	Text Overview					
			The Super Six	(our lead texts)		
Preschool & Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	and tango makes three unit Henrote and tango	STICK MAN DUM DOMILISON ATEL SCHEFTER	RUE HERRIAR PRUL LINEZ STUDIERTE ATOO	DIN DIN DIN DIN DIN DIN DIN DIN DIN DIN	RETINEON FISH	CHANDA'S SURFERINGE CONTRACTOR
Reception	We're Going on a Bear Hunt Michael Rosen Helen Oxenbury	THE ROBOT WITH NO BOTTOM! SUE HENDRA & FAIL LINET	Gingerbread Arrent Arrent Man	Monkey Puzzle	GARDEN COLUMN LEBY	Brite Care of Standard Reve
Year 1	Carrier Baddel - Briten Dombury	HERE COMES HERE COMES MR POSTMOUSE EXEMPT	Bats	• JILL MURPHY THE LAST NOO-NOO	Methodow Revenues Bow to wash a WOODLLY MAMMOTH	LITTLE RED VERY HUNGRI LION HUNGRI HUNGRI
Year 2	HOW to CATCH STAR	Rapurzel	2 Charks	LAST STOP ON MARKET STREET	15 things to do with a Puppy	Purper and and a second and as second and a
Year 3 and 4 – Cycle A	LEON	CERTARIA TELEVENT - DET PARTAR STELLA and the SEAGULL The unit of lands		The Bear and the PiB Io Devid Langede	Pirates Pirates entreme	NEIL GAIMAN DAVE MCKEAN The DAY I Swapped My Autor TWO GOLDFISH
Year 4 – Cycle B	WAR AND PEAS MICHAEL FOREMAN	DICK KING-SMITH Finser- Eater	THE TRUE STORY OF THE 3 LITTLE PIGS!	BISCUIT BEAR	THE AMARGING THE ANALON OF THE AMARGING TH	ATLAS OF ADVENTURES ADVENTURES



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

			Poetry Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Sumi	
Year 1	Performance Poetry Key Text: Voices of Water		Innovate Well Known Rhymes Key Text: Hey Diddle Diddle		Poet Julia Do	
	1 week		1 week		1 w	
	<b>Core Outcome:</b> I can appreciate rhymes and poems, and recite some by heart.		<b>Core Outcome:</b> I can develop a pleasure in reading, a motivation to read and appreciate forms of poetry.		Core O I can participa about what exploring a	
Year 2	Performance Poetry Key Text: Dinosaur Rap (John Foster)		Shape Poetry Key Text: Word Whirls!		Poet Allan A	
	1 week		1 week		1 w	
	<b>Core Outcome:</b> I can appreciate rhymes and poems, and recite these, adding appropriate intonation to make the meaning clear.		Core Outcomes: I can recognise simple recurring literary language in poetry. I can discuss favourite words and phrases in poems.		Core Ou I can further dev in reading, and read poetry, de understanding vocal	
			I can develop positive attitudes towards, and stamina, for writing poetry.		l can explain ( understanding ( poet'	
Year 3 and 4 – Cycle A	Performance Poetry Key Text: Macavity!		Rhyme Poetry Key Text: Scared (Michael Rosen)		Poet Spike	
	1 week		1 week		1 w	
	<b>Core Outcomes:</b> I can discuss words and phrases that capture the reader's attention.		Core Outcomes: I can recognise different forms of poetry and discuss my opinion on them.		Core Ou I can demon attitudes to re understanding re	
	I can perform using appropriate intonation, pitch and volume to convey meaning.		I can prepare my own poems to read aloud.		I can examine o impact and co writing I am	
Year 3 and 4 – Cycle B	Performance Poetry Key Text: Life Doesn't Frighten Me		Monologue Poetry Key Text: There's An Alien In The		Poet Michae	
	1 week		Classroom		1 w	
	Core Outcomes: I can discuss words and phrases that capture the reader's attention. I can perform using appropriate intonation, pitch and volume to		Core Outcomes: I can recognise different forms of poetry and discuss my opinion on them. I can prepare my own poems to		Core Ou I can demon attitudes to re understanding rea	
	convey meaning.		read aloud.		impact and co writing I am	

nmer 1	Summer 2
et Study Donaldson	
week	
Outcome: ate in discussions t is read to me, a poet's work.	
et Study Ahlberg	
week	
Dutcomes: evelop a pleasure nd motivation to demonstrating an og of themes and abulary.	
n and discuss my g of poems, and a t's work.	
et Study e Milligan	
week	
Dutcomes: Instrate positive reading and an Ing of what I have ead.	
e a poet's work, its compare to other n familiar with.	
et Study ael Rosen	
week	
Dutcomes: Instrate positive reading and an ig of what I have ead.	
e a poet's work, its compare to other n familiar with.	