

EYFS	
Nursery	Reception
<p>Literacy</p> <ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning, print can have different purposes, we can read English text from left to right and from top to bottom, the names of different parts of a book, page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. <p>Communication and Language</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand ‘why’ questions, like: “Why do you think the caterpillar got so far?” Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions Use a wider range of vocabulary Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs Sing the pitch of a tone sung by another person (‘pitch match’) Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs Create their own songs, or improvise a song around one they know. 	<p>Literacy</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read a few common exception words matched to the school’s phonic programme. <p>Understanding the World</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p>Communication and Language</p> <ul style="list-style-type: none"> Engage in story times and engage in non-fiction books. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary. Use new vocabulary throughout the day and use new vocabulary in different contexts. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. <p>ELG</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Autumn I	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Little Red Hen Rainbow Fish	Little Red Riding Hood Vlad + The Great Fire	Ug - Boy Genius	The Lion, the Witch, and the Wardrobe	The Boy at the Back of the Class	The Eye of the Wolf
Big question:	<i>Is it a bad thing to share your worries? Is there an 'i' in the word team?</i>	<i>Stranger Danger: How can we keep ourselves safe? Is it ever too late to reinvent yourself?</i>	<i>When something is difficult, should we give up straight away? Why/why not? What are you grateful for?</i>	<i>How do you feel about change? What should we do when we feel unsure and insecure?</i>	<i>Is it important to learn about other people's cultures? Why? How can we handle change?</i>	<i>Do we have to speak to communicate? Do friendship and love have boundaries? Does losing make you stronger? How do we grow through adversity? How do we grow through loss?</i>
Skills:	<ul style="list-style-type: none"> leaving spaces between words use of full stops, capital letters leaving spaces between words Bullet Points Simple Connectives 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify adjectives full stops, capital letters, commas, and question marks 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition recap full stops (running sentences) capital letters, question marks, exclamation marks, and commas 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition recap all punctuation: full stops, capital letters, commas, exclamations/question marks 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility fronted adverbials 	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural semi-colons
Suggested outcomes:	<ul style="list-style-type: none"> Instructions Letter 	<ul style="list-style-type: none"> Character description Setting description Non-fiction text 	<ul style="list-style-type: none"> Character description Non Chronological Report 	<ul style="list-style-type: none"> Setting description Persuasive Letter Instructions 	<ul style="list-style-type: none"> Persuasive writing Diary 	<ul style="list-style-type: none"> Information Text Narrative (dialogue)
Key Vocabulary/Themes:	<ol style="list-style-type: none"> <i>working hard to reap rewards</i> <i>cooperation</i> <i>kindness</i> <i>empathy</i> <i>working together</i> <i>selflessness</i> 	<ol style="list-style-type: none"> <i>obeying parents</i> <i>caution with strangers</i> <i>internal warnings</i> <i>love</i> <i>separation</i> 	<ol style="list-style-type: none"> <i>Stone Age</i> <i>inquisitive</i> <i>quality of family life</i> <i>endurance</i> <i>perseverance</i> <i>obstacles - overcoming challenges</i> 	<ol style="list-style-type: none"> <i>good vs. evil.</i> <i>compassion and forgiveness.</i> <i>betrayal.</i> <i>transformation.</i> <i>spirituality.</i> <i>guilt and Blame.</i> <i>courage.</i> <i>family</i> 	<p><i>politics, friendship, bereavement, war, death, change, fear, hope, determination, courage, freedom, celebrating differences, diversity, religion, faith and bullying.</i></p>	<ol style="list-style-type: none"> <i>communication</i> <i>similarity vs differences</i> <i>loss</i> <i>familiarisation</i> <i>relating with another</i> <i>coping with the past</i> <i>struggles</i>

Autumn II	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Paddington Bear & Queen's Hat	The Great Fire Anniversary 250th 1666	Iron Man	The Wolves in the Wall	A Midsummer Night's Dream	Harry Potter
Big question:	<i>How do you feel about change? What can we be grateful for?</i>	<i>How can we learn from the past? Do we need to look back to know where we are going?</i>	<i>If you are a superhero, are you automatically powerful? Why/why not? What does it mean to be responsible?</i>	<i>Do people have to believe you for something to be true? What is the difference between reality and imagination?</i>	<i>What is love? Is love irrational? Do people always fall out of love over time? Do we have to work at love?</i>	<i>Do we have to always see something for it to be real? How do we know when something is real? Is there a limit to our imaginations? What we see, we can achieve: Do you agree with this?</i>
Skills:	<ul style="list-style-type: none"> • use of full stops, capital letters • verb suffixes where root word is unchanged (-ing) • to combine words to make sentences, including using and • Simple Connectives • Prepositions 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> • using conjunctions, adverbs, and prepositions to express time and cause (and place) • consonant, consonant letter vowel, vowel letter 	<ul style="list-style-type: none"> • using conjunctions, adverbs, and prepositions to express time and cause (and place) • using fronted adverbials • using commas after fronted adverbials 	<ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • show not tell 	<ul style="list-style-type: none"> • using a colon to introduce a list • types of clauses • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis • I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun. • I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis.
Suggested outcomes:	<ul style="list-style-type: none"> • Diary entry • Character description • Instructions 	<ul style="list-style-type: none"> • News report • Narrative 	<ul style="list-style-type: none"> • Character description 	<ul style="list-style-type: none"> • Poetry • Diary entry 	<ul style="list-style-type: none"> • Persuasive • Diary entry 	<ul style="list-style-type: none"> • Setting Description • News report
Key Vocabulary/Themes:	<ol style="list-style-type: none"> 1. <i>refugee</i> 2. <i>kindness</i> 3. <i>adapting to change</i> 4. <i>migration</i> 5. <i>strength</i> 	<ol style="list-style-type: none"> 1. <i>unexpectedness</i> 2. <i>adapting to change</i> 3. <i>historical moments</i> 4. <i>togetherness</i> 5. <i>remembrance</i> 6. <i>homeless</i> 7. <i>danger</i> 8. <i>damage</i> 	<ol style="list-style-type: none"> 1. <i>no "right hands"</i> 2. <i>some power is too great to be wielded by anyone, even a superhero</i> 3. <i>hope</i> 4. <i>wealth and power</i> 5. <i>overcome demons</i> 6. <i>use power responsibly</i> 	<ol style="list-style-type: none"> 1. <i>the conflict between belief and knowledge</i> 2. <i>accept certain 'truths' as reality</i> 3. <i>belief systems/stubborn beliefs</i> 4. <i>deception</i> 5. <i>contrasting beliefs</i> 6. <i>frustration</i> 7. <i>proving your right</i> 8. <i>dealing and coping with change/the unexpected</i> 	<p><i>A Midsummer Night's Dream:</i></p> <ol style="list-style-type: none"> 1. <i>love, imagination, and patriarchy</i> 2. <i>romantic love as a blind, irrational, often beautiful force that can be both cruel and forgiving.</i> <p><i>Twelfth Night:</i></p> <ol style="list-style-type: none"> 1. <i>love</i> 2. <i>appearance and reality</i> 3. <i>ambition</i> 	<ol style="list-style-type: none"> 1. <i>confronting fears</i> 2. <i>death</i> 3. <i>love</i> 4. <i>fate</i> 5. <i>acceptance and tolerance</i> 6. <i>friendship circles</i> 7. <i>being recognised</i> 8. <i>conflict with power</i> 9. <i>standing up for what's right</i> 10. <i>magical vs reality</i> 11. <i>imagination</i> 12. <i>chasing your dreams</i>

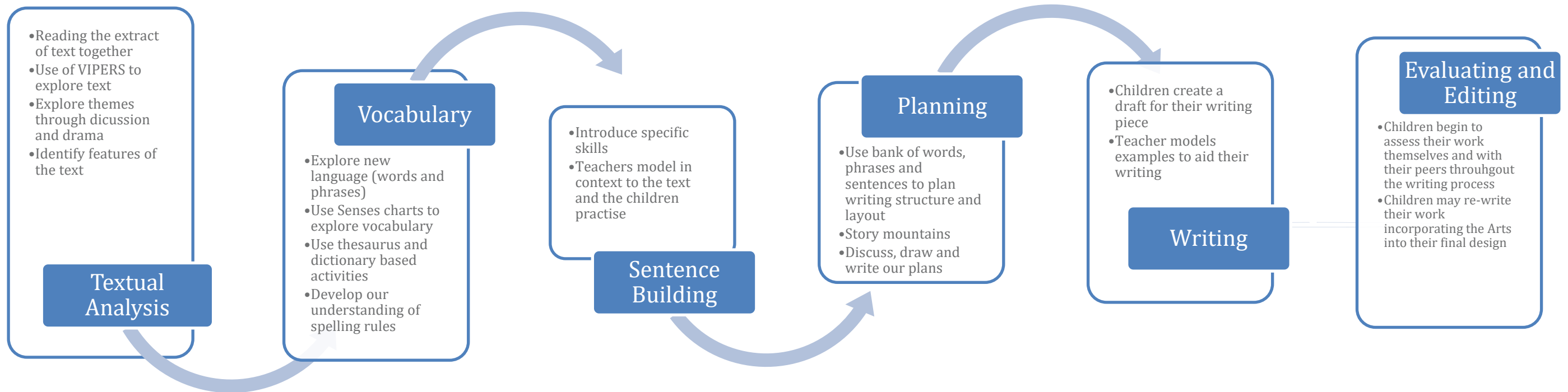
Spring I	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pirates Next Door & Lost and Found	Malala’s Magic Pencil & Amazing Grace	Escape from Pompeii Boudicca	Charlie and the Chocolate Factory	Oliver Twist	Romeo and Juliet
Big question:	<i>What is an adventure? What can we imagine in our imaginations? If we are lost, how can we be found?</i>	<i>How can you make small changes that will make a big difference? How can faith carry us through hard times?</i>	<i>What do you do when you’re in a challenging situation? How can you escape danger? Is there always a way out?</i>	<i>If you are honest and well-behaved, will you be rewarded? Is it okay to behave well just to reap rewards?</i>	<i>Is it okay to steal? How do you stay true to yourself and your values? Can you ever sympathise with villains?</i>	<i>Should we do as our families tell us? Do you believe in fate?</i>
Skills:	<ul style="list-style-type: none"> un- prefix to change the meaning of adjectives/adverbs to combine words to make sentences, including using ‘and’ use of full stops, capital letters similes 	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of ‘a’ or ‘an’ 	<ul style="list-style-type: none"> difference between plural and possessive -s extended noun phrases, including prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> modal verb relative pronoun, relative clause parenthesis bullet points brackets 	<ul style="list-style-type: none"> advancing the action integrating dialogue to convey character using expanded noun phrases subject and object pronouns using modal verbs or adverbs dash semicolons
Suggested outcomes:	<ul style="list-style-type: none"> Setting description Diary entry 	<ul style="list-style-type: none"> Diary entry Character description 	<ul style="list-style-type: none"> News report Autobiography 	<ul style="list-style-type: none"> News report Letter Setting description 	<ul style="list-style-type: none"> Narrative Letter Instructions 	<ul style="list-style-type: none"> Diary Entry Procedural Text
Key Vocabulary/Themes:	<ol style="list-style-type: none"> friendship loneliness kindness and compassion helping others self-reflection losing someone close 	<ol style="list-style-type: none"> your voice, your words, your art – can make a real difference to the world we live in empowering change-makers starting points small actions can create big change faith in salvation 	<ol style="list-style-type: none"> losing something we love changes coping with turmoil frightening moments panic vs calm composure thinking carefully 	<ol style="list-style-type: none"> undernourished greed kindness hope family chaos 	<ol style="list-style-type: none"> poverty class divide criminality fate sickness and death love morals 	<ol style="list-style-type: none"> love family and obligation power of hatred defying authority the folly of youth destiny and fate violence and death

Spring II	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Journey Coming to England	Traction Man & Leaf	Romulus and Remus	The Miraculous Journey of Edward Tulane	A Son of the Circus	Rabbits
Big question:	<p><i>Can you find yourself on a journey?</i></p> <p><i>How can we be problem-solvers?</i></p> <p><i>What is the difference between problem-solving and problem-making?</i></p>	<p><i>If we can help and support a situation, should we?</i></p> <p><i>Is it okay to sit back and do nothing?</i></p> <p><i>Should we judge others based on the first impression?</i></p>	<p><i>Can we reverse a choice that we have made?</i></p> <p><i>Is it better to work by yourself or work together?</i></p>	<p><i>Why is it important to love but also allow ourselves to be loved?</i></p> <p><i>How do we cope with separation and loss?</i></p>	<p><i>Where do you belong?</i></p> <p><i>Where do we belong?</i></p> <p><i>How do we create a sense of belonging?</i></p> <p><i>Can you 'belong' in more than one place?</i></p>	<p><i>Are there always consequences for our actions?</i></p> <p><i>For every action, there is a reaction: do you agree? If not, why?</i></p>
GPS Skills:	<ul style="list-style-type: none"> Sequencing sentences to form short narratives separation of words with spaces use of full stops, capital letters regular plural noun suffixes (-s, -es) Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. 	<ul style="list-style-type: none"> suffixes to form new words (-ful, -er, -ness) sentence demarcation 	<ul style="list-style-type: none"> I can use causal conjunctions to link clauses such as consequently, therefore. I can write sentences with fronted adverbials and use a comma I can draft and write material such as instructions, using headings and subheadings to organise my work. I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of. I can use expanded similes and metaphors I can use emotive phrases. I can expand my sentences by using 2 expanded noun phrases within one sentence 	<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes, or commas to indicate parenthesis 	<ul style="list-style-type: none"> advancing the action integrating dialogue to convey character using expanded noun phrases subject and object pronouns using modal verbs or adverbs dash semicolons
Suggested outcomes:	<ul style="list-style-type: none"> Setting description Poetry Narrative 	<ul style="list-style-type: none"> Persuasive Letter Narrative (dialogue) Non-fiction 	<ul style="list-style-type: none"> Letter Instructions 	<ul style="list-style-type: none"> Narrative Poetry 	<ul style="list-style-type: none"> Setting description Argument Non-fiction text 	<ul style="list-style-type: none"> Narrative Balanced Argument
Key Vocabulary/Themes:	<ol style="list-style-type: none"> problem-solving vs problem-making inventions adventure unexpected endings control journeys 	<ol style="list-style-type: none"> fantasy adventure kindness bravery rescuing and doing what's right suspicion danger / being cautious 	<ol style="list-style-type: none"> key lessons in life overcoming adversity abandonment new discoveries regret 	<ol style="list-style-type: none"> loss and recovery kindness and compassion journey to self-discovery 	<ol style="list-style-type: none"> placid vs strength confidence growth shyness insecure sense of belonging 	<ol style="list-style-type: none"> colonization greed devouring betrayal repression alienation pollution desire allegory cultural awareness protecting and looking after our natural world looking after our environment

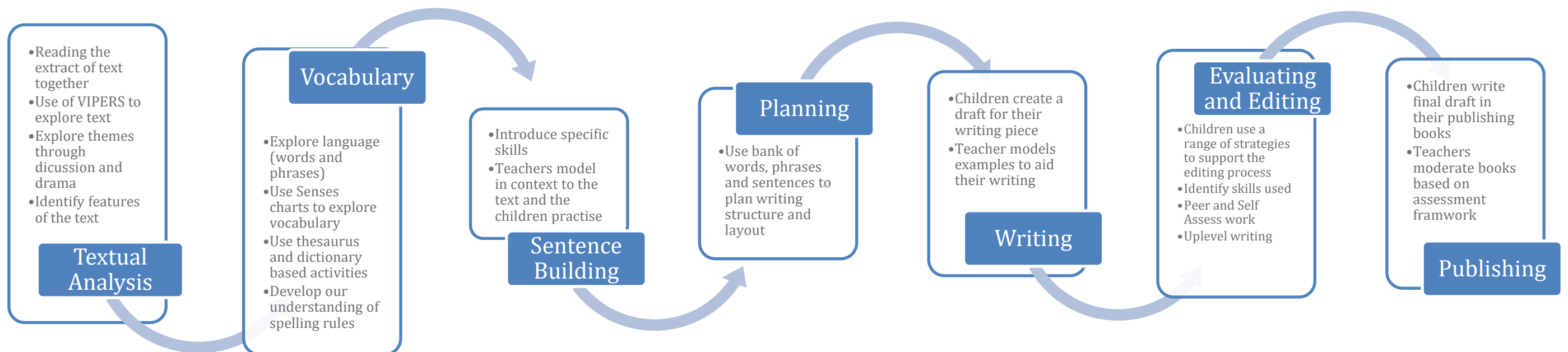
Summer I	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Meerkat Mail	Island Born	Pandora's Box	Great Expectations	Odysseus	The Wizard of Oz
Big question:	<i>When is the right time to try something new? Does everyone need a break from time to time? Why?</i>	<i>Is it important to remember our roots? How are we all different? How are we all the same? Why is it important to celebrate our differences?</i>	<i>Can we predict what will happen every time we make a choice? Should we think before we act? Why, why not? Can we reverse what we have done?</i>	<i>How do we deal with difficult situations? How do we learn from our mistakes? How do we learn to empathise with someone?</i>	<i>Are challenges a part of life? How can we support one another through life's challenges? Is acceptance key to overcoming challenges?</i>	<i>What makes a dream a dream? What makes a great friend? How do you deal with disappointment?</i>
Skills:	<ul style="list-style-type: none"> Sequencing sentences to form short narratives sentence demarcation (. ! ?) capital letters for names and pronoun 'I') use of full stops, capital letters verb suffixes where root word is unchanged (-ing, -ed, -er) 	<ul style="list-style-type: none"> commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> adverbs preposition explore conjunction 	<ul style="list-style-type: none"> Standard English verb inflections (I did vs I done) tense agreement 	<ul style="list-style-type: none"> verb prefixes formal language dashes parenthesis modal verbs 	<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural use further prefixes and suffixes and understand the guidance for adding them Review descriptive devices personification onomatopoeia metaphors similes alliteration show not tell
Suggested outcomes:	<ul style="list-style-type: none"> News report Character description Letter (postcard) Non-fiction 	<ul style="list-style-type: none"> Poetry Setting description News report 	<ul style="list-style-type: none"> Narrative Poetry 	<ul style="list-style-type: none"> Character description Persuasion 	<ul style="list-style-type: none"> Poetry - Ode News report 	<ul style="list-style-type: none"> Character description Playscript Poetry
Key Vocabulary/Themes:	<ol style="list-style-type: none"> seeking adventure boredom sparkling change being flexible adapting spontaneity 	<ol style="list-style-type: none"> family roots sense of belonging immigration otherness outdoor life traveling diversity celebrating differences equality 	<ol style="list-style-type: none"> good vs evil action causes consequences sickness death starting and finishing unforeseen problems overcoming adversity 	<ol style="list-style-type: none"> love affection loyalty conscience social advancement wealth class ambition and self-improvement reputation justice 	<ol style="list-style-type: none"> fate and free will the Gods the interventions of others hospitality vengeance loyalty consequences customs and justice cunning, disguise, and self-restraint memory and grief glory and honour 	<ol style="list-style-type: none"> respect and reputation perseverance home friendship good vs. evil dreams, hopes and plans disappointment power childhood

Summer II	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Where the Wild Things Are	Gregory Cool	The Chocolate Tree	Voices in the Park	Tom’s Midnight Garden	Skellig
Big question:	<i>How can we learn from our mistakes? When things don’t go the way we want, should we keep going?</i>	<i>How can we create opportunities out of challenges? Is it okay to start again and embrace a new chapter?</i>	<i>Just because somebody doesn’t agree with you, does that mean you should stop? How do we overcome obstacles? Is there always another way?</i>	<i>Are we stronger together? How do different perspectives create a ‘bigger picture’? Do we all see things differently? Is it a good thing?</i>	<i>Should we always expect the unexpected? Why is it important to adapt to change? Is change always a good thing? Is time a good thing? Does time provide opportunity?</i>	<i>Is friendship important? What do we mean by spirituality? How can love make you feel?</i>
GPS Skills:	<ul style="list-style-type: none"> • use of full stops, capital letters and question marks • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • Sequencing sentences to form short narratives • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat. 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • word families • prefixes • explore a range of clauses including a subordinate clause 	<ul style="list-style-type: none"> • word families • Recap all skills taught throughout the year • Review descriptive devices - similes, alliteration, metaphors, onomatopoeia 	<ul style="list-style-type: none"> • dashes Review descriptive devices: <ul style="list-style-type: none"> • personification • onomatopoeia • metaphors • similes • alliteration 	<ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural • use further prefixes and suffixes and understand the guidance for adding them Review descriptive devices <ul style="list-style-type: none"> • personification • onomatopoeia • metaphors • similes • alliteration • show not tell
Suggested outcomes:	<ul style="list-style-type: none"> • Poetry – Haiku • Character description • Diary entry 	<ul style="list-style-type: none"> • Poetry - Cinquain • Setting description • Argument 	<ul style="list-style-type: none"> • Poetry - Limerick • Instructions 	<ul style="list-style-type: none"> • Poetry - Tanka • Narrative/speech 	<ul style="list-style-type: none"> • Poetry - Sonnet • Character Description 	<ul style="list-style-type: none"> • Diary entry • Character description • Non-fiction (information text)
Key Vocabulary/Themes:	<ol style="list-style-type: none"> 1. <i>imaginary worlds</i> 2. <i>fascination</i> 3. <i>dreamy</i> 4. <i>reality</i> 5. <i>outdoor/nature</i> 6. <i>disappointments</i> 7. <i>losses</i> 8. <i>destructive rage</i> 9. <i>trauma - into growth</i> 	<ol style="list-style-type: none"> 1. <i>arriving</i> 2. <i>immigrating</i> 3. <i>misery</i> 4. <i>embracing change</i> 5. <i>change-maker</i> 6. <i>newness vs old</i> 7. <i>leaving the past behind</i> 	<ol style="list-style-type: none"> 1. <i>curiosity</i> 2. <i>gift</i> 3. <i>facing rejection</i> 4. <i>overcoming obstacles</i> 5. <i>opposing beliefs</i> 	<ol style="list-style-type: none"> 1. <i>shared opinions/beliefs</i> 2. <i>differing perspectives</i> 3. <i>open-minded</i> 4. <i>alienation</i> 5. <i>anger</i> 6. <i>hope</i> 7. <i>friendship</i> 	<ol style="list-style-type: none"> 1. <i>nature of time</i> 2. <i>the relationship between youth and old age</i> 3. <i>growth and transformation</i> 4. <i>new friendships</i> 5. <i>adventure and discovery</i> 6. <i>humour</i> 7. <i>depth of feelings</i> 8. <i>relationships</i> 9. <i>loneliness/isolation</i> 	<ol style="list-style-type: none"> 10. <i>love</i> 11. <i>spirituality and faith</i> 12. <i>life and death</i> 13. <i>nurturing</i> 14. <i>homeschooling vs. formal schooling</i> 15. <i>change</i> 16. <i>ambiguity</i>

Sequence of Lessons – Year 1



Sequence of Lessons – KS2



Challenge in the Writing Curriculum

At Riverley, we provide challenges for children to evoke a purpose and understanding of the writing they produce. With the reader at the forefront, the children at Riverley write for a range of purposes and write meaningful pieces linked to the literature and unit of work. Below are an example of some questions we explore with the children during the drafting stages of the writing process to encourage thoughtful, creative and critical thinking in Writing:

KS1	Ks2
<p>What word have you used to create a _____ feeling? What feeling have you created for the reader in this sentence/paragraph/piece? What word could you add to create a _____ mood? How have you made your character _____? Can you add a word to create a _____ mood? Can you add a word to create a _____ mood? Which word best describes _____ : _____ or _____? What word can you change to create a _____ feeling? How would you feel if _____? What does _____ mean?</p>	<p>What impact does writing have on the reader....</p> <ul style="list-style-type: none"> ● Intellectually? – by conveying ideas / impressions / suggestions to the reader <ul style="list-style-type: none"> ○ How does your choice of the word ‘_____’ create a _____ effect? ● Imaginatively? – by conveying sensory impressions to the reader, especially visual and auditory effects <ul style="list-style-type: none"> ○ What word or phrase have you used to enhance how the reader pictures the scene in their mind? ● Emotionally? – by creating feelings within the reader, e.g. excitement, fear, pity, anger, suspense <ul style="list-style-type: none"> ○ How do you use show-not-tell to give the impression that your character is feeling _____? <p>Can you choose a sentence and write a contrasting view? What would you do if _____? How does the word _____ symbolise/signify _____? If it were you, would you _____? Why/why not? How could you _____? Is there another way of _____? How? Prove _____. Explain how you would feel/react/think if _____. Show me a way of _____ Thinking critically, how can you _____? What about...? Can you up-level the word/phrase _____?</p>