

# KS1 & KS2 Literacy Topic Overview 2024-2025

	YEAR 1					
	AUTUMN		SPRING		SUMMER	
	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>Topic Titles &amp; Synopsis</b>	<b>Spells</b> Children will read, discuss, perform and write magic spells and potions. Children opportunity to develop their application of phonic skills as they get creative writing their own spells and potions.	<b>Jurassic World</b> Written work will be based partly on the story series Harry and his bucketful of dinosaurs. Alongside this we will look at shape poems about our favourite dinosaurs.	<b>Once Upon A Time...</b> During the topic the children will experience role play through traditional stories and continue to write simple sentences.	<b>Food Glorious Food</b> We will be using food as a stimulus for writing. We will look at The Tiger Who Came to Tea and the very Hungry Caterpillar.	<b>Superheroes</b> Superheroes in every sense of the word. We will use books that show different superheroes. The written work will be focused on books that show unlikely superheroes.	<b>All About Animals</b> All the stories that we will look at as a class and as a stimulus for writing will be based on animals. We will also use non-fiction texts to learn more about animals. (Pets at home leaflets)
<b>Fiction Writing/ Reading</b>	<b>The Place Value of Grammar and Punctuation 4 Week Block (20 Sessions)</b>  <b>Narrative</b>	<b>Non-Chronological report – Toy Man</b>  Brief introductions, technical vocabulary, third person – formal,	<b>Narrative – Repetitive Story – The Gingerbread Man</b>  Paragraphs, commas in lists, exclamation	<b>Narrative – Jack and the Beanstalk</b>  Paragraphs, third person, expanded noun phrases sights,	<b>Setting Descriptions</b>  Introduction, Paragraphs pan the setting, Third person, Rhetorical questions,	<b>Recount – Postcard/letters</b>  Brief introduction, Chronological order, First person, Past tense,



	<p>Dictation of stories, transcribing stories. Handwriting and presentation focus. Writing at length.</p> <p><b>Spells</b></p> <p><b>Poetry</b></p> <p>Songs and repetitive poems</p> <p>Poems with Pattern and Rhyme – <i>The Gingerbread Man, Three Little Pigs, Down behind the dustbin, Batman’s Exercise Video</i></p> <p><b>Role Play and Oracy</b></p> <p><b>Spellings</b> – common exception words list and Sounds-Write</p>	<p>co-ordinating conjunctions, adverbs/adverbial phrases, expanded noun phrases.</p> <p>A, are, has, his, house, is, to</p> <p>-s</p> <p><b>Recount</b> – <b>letters/postcards</b> – Toys in Space/Jolly Postman</p> <p>Date, address, chronological order, first person, past tense, rhetorical questions, co-ordinating conjunctions, adverbs/adverbial phrases, expanded noun phrases.</p>	<p>marks, co-ordinating conjunctions, adverbs/adverbial phrases, expanded noun phrases.</p> <p>Once, there, house, some, his, they, come, so, said, he, was, friend/ly, pull/ed</p> <p><b>Non-Chronological Report</b> – All about dragons</p> <p>Brief introductions, technical vocabulary, third person – formal, co-ordinating conjunctions, adverbs/adverbial phrases, expanded noun phrases.</p> <p>A, there, so, go, one, where, the, by, love, be, do, of, to, they, is</p>	<p>sounds and smells, Co-ordinating conjunctions, Adverbials of place, Capital letters for proper nouns, Question marks, Exclamation marks</p> <p>One, his, to, where, ask/ed, you, are, a we, no, be, she, there, so, was, the, I, of, once, he, were, they</p> <p><b>Plot Weave</b></p> <p><b>Poetry</b></p> <p>Shape Poems</p> <p>Humorous Poems – <i>The Works, The Works Ks1, It Takes One to Know One</i></p> <p><b>Role Play and Oracy</b></p>	<p>Conclusion including a cliffhanger, Expanded noun phrases sights, sounds and smells, Co-ordinating conjunctions, Adverbials of place, Capital letters for proper nouns, Question marks, Exclamation marks</p> <p>You, of, it, so, do, go, you, where, there, to, are, they, house</p> <p>-s</p> <p>Wh-</p> <p><b>Narrative</b></p> <p>Write a complete simple story in three parts based on their own experiences or linked to a topic.</p>	<p>Facts and opinions, Rhetorical questions, Co-ordinating conjunctions, Expanded noun phrases, Adverbs/adverbials of time, Adverbs/adverbials of place, Commas in a list, Exclamation marks</p> <p>Are, love, here, by, do, you, so, today, is, there, I, were, pull, to, some, his, he, we, of, a, the, was, go</p> <p>-ed</p> <p><b>Persuasive advert</b></p> <p>Deals and bargains, Direct address (can include flattery), Facts and statistics, Opinion (can be expert opinion), Rhetorical questions,</p>
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		<p>You, were, the, of, one, was, were, go, a</p> <p>-ed</p> <p>-s, -es</p> <p><b>Poetry</b></p> <p>Acrostic Poems</p> <p>Shape Poetry – Firework poems</p> <p>Funny Poems – <i>Oi Frog, Oi Dog, Animal Upsets</i></p> <p><b>Role Play and Oracy</b></p>	<p>-s, -es</p> <p>wh-</p> <p>-er</p> <p><b>Poetry</b></p> <p>Poems about senses – <i>The Works, Sensational: Poems inspired by the Five Senses</i></p> <p><b>Role Play and Oracy</b></p>		<p>Include accurate sentence punctuation.</p> <p><b>Instructions</b> – How to Grow a Plant (Science link)</p> <p>Title statement, List of equipment or materials, Sequence, chronological steps, Diagrams or illustrations, Present tense, Commands, Detailed information, Co-ordinating conjunctions, Expanded noun phrases, The imperative, Positional language, Question marks</p> <p>You, a, do, some, your, the, put, to</p>	<p>Emotive/exaggerated language, Triples/the rule of three, Personal pronouns, Expanded noun phrases, Co-ordinating conjunctions, Question marks, Exclamation marks</p> <p>There, the, a, go, are, we, some, school, I, love, come, is, friend, so, do, where, to, you, your, of, our, she, today</p> <p>-est</p> <p>-ing</p> <p>-er</p> <p><b>Poetry</b></p> <p>Riddles</p>
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					<p>-s</p> <p>-es</p> <p>Un-</p> <p><b>Poetry</b></p> <p>Poems about Nature – <i>Poem Make, Word Shaker, The Works, My First Oxford Book of Poems, The Puffin Book of Utterly Brilliant Poetry</i></p> <p><b>Role Play and Oracy</b></p>	<p>Traditional Poems</p> <p><b>Role Play and Oracy</b></p>
<p><b>Class Readers</b> (linking to either Creative Curriculum or English topic)</p>	<p><b>**Funny Bones**</b></p> <p>Superworm</p> <p>Room on the Broom</p> <p>Highway Rat</p> <p>Smartest Giant</p> <p>Stick Man</p>	<p><b>**The Jolly Pocket Postman**</b></p> <p>Harry and his bucket full of dinosaurs</p> <p>Hide-o-Saurus</p> <p>Dear Santasaur</p> <p>Where the Wild Things Are</p>	<p><b>**The Tiger who Came to Tea**</b></p> <p>Walter the Baker</p> <p>The Very Hungry Caterpillar</p> <p>Green Eggs and Ham</p>	<p><b>**Dogger**</b></p> <p>Supertato</p> <p>Superkitty</p>	<p><b>**Peace at Last**</b></p> <p>Three Billy Goats</p> <p>Gingerbread Man</p> <p>Snow White and the Seven Dwarfs</p> <p>Sleeping Beauty</p>	<p><b>**The Day the Crayons Quit**</b></p> <p>Owl Babies</p> <p>The Crocodile who didn't like water</p> <p>Hairy Maclary</p> <p>The Great Pet Sale</p>



	<p>Spinderella</p> <p>My Naughty Little Sister</p>	<p>Dinosaurs and all that rubbish</p>	<p>The lighthouse keepsers lunch.</p> <p>Goldilocks and the Three Bears</p> <p>The Magic Porridge Pot</p> <p>The Tiger Who Came to Tea</p>		<p>Aesop's Fables</p> <p>The Trouble With Trolls</p>	
<p><b>Spellings</b></p>	<p><b>Discrete Spelling Lessons</b></p> <p>1 <b>words ending in 'y'</b> – e.g. try, fly, spy</p> <p>2 <b>compound words</b> – e.g. bedroom</p> <p>3 <b>ph words for 'f'</b> – e.g. elephant</p> <p>4 <b>wh words for 'w'</b> – e.g. white</p> <p>5 <b>(ongoing) common exception words</b></p>					



## YEAR 2

TERM	AUTUMN		SPRING		SUMMER	
	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>Topic Titles &amp; Synopsis</b>	<p><b>Under the sea</b> The children will look at non-fiction-based documents which look at creatures from under the sea. The topic will inspire the children to write a range of different pieces using real facts to support their ideas.</p>	<p><b>Once upon a time...</b> The Grimm fairy tales will be the focus of this topic with some other similar fairy tales used. The children will be encouraged to use the features used in grammar lessons to show off their skills.</p>	<p><b>Monsters</b> The children will then have a focus on monsters. The children will write instructions for making monsters and using imperative verbs to support the activity.</p>	<p><b>Explorers</b> The children will look at explorers and Amy Earhart in particular. The children will have a focus on noun phrases and biographies.</p>	<p><b>Around the World</b> The children will look at different places in the world but will focus on persuasive writing so that they can encourage someone to visit Paris. They will learn to find appropriate examples to support their views.</p>	<p><b>Spotlight on Roald Dahl</b> As the children are reading The Twits, the children will use this to inspire their writing. The children will write descriptive pieces of writing about The Twits and use Roald Dahl's style to create their own stories.</p>
<b>Writing</b>	<p><b>Place Value of Grammar and Punctuation – 4 Weeks.</b></p> <p><b>Narrative</b></p> <p>Children to retell a 3-</p>	<p><b>Narrative</b></p> <p>Children to retell a traditional tale –with repeated events using the rule of three.</p> <p><b>Questions</b></p>	<p><b>Instructions</b></p> <p>Children to write instructions with some expansion about making monsters including imperative verbs and precise</p>	<p><b>Narrative</b></p> <p>Children to plan and write their own four-part story about a famous explorer, showing the use of a range of sentence types and language</p>	<p><b>Non-chronological report</b></p> <p>Children to produce a Non-chronological report about different places in the world - Use the</p>	<p><b>Narrative</b></p> <p>The children will be able to write in the style of Roald Dahl to create their own stories.</p>



	<p>part story that has a key central character using the story of, The Day the Crayons Came Back.</p> <p>Third person Chronological order Expanded noun phrases Capital letters for proper nouns</p> <p>who, could, after, most, many, busy, great</p> <p><b>Non-chronological report</b></p> <p>Using information from research, children to group and assemble information into a short non-chronological report about creatures Under the Sea.</p>	<p>Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Commas for lists Apostrophes for possession (GDS)</p> <p>cold, door, behind, path, because, told, should</p> <p><b>Recount</b></p> <p>Children will rewrite familiar fairy tales. They will need to sequence them and use description to show off their writing skills.</p> <p>Recap of previous grammar.</p>	<p>language choices, commands and negatives command</p> <p>Title statement</p> <p>List of equipment or materials</p> <p>Sequence, chronological steps</p> <p>Diagrams or illustrations</p> <p>Direct address using 'you'</p> <p>Commands</p> <p>Commas for lists</p> <p>should, because, after, every, firstly, secondly, next, finally</p> <p><b>Poetry</b></p> <p>Diamante</p> <p>Haiku</p>	<p>to add detail.</p> <p>Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Apostrophes for omission</p> <p>because, could, should, everybody, beautiful, people, wild, any</p> <p><b>Biography</b></p> <p>Children to write about a famous person – Amelia Earhart.</p> <p>Detailed information Co-ordinating conjunctions Subordinating conjunctions Adverbials of place Apostrophes for possession (GDS)</p>	<p>language and structural features in a specific form</p> <p>Introduction Adverbials of manner including similes Adverbials of place Commas in a list Capital letters for proper nouns Question marks Facts and statistics</p> <p>country, capital, town, city, river, climate, world</p> <p><b>Persuasion</b></p> <p>Children to write a simple persuasive piece based on research about somewhere in the world.</p> <p>Introduction Rhetorical questions</p>	<p>Introduction Paragraphs plan the setting Third person Conclusion including a cliff hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Adverbials of place</p> <p>beautiful, climb, great, sure, whole, again</p> <p><b>Narrative</b></p> <p>Children to plan and write a familiar story – applying the skills of Year 2.</p> <p>All grammar taught in KS1</p> <p>All spellings taught in KS1</p>
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	<p>Heading and subheadings Brief introduction Technical vocabulary Pictures and captions Statements giving factual information</p> <p>Sea, ocean, fish, octopus, dolphin, coral, shark</p>	<p>offer, smart, replied, behind, because, should, could</p> <p>Spelling patterns: oe, n, er, i, oo, j, y, g, f, gh, m, or, h</p>	<p>Free Verse</p>	<p>Apostrophes for omission</p> <p>Pilot, flight, Atlantic Ocean, American, solo, navigator, record-breaking</p> <p>Spelling patterns: k, r, t, z, eer</p> <p>Days of the week, tion, ey, w,</p>	<p>Adverbials of manner including similes Adverbials of place Commas in a list Capital letters for proper nouns Question marks Deals and bargains Direct address (can include flattery) Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of threes</p> <p>should, now, could, best, famous, wonderful, exciting</p>	<p><b>Free Write</b></p> <p>Children to be given topic but to choose own style of writing</p> <p>Spelling patterns: ful, ness, ment, ly, less, tion, n't, common exception words</p>
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<p><b>Class Readers</b> (linking to either Creative Curriculum or English topic)</p>	<p>The Day the Crayons Came Back by Charlie Cook's Favourite Book by Julia Donaldson</p>	<p>The Tunnel by Anthony Browne Paddington by Michael Bond</p>	<p>The Twits by Roald Dahl.</p>
<p><b>Spellings</b></p>	<p><b>Discrete Spelling Lessons</b></p> <ol style="list-style-type: none"> <li>1 <b>homophone</b> – e.g. hear/her</li> <li>2 <b>words ending in -tion</b> – e.g. action</li> <li>3 <b>'j' spelt as dge</b>– e.g. bridge, judge</li> <li>4 <b>words ending in '-il'</b> e.g. pencil, soil, tail</li> <li>5 <b>soft 'c'</b> e.g. race, ice, nice</li> <li>6 <b>silent letters (kn, wr)</b> e.g. knight and write</li> <li>7 <b>words ending in 'le' 'el' 'al' 'ey'</b> e.g. while, label, total, ke</li> </ol>		



## YEAR 3

YEAR 3						
	AUTUMN		SPRING		SUMMER	
	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>Topic Titles &amp; Synopsis</b>	<b>Never judge a book by its cover</b> This topic links to themes of home, family, change and differences. This topic will look at relationships and perspectives.		<b>Fun, Fantasy and Facts</b> This topic will make several links to the wider curriculum. It will allow us to explore various writing styles e.g. fun; enchanted; fantasy; informational pieces where we can expand on our knowledge from other subjects and support with our own research.		<b>Stories, spooks and spells</b> This topic will explore magic and mystery, making links to our class reader 'The Witches'. Children will be given the opportunity to let their imaginations take them to other realms and really explore their creative writing skills.	
<b>Writing</b>	<b>The Place Value of Punctuation and Grammar 4-week block</b> (20 sessions)  <b>Setting description</b> Describing a setting with a focus on the five senses, using 'Home Sweet Home' as a stimulus.	<b>Recount – Letter</b> Writing as a person from the Stone Age addressed to someone living in the present.  <i>Expanded noun phrases, adverbs/adverbials of time, adverbs/adverbials of place, chronological order</i>	<b>Non-Chronological Report</b> A non-chronological report to compare two different countries in the United Kingdom, linking with our geography topic 'My Place In The World'.	<b>Narrative</b> A five-part enchanted story conveying characters' emotions clearly. Using our class novel 'The Magic Faraway Tree' as inspiration.  <i>Dialogue, describing emotions, figurative language, fronted adverbials</i>	<b>Poetry (3 weeks)</b> Clerihews Limericks Free verse  <b>Non-Chronological Report</b> A non-chronological report highlighting the importance of bees.	<b>Persuasive letter</b> Using 'The Witches' as a stimulus, a letter to the Grand High Witch to persuade her to be on the children's side.  <i>Facts and opinions, rhetorical questions, adverbials of time, flattery</i>



	<p>Figurative language, rhetorical questions, expanded noun phrases, short sentences for effect</p> <p>Extreme, heard, disappear(ed), notice, strange, various, eerie, dilapidated, atmosphere, miserable</p>	<p>Caveman, hunter, gather(er/ing), settlement, agriculture, sincerely, century, potatoes, difficult, extreme</p> <p><b>Narrative</b> A first-person narrative using basic dialogue, based on our class novel 'Double Act'.</p> <p>Dialogue, fronted adverbials, alliteration, first person</p> <p>Peculiar, ordinary, opposite, occasionally, certain, imagine, suppose, actually, busy, complete(ly)</p>	<p>Technical vocabulary, co-ordinating conjunctions, subordinating conjunctions, present perfect tense</p> <p>Continent, capital, landmark, although, because, since, island, different, earth, popular</p> <p><b>Narrative</b> A narrative focusing on dialogue, based on 'The Little Shoemaker'.</p> <p>Dialogue, expanded noun phrases, subordinate conjunctions, similes</p> <p>Unusual, yelled, imagine, though, disappear, experience, arrive(d), said, replied, stuttered</p>	<p>Enchanted, laughed, shrieked, mysterious, said, replied, suddenly, strange(ly), peculiar, special</p> <p><b>Persuasive advert</b> An advert to persuade the audience to buy their own Faraway Tree, using the class novel for inspiration.</p> <p>Rhetorical questions, emotive/exaggerated language, the rule of three, repetition</p> <p>Although, famous, favourite, special, ancient, minute, natural, consider, certain(ly), surely</p>	<p>Third person (formal), expanded noun phrases, statements with facts, co-ordinating conjunctions</p> <p>Imagine, fruit, possible, (dis)appear, various, important, through, special, favourite, often</p>	<p>Certain, continue, consider, imagine, remember, possess, strength, knowledge, firstly, before</p> <p><b>Explanation text</b> Linking with our Geography topic, an explanation text about the effects of a volcanic eruption.</p> <p>Formal language, prepositions, apostrophes for possession, time conjunctions</p> <p>Eventually, process, furthermore, volcanic, tectonic, erupt(ing), avalanche, hazard, pyroclastic, lava</p>
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<p><b>Class Readers</b> (linking to either Creative Curriculum or English topic)</p>	<p>Voices in the Park by Anthony Browne Stone Age Boy by Satoshi Kitamura Double Act by Jacqueline Wilson</p>	<p>Gangsta Granny by David Walliams The Faraway Tree by Enid Blyton</p>	<p>The Witches by Roald Dahl</p>
<p><b>Spellings</b></p>	<p><b>Discrete Spelling Lessons</b></p> <ol style="list-style-type: none"> <li>1 <b>homophones/near homophones</b> e.g. hear/here</li> <li>2 <b>'ou'</b> – e.g. young, touch</li> <li>3 <b>prefix – dis-, mis-, re-, sub</b></li> <li>4 <b>suffix -ness</b></li> <li>5 <b>silent letters (kn, wr)</b> e.g. knight and write</li> <li>6 <b>double consonant and add suffix</b> e.g. forgotten, forgetting</li> <li>7 <b>'gue' 'que'</b> e.g. tongue and cheque</li> </ol>		



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## YEAR 4

YEAR 4						
	AUTUMN		SPRING		SUMMER	
	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
Topic Titles & Synopsis	<b>Friendship, Feelings and Empathy</b> This topic will be driven by the book which is built upon loyalty and friendship will lead in to the children creating their own emotive narrative. As the class reader focuses on feelings, empathy and emotions, we focus on compassion and the impact of words/actions.		<b>Take a Bow</b> This topic will link with the class reader which is also a film. It will look at how a story is built and consider characters and their traits.		<b>Local Legend and History</b> This topic is driven by the class reader and will link in to the war and local myths.	



<p><b>Writing</b></p>	<p><b>The Place Value of Grammar &amp; Punctuation 4 Week Block (20 Sessions)</b></p> <p><b>Non- chronological report</b></p> <p>Comparing the 3 local rivers Tyne, Wear &amp; Tees- Geography link.</p> <p>Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense</p> <p>Igneous, sedimentary, metamorphic, although, different, earth, extreme, natural, strength, through</p>	<p><b>Narrative- Setting description</b></p> <p>write a setting description based on the farm (Charlotte's Web- class reader link)</p> <p>Expanded noun phrases sights, sounds and smells, Adverbials of manner including similes, Commas for fronted adverbials, alliteration.</p> <p>Accident, appear, believe, caught, consider(ed), disappear, heard, peculiar, potatoes, separate.</p> <p><b>Instruction text</b></p> <p>How to mummify a body- history link.</p> <p>Present tense, imperative words/</p>	<p><b>Narrative- Children will focus on writing a story with clear stages: introduction, build up, climax or conflict and resolution.</b></p> <p>Based on literacy shed video - The lighthouse</p> <p>Inverted commas for speech, adverbials of manner, short sentence for effect, expanded noun phrases.</p> <p>Continue, certain, surprise(d), guard, important, enough, forward, ordinary, imagine, strange.</p> <p><b>Diary entry</b></p> <p>Link with Artemis Fowl</p> <p>Facts and opinions, first person,</p>	<p><b>Explanation text</b></p> <p>How does the digestive system work?</p> <p>Formal language, prepositions, present tense, fronted adverbials.</p> <p>Straight, eventually, digestive, process, system, nutrients, enzymes, stomach, mouth, furthermore. (Any other technical vocab)</p> <p><b>Poetry</b></p> <p>Kennings</p> <p>Tetractys</p> <p>Free verse</p>	<p><b>Narrative- speech</b></p> <p>Based on the rabbit Remembrance- Day video.</p> <p>Standard/ non-standard English with colloquialisms/ discourse markers, inverted commas, ellipsis to show a pause or incomplete thought.</p> <p>Thought(ful/fully), promise, early, consider, swiftly, particular, cautiously, merrily, completely, gracefully.</p> <p><b>Persuasive letter</b></p> <p>War Horse link</p> <p>Rhetorical questions, alliteration, coordinating conjunctions, ENP, relevant persuasive techniques.</p>	<p><b>Narrative- Myths and legends.</b></p> <p>Lambton worm- local history/ legend.</p> <p>Participle phrases and clauses, adverbials of manner, subordinate conjunctions/ clauses, apostrophe for omission.</p> <p>Envious, adventurous, intimidating, grotesque, enormous, entirely, irritable, legendary, heroic, creature.</p> <p><b>Non-chronological report</b></p> <p>Biography/ fact file of JK Rowling- class reader link- independent research.</p> <p>Time conjunctions, ellipsis, quotations</p>
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		<p>commands, prepositional phrases, adverbial of time.</p> <p>Mummification, embalm, preserve, difficult, history, material, occasionally, various, possession(s), position.</p>	<p>subordinate conjunctions, apostrophe for possession.</p> <p>Favourite, imagine, remember, probably, though, experience, appear, minute, actually, unusual.</p>		<p>Courageous, obviously, however, soldier, valuable, eager, determined, enthusiastic, defeat, colossal.</p>	<p>(inverted commas), facts, past tense.</p> <p>Accordingly, consequently, interest, perhaps, beforehand, talented, novel, hence, achievements, influenced.</p>
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<p><b>Class Readers</b>(linking to either Creative Curriculum or English topic)</p>	<p>Cloud Bursting by Malorie Blackman  Charlotte's Web by E.B. White</p>	<p>War Horse by Michael Morpurgo  Artemis Fowl by Eoin Colfer</p>	<p>The Boy at the Back of the Class by Onjali Q Rauf  Harry Potter and the Philosophers Stone by J K Rowling</p>
<p><b>Spellings</b></p>	<p><b>Discrete Spelling Lessons</b></p> <ol style="list-style-type: none"> <li>1 'sc' for 's' (science and scene)</li> <li>2 'sion', 'tion', 'ssion' and 'cian' spellings</li> <li>3 'k' as 'ch' e.g. chemist, echo</li> <li>4 prefix anti-, auto-, super-, inter-, in/im/il/ir</li> <li>5 silent letters (kn-. wr-. gn-)</li> <li>6 words with the /ei/ sound spelt ei, eigh, or ey</li> <li>7 suffix -ation</li> <li>8 'sh' spelt 'ch'</li> </ol>		





YEAR 5						
AUTUMN		SPRING		SUMMER		
1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	
<b>Topic Titles &amp; Synopsis</b>	<b>Heroes Old and New!</b> This topic will be driven by Beowulf (where a hero battles a monster) and Wonder (where a child battles to fit in and be accepted). Non-fiction writing will be linked to the class' residential trip to Robinwood, with children able to build on real-life experiences.		<b>Monsters and Mysteries!</b> This topic will use various stimuli for writing, including the class readers Frankenstein and Room 13. Non-fiction writing will be linked with mythical/ fantastical creatures such as aliens, Yeti, Loch Ness Monster and Anglo-Saxon history topics.		<b>Journeys though Space and Time!</b> Percy Jackson and the Lightning thief will be the main driver for English fiction writing alongside Cosmic – linking with the Science Topic. Non-fiction writing will be linked with Science and PE	
<b>Fiction Writing/ Reading</b>	<b>The Place Value of Grammar &amp; Punctuation 4 Week Block (20 Sessions)</b>  <b>Narrative</b>  Plan and tell a story using language to evoke atmosphere and demonstrate awareness of audience by using techniques such as repetition,	<b>Recount - diary/blog.</b>  Write a diary from the viewpoint of Auggie, the boy in Wonder, talking specifically to other children his age. Series of shortish entries (also linking to PSHE themes).  <i>First person, informal and colloquial</i>	<b>Narrative</b>  Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases – Room 13.  <i>Dialogue to show character, -ed clauses</i>	<b>Narrative</b>  Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character – Frankenstein, looking at viewpoint of the monster.	<b>Narrative</b>  Plan and write a non-linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts – Percy Jackson, explaining what happened (museum, furies and	<b>Discussion</b>  Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. Should we go to Mars? Should



	<p>humour or suspense – Beowulf, story based on monsters with lots of suspense.</p> <p>Figurative language, short sentences for effect, expanded noun phrases, ellipses, paragraphing, repetition, empty phrases such as something/someone.</p> <p>Vicious, malicious, suspicious, visible, invisible, horribly, terrible, deceive, although, environment.</p>	<p>language, apostrophes for possession, past tense, personal pronouns, opinions, emotive language, expanded noun phrases for description.</p> <p>Embarrass(ed), disastrous, excellent, marvellous, aggressive, apparent(ly), thought, interrupt, heard, morning.</p> <p><b>Persuasion – letters</b></p> <p>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces. Scenario: Robinwood residential centre is under threat of closure! Write a formal letter to the Council to keep it open.</p>	<p>or sentence starters, subordinate clauses.</p> <p>Immediately, hesitancy, malicious, innocent, confidence, noticeable, sensible, whose, accompany, temperature.</p> <p><b>Non-chronological Reports</b></p> <p>Plan, compose, edit and refine a non-chronological report. Compare different mythical and fantastical creatures.</p> <p>Headings/subheadings and other organisational devices, technical vocabulary, formal language parentheses, coordinating conjunctions, adverbials.</p>	<p>Relative clauses, adverbials of manner including similes, opinions, emotive language.</p> <p>Cemetery, conscious, conscience, curiosity, desperate, familiar, prejudice, pronunciation, sacrifice, solemn.</p> <p><b>Recount - News Report</b></p> <p>Write a report for a news website - could be about a monstrous sighting near St. Cuthbert`s or about discoveries made during an archaeological dig (linked to Anglo Saxons).</p> <p>5Ws, facts, quotes using direct speech,</p>	<p>Minataur). Use dialogue to build character and move the action forward.</p> <p>Paragraphing, adverbials, participle phrases (-ing and -ed openers), direct speech to move action forward, mix of present and past tense, clear segue/transition.</p> <p>Desperate, mischievous, lightning, incredible, re-enter, recognise, wary, uncomfortable, possible, hesitant.</p> <p><b>Explanation</b></p> <p>Plan, compose, edit and refine an explanation text;</p>	<p>rich tourists be allowed to pay to go into space? (Link to Science.)</p> <p>A key question, modal verbs, subordinating conjunctions, imperative verbs, facts and opinions, adverbs for possibility/degree, introduction and conclusion.</p> <p>Opportunity, according, apparent, variety, criticise, marvellous, necessary, nuisance, interfere, individual.</p> <p><b>Procedural Text</b></p> <p>Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting</p>
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		<p>Write a quick letter to a friend about why they should support your campaign (less formal).</p> <p>First person, rhetorical questions, alliteration, opinion, repetition, emotive/exaggerated language, rule of three, direct address - maybe flattery, modal verbs.</p> <p>Persuade, suggest(ed), recommend, correspond, especially, government, recognise, relevant, signature, sincerely.</p> <p><b>Japanese Poetry - Haiku &amp; Renga</b></p> <p>Figurative language, syllables.</p> <p>Exaggerate, rhyme, rhythm, principle.</p>	<p>Introduction, essential, considerable, vicious, observation, fictitious, cautious, confidential, substance, frequent.</p>	<p>pictures with captions, apostrophes for possession, ordering with most important/recent news first.</p> <p>According, community, sufficient, suggest(ed), thorough, advise, advice, doubt, enough, perceive.</p> <p><b>Japanese Poetry - Haiku &amp; Renga</b></p> <p>Figurative language, syllables.</p> <p>Exaggerate, rhyme, rhythm, principle. (More vocab dependent on topic of poem.)</p>	<p>focussing on clarity, conciseness and impersonal style. Life cycles - link with Science</p> <p>Headings/subheadings, technical vocabulary, third person - formal, chronological order e.g. steps, introduction and conclusion.</p> <p>Explanation, frequently, environment, especially, develop, occur, variety, observant, through, considerable.</p>	<p>vocabulary for clarity - Sports Day- link with PE</p> <p>Detailed information, commas in a list, step-by-step format, imperative verbs, adverbials, present tense.</p> <p>Equipped, equipment, essential, muscle, competition, achieve, amateur, average, thorough, prefer(red).</p>
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		(More vocab dependent on topic of poem.)				
<b>Class Readers</b> (linking to either Creative Curriculum or English topic)	Beowulf by Michael Morpurgo Wonder by R.J.Palacio		Frankenstein by Mary Shelley Room 13 by Robert Swindells		Percy Jackson and the Lightening Thief by Rick Riordan Cosmic by Frank Boyce	
<b>Spellings</b>	<b>Discrete Spelling Lessons</b> <b>1 i before e except after c</b> <b>2 homophones</b> <b>3 silent letters</b> e.g. doubt, lamb <b>4 'fer' + suffix</b> e.g. referral <b>5 suffix -ness</b> e.g. happiness <b>6 revisit prefixes</b> <b>7 -ant/ancy, -ent, ence/ency</b> <b>8 words containing ough</b> <b>9 hyphen</b> (joining prefix to root)					



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Year 6						
AUTUMN		SPRING		SUMMER		
1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	
<b>Topic Titles &amp; Synopsis</b>	<b>Every Stranger has a Story</b> This topic will be initially based upon Kensuke's Kingdom. The children will continue Michael's story creating a distinct atmosphere of their own choosing. They will compare the boys in both books and the friendships they develop. It will also provide a stimulus in endangered animals and provide cross curricular links to Biomes.		<b>Every Life Matters</b> This topic takes its focus from our History topics of conflict and crime and punishment. Once will provide the children with the opportunity to investigate the Holocaust and look at survivors stories. In addition, A Kind of Spark, will introduce the children to a more diverse way of thinking and encourage them to question the past further.		<b>I'm a Survivor</b> This topic will be linked to the book Holes. Children will do writing linked to the novel whilst also writing about other disasters that have happened around the world such as Titanic, Twin Towers, Munich Air Disaster and Mount Everest Videos from Literacy Shed such as Francis.	



<p><b>Writing</b></p>	<p><b>The Place Value of Grammar &amp; Punctuation 4 Week Block (20 Sessions)</b></p> <p><b>Non Chronological Report</b> Write about the dangers facing animals, in particular the orangutans as discussed in Kensuke's Kingdom.</p> <p>Subordinating conjunctions, Passive voice, Colons and Semi-Colons and parenthesis.</p> <p>Variety, environment, mischievous, according, communicate, aggressive, excellent, occupying, foreign, curiosity.</p> <p><b>Persuasive Text</b> A speech to persuade children to vote for</p>	<p><b>Recount - Letter</b> Michael writing a letter to his baby sister about Skellig using figurative language linked to his feelings and hopes.</p> <p>Past tense, Relative clauses, Active voice, Subjunctive mood.</p> <p>Conscious, apparently, accompany, familiar, equipped, sincerely, attached, nuisance, aggressively, desperately.</p> <p><b>Setting description</b> Use inspiration from Shakespeare and Harry Potter and the Cursed Child, convert a chapter into a narrative setting the scene and bringing in dialogue to move the action along.</p>	<p><b>Narrative – Characterising speech</b> Surviving! the air raid.</p> <p>Children to write a narrative linked to the home front in our history topic using speech.</p> <p>Inverted commas, Action and Emotive speech, Colloquial language, Dashes and hyphens.</p> <p>Aggressively, lightning, immediately, desperately, frequently, necessary, determined, foreign, nuisance, interrupted.</p> <p><b>Recount - Letter</b> Write a letter from Felix to his parents, recounting the events</p>	<p><b>Persuasive Advert</b> Derwent Hill</p> <p>Alliteration, Adverbs of possibility, commands, Exaggerated language.</p> <p>Guarantee, opportunity, restaurant, variety, existence, curiosity, necessary, marvellous, professional, individual, persuade.</p> <p><b>Recount – Diary</b> Titanic Detective Agency</p> <p>Children to write a diary entry as Bertha about the night the Titanic sank.</p> <p>Past tense, Adverbs of place/prepositional phrases, Relative</p>	<p><b>Instructions</b> <b>How to make a spell for witches.</b></p> <p>Sequencing, Conjunctions, Imperative verbs, Apostrophes, Fronted adverbials.</p> <p>Amateur, thorough, rhyme, rhythm, dictionary, pronunciation, ancient, sacrifice, bruise, cemetery.</p> <p><b>Explanation</b> <b>How does the circulatory system work?</b> Using presentational and organisational devices children to write a structured text to explain how the circulatory system works.</p> <p>Passive voice, Evaluative adverbs,</p>	<p><b>Poetry – Ottava Rima and Free Verse.</b></p> <p>Figurative language, Vocabulary, Rhyme, Pattern.</p> <p>Vocabulary dependent on topic.</p> <p><b>Non Chronological report – Free Choice</b> Children to use all previous knowledge to write a non-fiction piece of their choosing.</p> <p>Passive voice, Subjunctive form, Various clauses, Technical vocabulary.</p> <p>Vocabulary dependent on topic.</p> <p><b>Narrative</b> The Final Week</p>
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	<p>them for positions such as Head Boy/Girl, Sports Captain.</p> <p>Emotive language, Expanded noun phrases, Modal verbs, Rhetorical questions.</p> <p>Opportunity, necessary, recognise, familiar, communicate, immediately, determined, frequently, thorough, sacrifice.</p>	<p>Figurative language, Adverbials of place, Adverbials of manner, Relative clauses.</p> <p>Lightning, curiosity, awkward, bruise, temperature, ancient, rhythm, hindrance, sacrifice, achieve.</p> <p><b>Narrative – Non Linear</b> The Piano</p> <p>Expanded noun phrases, Parenthesis, Emotive language, Adverbials of time and place.</p> <p>Desperate, marvellous, individual,</p>	<p>from the day he meets Zelda. Focussing on thoughts and feelings as he begins to realise the true horrors of what is going on.</p> <p>Active voice, Subjunctive mood, Subordinating conjunctions, Colons and Semi-colons.</p> <p>Conscious, accompanied, unfamiliar, stomach, environment, sincerely, apparently, equipped, ancient, cemetery.</p>	<p>clauses, Expanded noun phrases.</p> <p>Equipped, exaggerate, persuade, sacrifice, frequent, available, interfering, equipment, communicate, familiar.</p> <p><b>Discussion</b> What caused the sinking of the Titanic? Children to look at the various reasons to blame for the sinking of the Titanic and create a discussion based on research. Written in formal style for a magazine article</p>	<p>Subordinating conjunctions, Formal language, Present tense.</p> <p>System, muscle, physical, explanation, rhythm, occur, necessary, immediately, individual, average.</p> <p><b>Narrative</b> Write an extended narrative divided into chapters, using figurative language to create atmosphere – based on Francis..</p> <p>Adverbials, Parenthesis, Multi clause sentences, Recap all punctuation.</p>	<p>Children to use all previously taught grammar.</p> <p>Vocabulary dependent on topic.</p>
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		interrupted, immediately, conscious, foreign, opportunity, temperature, familiar.		Formality, Balanced argument, Technical vocabulary, Parenthesis.  Awkward, appreciate, especially, foreign, recognise, curiosity, determined, harass, hindrance, according.	Unfamiliar, curiosity, recognise, aggressively, desperately, nuisance, mischievous, especially, yacht, environment.	
<b>Class Readers</b> (linking to either Creative Curriculum or English topic)	Kensuke's Kingdom by Michael Morpurgo Skellig by David Almond Shakespeare & Harry Potter and the Cursed Child		Once by Morris Gleitzman The Titanic Detective Agency by Lindsay Littleton		A Kind of Spark by Ellie Nichol. Holes by Louis Sachar The Final Year by Matt Goodfellow	
<b>Spellings</b>	<b>Discrete Spelling Lessons</b>					





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- 1 **i before e except after c**
- 2 **homophones**
- 3 **silent letters** e.g. island, solemn
- 4 **'fer' + suffix** e.g. referral
- 5 **'gue' and 'que'** e.g. tongue and cheque
- 6 **revisit prefixes**
- 7 **-ant/ancy, -ent, -ence/ency**
- 8 **words containing ough**