts using adverbials and extended noun phrases | |

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| | convey concise information. | | | | | | | | | |
| Class Read | A boy Called Hope | | The Lion the Witch and the Wardrobe | | Holes | | | | Wonder | |
| Year B | A Drove of Bullocks | | The Ice Bear | Bethlehem | The secrets of Stonehenge | | The Highwayman | | The Jungle Survival Handbook | Biographies / independent project |
| Grammar | Plan, draft and edit independently. Yr 5/6 Adverbial sentence openers beginning 'ing'. Use multi clause sentences. Use commas to clarify meaning and specialness of animal. Use of collective nouns and extended noun phrases. Organise writing into paragraphs and sentences and assess own areas of weakness as the year starts. | | Plan, draft and edit independently. Yr 5/6 Bethlehem – Intro and consolidation of semi-colons, colons & dashes to mark boundaries. Poetic devices for effect to include adverbial and prepositional phrases. Ice Bear – Expanded noun phrases, varied sentence and paragraph length for impact. | | Plan, draft and edit independently. Yr 5/6 Use multi-clause sentences with colons. Introduce ellipsis. Writing for clarity of information. Linking ideas within and across paragraphs using adverbials of when, where and how. | | Plan, draft and edit independently. Yr 5/6 Look at the poetic devices used within the poem. Create a diary entry and look at internal monologue, thoughts and emotion and how they can be expressed in writing. Extended noun phrases, repetition and structure. | | Plan, draft and edit independently. Yr 5/6 Punctuate simple and complex sentences. Use a range of layout devices to structure text. Use modal verbs and bullet points correctly. Embed imperative form of the verb within paragraphs. Write in an authoritative voice. | |
| Class Read | The Boy at the Back of the Class | | Stig of the Dump | | Waiting for Anya | | | | Granny – Antony Horowitz | |