






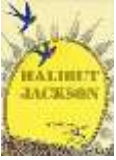


Literacy Tree Curriculum Overview 2023/2024

Cycle A

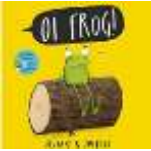
Nursery will explore the following texts as part of their structured communication, language and literacy learning, throughout the year:


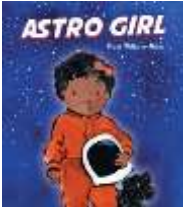
Monkey and Me , It was a cold, dark night, Twinkl, Twinkl , Jasper’s Beanstalk , The Three Little Pigs, The Great Explorer

Reception Cycle A	Text Covered	Phonic Coverage	Learning Outcome	Curriculum Links
Autumn 1				
	Peace at Last by Jill Murphy (Transition text- starting school)	RWI Set 1 Sounds		PSHE: Personal, Social and Emotional Development
	Where the Wild things Are <i>Theme: don't judge a book by its cover</i> 	RWI Set 1 Sounds phonemes/graphemes 's' 'a' 't' 'p' 'l' 'n' 'd' 'g' 'o'	Oral re-telling, developing a new character, own version narrative	Understanding the World: History – Past and Present (past and present events in own life) Geography – People, Culture and Communities (similarities and differences between places/ talk about own environments)
	Bringing the Rain to Kapiti Plain by Verna Aardema, illustrated by Beatriz Vidal <i>Theme: cultural differences</i> 	RWI Set 1 Sounds phonemes/graphemes 'k' 'e' 'u' 'r' 'h' digraph 'ck'	Labels and captions, re-tellings, simple explanations, Tourist information leaflet	Understanding the World: History – Past and Present (past and present events in own life) Geography – People, Culture and Communities (similarities and differences between places/ talk about own environments)




Autumn 2				
	<p><i>Super Milly and the Super School Day</i> by Stephanie Clarkson</p> <p><i>Theme: Talents & powers</i></p> 	<p>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.</p>	<p>Letters of encouragement; a retelling; song lyrics and job applications Alternative character version</p>	
	<p>Halibut Jackson by David Lucas</p> <p><i>Theme: being yourself</i></p> 	<p>RWI Set 1 Sounds Words using the four consonant digraphs 'ch' 'sh' 'th' 'ng'</p>	<p>Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice</p>	<p>Understanding the World: History – Past and Present (past and present events in own life) Geography – People, Culture and Communities (similarities and differences between places/ talk about own environments)</p>
Spring 1				
	<p>The Magic Paintbrush by Julia Donaldson, illustrated by Joel Stewart</p> <p><i>Theme: good v evil</i></p> 	<p>Tricky Words</p>	<p>Thought bubbles, labels, oral re-telling, writing in role, thank you letters, Own version 'overcoming' tale</p>	<p>Understanding the World Geography – People, Culture and Communities (similarities and differences between places/ talk about on environments) Being imaginative and Expressive: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
	<p>Little Red by Lynn Roberts</p> <p><i>Theme: bravery</i></p> 	<p>RWI - Application of Set 1 Sounds (Revision)</p>	<p>Labels, notes of advice, adverts Alternative character version</p>	<p>Understanding the World History – Past and Present (past and present events in own life) Geography – People, Culture and Communities (similarities and differences between places/ talk about own environments)</p>
Spring 2				


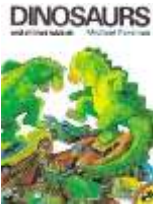


	<p>The Tiny Seed by Eric Carle</p> <p><i>Theme: never give up/ strength</i></p> 	<p>RWI Set 2 and 3 Sounds Words using the digraph 'ai' 'ee' 'igh' 'oa' 'oi' 'oo' 'ow'</p>	<p>Labels and captions, advice, re-telling, writing in role, narrative, letter, Advice leaflet</p>	<p>Understanding the World Science: The natural World- Explore the natural world around them, making observations and drawing pictures of animals and plants</p>
	<p>I Will Not Ever Never Eat A Tomato by Lauren Child</p> <p><i>Theme: healthy lifestyles</i></p> 	<p>RWI - Application of Set 1, 2 and 3 Sounds (Revision)</p>	<p>Statements, writing in role, shopping lists, Own story about a fussy eater</p>	<p>Personal, Social and Emotional PSHE: Managing Self - manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
Summer 1				
	<p>The Night Pirates by Peter Harris and Deborah Allwright</p> <p><i>Theme: strength of mind</i></p> 	<p>RWI – Set 2 and 3 sounds th r – controlled vowels ar, or, ur digraphs /er/ and /ow/ trigraphs /air/ /ear/ and /ure/ digraph /oi/</p>	<p>Writing in role, letters, labels and captions 'How to be a pirate' guide</p>	<p>Understanding the World Geography: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>
	<p>Hairy Maclary from Donaldson's Dairy by Lynley Dodd</p> <p><i>Theme: strength of mind</i></p> 	<p>RWI - Application of Set 1, 2 and 3 Sounds (Revision)</p>	<p>Character description, writing in role, letters, leaflet, Alternative version narrative</p>	<p>Expressive Arts and Design Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
Summer 2				
	<p>So Much by Trish Cooke, illustrated by Helen Oxenbury</p> <p><i>Theme: family and friends</i></p> 	<p>Adjacent consonant blends e.g 'sp' 'cr' 'bl' 'sc'</p>	<p>Past tense sentences, writing in role, performance/ narrative poetry, Own 'So Much' narrative poem</p>	<p>Understanding the World History: Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>

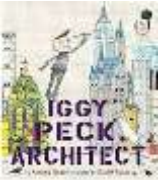

	<p>Oi Frog! By Kes Gray and Jim Field</p> <p><i>Theme: love and family</i></p> 	<p>To be able to use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Identify, read and write words containing split vowel digraphs</p>	<p>Rhyming flip-books, questions, captions and labels, Own version rhyming narrative</p>	<p>Understanding the World Science: The Natural World – Explore the natural world around them, making observations and drawing pictures of animals and plants</p>
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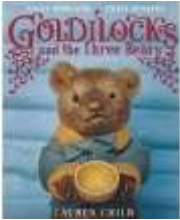
Year 1	Text Covered	Spelling / phonic application	Learning Outcome	Curriculum Links and rationale
Autumn 1				
	<p>Stanley's Stick by John Hegley</p> <p><i>Theme: Nature and environment</i></p> 	<p>Common Exception Words</p> <p>is, his, friend, school</p> <p>Word Reading</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2) Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. 	<p>Retelling, descriptions</p> <p>Main outcome: Own version narrative</p>	
	<p>Astro Girl by Ken Wilson - Max</p> <p><i>Theme: Journeys & exploration</i></p> 	<p>Common Exception Words</p> <p>the, a, do, to, today</p> <p>Word Reading</p> <ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [Vowel digraphs and trigraphs, oo, au and igh] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>Writing in role, commands, 'how to' guides</p> <p>Main outcome: Fact file about being an astronaut</p>	<p>History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Neil Armstrong]</p>

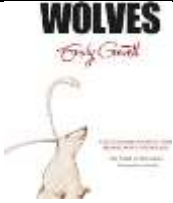


		<ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y2) 		
	<p>Cave Baby by Julia Donaldson</p> <p><i>Theme: Journeys & exploration</i></p> 	<p>Common Exception Words</p> <p>the, a, do, to, today</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Labels and captions, informal letters</p> <p>Main outcome: narrative retelling</p>	
Autumn 2				
	<p>Dadaji's Paintbrush by Rashmi Siredeshpande</p> 	<p>Word Reading</p> <ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Labels, captions, character comparisons, thought and speech bubbles</p> <p>Main outcome; Own version narrative</p>	
	<p><i>Billy and the Beast</i> by Nadia Shireen</p> <p><i>Theme:</i></p> 	<p>Common Exception Words</p> <p>you, they, are, she, her, there, where</p> <p>Word Reading • Apply phonic knowledge and skills as the route to decode words • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Wanted poster, summary, email, character description, recipes</p> <p>Main outcome: Own version narrative</p>	




	<p>I Want my Hat Back by Jon Klassen</p> <p><i>Theme: Heroes & villains</i></p> 	<p>Common Exception Words</p> <p>has, I, no, my, love</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Questions, speech bubbles, letters, lists</p> <p>Main outcome: Story sequel</p>	
Spring 1				
	<p>Beegu by Alexis Deacon</p> <p><i>Theme: Similarities & differences</i></p> 	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs</p>	<p>Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report</p> <p>Main outcome: Own version 'alien' narrative</p>	
	<p>The Odd Egg Emily Gravett</p> <p><i>Theme: Change and Relationships</i></p> 	<p>Common Exception Words</p> <p>put, push, pull, full</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Thought and speech bubbles, diary entry, letter, certificate</p> <p>Main outcome: Egg-spotter's guide (non-fiction report)</p>	
Spring 2				
	<p>Leo and the Octopus by Isabelle Marinov</p> <p><i>Theme: Similarities & differences</i></p>	<p>Common Exception Words</p> <p>come, you, here, push</p> <p>Word Reading</p>	<p>Letters, first person recount, diaries, letters, posters, reports</p> <p>Main outcome: Fact file</p>	


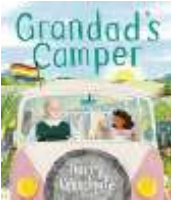
		<ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 		
	<p>Dinosaurs and all that Rubbish Michael Foreman</p> <p><i>Theme: Nature and Environment</i></p> 	<p>Common Exception Words</p> <p>so, of, by, go</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Words containing each of the 40+ phonemes already taught 	<p>Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster</p> <p>Main outcome: Pamphlet</p>	
Summer 1				
	<p>Yeti and the Bird by Nadia Shireen</p> <p><i>Theme: Friendship and Kindness</i></p> 	<p>Common Exception Words</p> <p>friend, says, your, some</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 	<p>List of rules, letters, postcards, character descriptions</p> <p>Main outcome: Own version narrative about an unlikely friendship</p>	
	<p>Pig the Pug Aaron Blabey</p> <p>How to be a Dog Jo Williamson</p> <p><i>Theme: Friendship and kindness</i></p> 	<p>Common Exception Words</p> <p>friend, there, were, we, was, a</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words with contractions [for example, I'm, I'll, we'll], 	<p>Character comparisons, shared poem, own version narratives, letters in role</p> <p>Main outcome: 'How to' guide</p>	

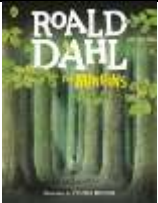

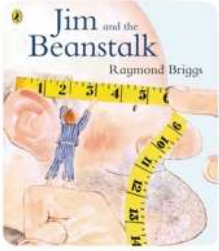
		and understand that the apostrophe represents the omitted letter(s)		
Summer 2				
	<p>Iggy Peck, Architect Andrea Beatty and David Roberts</p> <p><i>Theme: Imagination and Creativity</i></p> 	<p>Common Exception Words</p> <p>he, she, we, was, here, school</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Labels, captions, character comparisons, thought and speech bubbles</p> <p>Main outcome: Fact file</p>	<p>History (Y1 Significant places): Significant historical events, people and places in their own locality;</p> <p>Science (Y1 Everyday Materials): Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
	<p>Lost and Found by Oliver Jeffers</p> <p><i>Theme: Friendship and kindness</i></p> 	<p>Common Exception Words</p> <p>once, one, ask, come, some</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<p>Character descriptions, retellings, advice, instructions, non-chronological report</p> <p>Main outcome: Own version 'losing/finding' narrative</p>	
Year 2	Text Covered	Spelling / phonic application	Learning Outcome	
Autumn 1				
	<p>Goldilocks & the Three Bears Lauren Child You & Me Anthony Browne Goldilocks & Just the One Bear</p> <p><i>Theme: Creation & conservation</i></p>	<p>Common Exception Words</p> <p>child, bath, every, father, many, mind, Mrs, Mr, parents, path</p>	<p>Wanted posters, letters, retellings, speech bubbles, retellings from another point of view</p>	


		<p>Word Reading</p> <ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing common suffixes • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1) • Read other words of more than one syllable that contain taught GPCs (Y1) 	<p>Main Outcome: Sequel story</p>	
	<p>The Dragon Machine by Helen Ward</p> <p><i>Theme: Fictional worlds and fantasy</i></p> 	<p>Common Exception Words</p> <p>behind, busy, climb, could, doors, floor, many, parents, people, wild</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role</p> <p>Main outcome: Own version dragon story</p>	<p>The Dragon Machine by Helen Ward</p> <p><i>Theme: Fictional worlds and fantasy</i></p>
	<p>Wolves by Emily Gravett</p> <p><i>Theme: Heroes and Villains</i></p>	<p>Common Exception Words</p> <p>because, class, cold, could, eye, fast, many, most, steak, sure</p>	<p>Captions, information writing, character descriptions and comparisons</p>	


		<p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above 	<p>Main Outcome: Non-chronological leaflet</p>	
<p>Autumn 2</p>				
	<p>Toys in Space by Mini Grey</p> <p><i>Theme: Fictional Worlds & Fantasy</i></p> 	<p>Common Exception Words</p> <p>water, great, everybody, wild, beautiful, path, kind, last, pass, eye, gold</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions</p> <p>Main Outcome: Own version fantasy world narrative</p>	
	<p>A Tadpole's Promise by Jeanne Willis</p> <p><i>Theme: Change and relationships</i></p> 	<p>Common Exception Words</p> <p>beautiful, both, break, mind, old, only, prove, sure, told, wild</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) (Y1) • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Read words containing 'ow' and 'o_e' graphemes (alternative pronunciations of known graphemes) 	<p><i>Simple explanations, speech bubbles, setting descriptions, thought bubbles</i></p> <p>Main Outcome Own version narrative / extended explanation</p>	

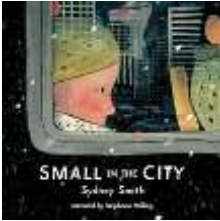
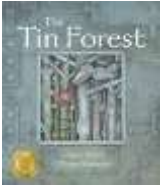
	<p>The Journey Home Frann Preston Gannon</p> <p><i>Theme: Destruction & conservation</i></p> 	<p>Common Exception Words</p> <p>because, cold, could, every, find, grass, kind, plant, prove, should</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1) • Read other words of more than one syllable that contain taught GPCs (Y1) • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>Posters, lists, postcards, wanted posters, information report, short stories</p> <p>Main Outcome: Persuasive letter</p>	
Spring 1				
	<p>We are Water Protectors by Carole Lindstrom and Michaela Goade</p> <p><i>Theme: Creation & conservation</i></p> 	<p>Common Exception Words</p> <p>water, hold, move, people, old, beautiful, wild, children, plant, bath, every</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes 	<p>List poems, non-chronological reports (animals), chronological reports (life-cycles), character description, protest signs</p> <p>Main Outcome: Environmental campaign</p>	
	<p>The Bear and the Piano David Litchfield</p> <p><i>Theme: Bravery v Fear</i></p> 	<p>Common Exception Words</p> <p>any, bath, behind, children, door, pass, prove, steak, sugar, sure</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<p>Letters, retellings, own version narratives</p> <p>Main Outcome: Information text</p>	

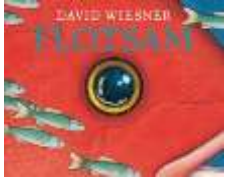


		<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 		
Spring 2				
	<p>Ocean Meets Sky by Eric Fan and Fan Terry</p> <p><i>Theme: Fictional worlds & fantasy</i></p> 	<p>Common Exception Words water, great, everybody, wild, beautiful, path, kind, last, pass, eye, gold</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing common suffixes 	<p>Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative</p>	
	<p>Grandad's Camper</p> <p><i>Theme: Fictional worlds and fantasy</i></p> 	<p><i>Common Exception Words</i></p> <p>door, behind, climb, old, beautiful, after, could, many</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes • Read words containing common suffixes 	<p>Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards</p> <p>Main Outcome: Sequel narrative</p>	
Summer 1				
	<p>The Minpins Roald Dahl</p> <p><i>Theme: Bravery vs. fear</i></p>	<p>Common Exception Words</p> <p>child, children, clothes, find, hold, Mr, Mrs, only, people, told</p> <p>Word Reading</p>	<p><i>Outcomes:</i></p> <p><i>Danger posters, setting descriptions, character descriptions, information reports, postcards</i></p>	



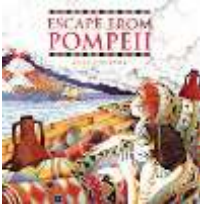

		<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read words containing common suffixes 	<p><i>Main Outcome:</i></p> <p><i>Own version adventure narrative</i></p>	
	<p>A Walk in London</p> 	<p>Common Exception Words</p> <p>after, busy, Christmas, climb, even, gold, money, past, people, sugar</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes. 	<p><i>Outcomes:</i></p> <p><i>Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry</i></p> <p><i>Main Outcome:</i></p> <p><i>'A Walk in...' guidebook</i></p>	
<p>Summer 2</p>				
	<p>House Held Up By Trees Ted Krooser</p> <p><i>Theme: Creation and conservation</i></p> 	<p>Common Exception Words</p> <p>again, beautiful, child, eye, half, hour, kind, move, poor, whole</p> <p>Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words (Y1)</p> <ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1) • Read other words of more than one syllable that contain taught GPCs(Y1) 	<p><i>Outcomes:</i></p> <p><i>Narrative re-telling (including dialogue), thought bubbles, informal letters</i></p> <p><i>Main Outcome:</i></p> <p><i>Sequel story</i></p>	

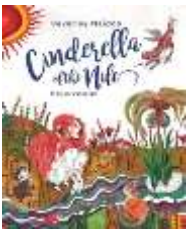

		<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 		
	<p>The Owl and the Pussycat Edward Lear</p> <p><i>Theme: Change & relationships</i></p> 	<p>Common Exception Words</p> <p>beautiful, both, break, last, gold, money, old, pretty, poor, water</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Re-read these books to build up their fluency and confidence in word reading 	<p><i>Outcomes:</i></p> <p><i>Letters, interviews, lists, instructions</i></p> <p><i>Main Outcome:</i></p> <p><i>Rhyming poem</i></p>	

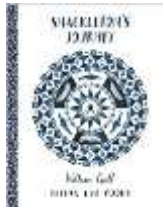



Lower KS2 Year 3	Text Covered	Spelling	Learning Outcome	Curriculum Links
Autumn 1				
	<p>The First Drawing by Mordicai Gerstein</p> <p><i>Theme: pre-historic Britain / dream big</i></p> 	A Spelling Seed for The First Drawing	Character description, diary entry, recount, Own narrative	





	<p>Leon and the Place Between by</p> <p><i>Theme:</i></p> 	<p>A Spelling Seed for Leon and the Place Between</p>	<p>Persuasive poster, setting description, thought bubbles / diary entry, dialogue</p> <p>Main Outcome: Own version fantasy narrative</p>	
	<p>Small In The City by Sydney Smith</p> 	<p>A Spelling Seed for Small in The City</p>	<p>Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters</p> <p>Main Outcome: Extended narrative from an alternative point of view</p>	
<p>Autumn 2</p>				
	<p>Heart in the Bottle by Oliver Jeffers</p> <p><i>Theme</i></p> 	<p>A Spelling Seed for Heart in the Bottle</p>	<p>Character descriptions, narrative retelling</p> <p>Main Outcome: Own version 'dilemma' narrative</p>	
	<p>Tin Forest by Helen Ward</p> 	<p>A Spelling Seed for Tin Forest</p>	<p>Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions</p> <p>Main Outcome: Persuasive information poster</p>	

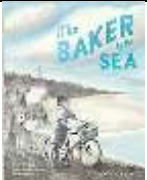
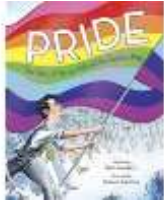
	<p>Flotsam by David Wiesner</p> 	A Spelling Seed for Flotsam	<p>Postcards, setting descriptions, non-chronological reports, message in a bottle letters</p> <p>Main Outcome: Sequel (mystery narrative)</p>	
Spring 1				
	<p>Black Dog by Levi Pinfold</p> <p><i>Theme: fear v bravery</i></p> 	A Spelling Seed for Black Dog	<p>Postcard, dialogue, retelling, description</p> <p><i>Main Outcome: Own version 'suspense' narrative</i></p>	
	<p><i>Nen and the Lonely Fisherman</i></p> 	A Spelling Seed for Nen and the Lonely Fisherman	<p>Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description</p> <p>Main Outcome: <i>Own version of the narrative with a twist on the traditional tale</i></p>	
Spring 2				
	<p><i>The Last Garden</i> by Rachel Ip</p> 	A Spelling Seed for The Last Garden	<p>Own version extended narrative</p> <p>Main Outcomes: <i>Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue</i></p>	


	<p>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</p> <p><i>Theme: fair trade</i></p> 	<p>A Spelling Seed for Cloud Tea Monkeys</p>	<p>Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion Non-chronological report</p>	<p>Geography (Y3 Human and physical geography): Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p>
<p>Summer 1</p>				
	<p>Our Tower by Joseph Coelho</p> <p><i>Themes:</i></p> 		<p>Poems, setting descriptions, diary entries, dialogue, letters of thanks</p> <p>Main Outcome: <i>Extended fantasy narrative</i></p>	
	<p>Escape from Pompeii by Christina Balit</p> 		<p>Setting descriptions, diaries, letters, thought bubbles</p> <p>Main Outcome: <i>Newspaper report</i></p>	
<p>Summer 2</p>				
	<p>The Mysteries of Harris Burdick by Chris Van Allsberg</p> 		<p>Diary entries, dialogue, setting description (atmospheric description), captions and titles</p> <p>Main Outcome: <i>Own version mystery narrative</i></p>	




	<p>Cinderella of the Nile by Beverley Naidoo and illustrated by Marjan Vafaeian</p> <p><i>Theme: ancient Egypt/ traditional</i></p> 	A Spelling Seed for Cinderella of the Nile	Short news report, diary entry, character description, advert, Own version traditional tale	Geography (Y3 Human and physical geography): Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
Year 4	<i>Text covered</i>	Spelling	Learning Outcome	Curriculum Links
Autumn 1				
	<p><i>The Mermaid of Zennor by Charles Causley</i></p> 	A Spelling Seed for The Mermaid of Zennor	Information booklets, retelling from a different perspective, letters, tourist guides <i>Main Outcome: Own version legends</i>	
	<p><i>Cinnamon by Neil Gaiman</i></p> 	A Spelling Seed for Cinnamon	Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms <i>Main Outcome: Own version mythical tale</i>	
	<p><i>Tar Beach by Faith Ringgold</i></p> 	A Spelling Seed for Tar Beach	Poetry, setting descriptions, formal letters, dialogue (as a script) <i>Main Outcome: Narrative retelling as a play script</i>	

Autumn 2				
	<p><i>Shackleton's Journey by William Grill</i></p> 	A Spelling Seed for Shackleton's Journey	Packing lists (justifications), letters (formal and informal), setting descriptions, interviews, diaries, dialogue <i>Main Outcome: Newspaper report</i>	
	<p><i>Winter's Child by Angella McAllister & Grahame Baker Smith</i></p> 	A Spelling Seed for Winter's Child	Postcard (recount), dialogue, setting description as a letter, retelling <i>Main Outcome:</i> Fantasy story sequel	
	<p><i>The Story of Tutankhamun by Patricia Cleveland Peck</i></p> 	A Spelling Seed for The Story of Tutankhamun	Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters <i>Main Outcome: Biography of Tutankhamun</i>	
Spring 1				
	<p><i>Frindleswylde by Natalie O'Hara</i></p> 	A Spelling Seed for Frindleswylde	Postcard (recount), dialogue, setting description as a letter, retelling <i>Main Outcome: Fantasy story sequel</i>	




	<p><i>The Selfish Giant by Oscar Wilde</i></p> <p>Themes:</p> 	A Spelling Seed for The Selfish Giant	<p>Letters, first person recount, diaries, letters, posters, reports</p> <p><i>Main Outcome: Own version narrative about kindness</i></p>	
Spring 2	<p><i>The Iron Man by Ted Hughes</i></p> 	A Spelling Seed for The Iron Man	<p>Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry</p> <p><i>Main Outcome: Mystery narrative</i></p>	
	<p><i>The Lion and the Unicorn by Shirley Hughes</i></p> 	A Spelling Seed for The Lion and the Unicorn	<p>Letters, diary entries, character and setting descriptions, non-chronological reports</p> <p><i>Main Outcome: Own version historical narrative</i></p>	
Summer 1	<p><i>Odd and the Frost Giants by Neil Gaiman</i></p> 	A Spelling Seed for Odd and the Frost Giants	<p>Narrative recount, character and setting descriptions, letters, short explanations</p> <p><i>Main Outcome: Retelling - alternative perspective</i></p>	
	<p><i>The Baker by the Sea by Paula White</i></p>	A Spelling Seed for The Baker	<p>Job applications, advertisements, setting descriptions, letter in role</p>	

			Main Outcome: Tourist brochure	
Summer 2	<i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> by Rob Sanders 	A Spelling Seed for Pride: The Story of Harvey Milk and the Rainbow Flag	Thought bubbles, speech, simple leaflet <i>Main Outcome: Biography of Harvey Milk</i>	
	<i>Until I met Dudley</i> by Roger McGough and Chris Riddell 	A Spelling Seed for Until I Met Dudley	Explanatory poster, letter, short explanatory paragraph <i>Main Outcome: Two explanation texts - formal and informal</i>	

Upper KS2 Cycle A	Text Covered	Spelling	Learning Outcome	Curriculum Links
Autumn 1				
	<i>The Man Between The Towers</i> by Mordecai Gerstein <i>Theme: Ambition and desire</i> 	A Spelling Seed for The Man Who Walked Between the Towers	Information writing (Wikipedia page), letters of advice (formal), writing in role, interviews, persuasive speeches	

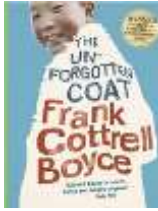
	<p>Beowulf by Michael Morpurgo</p> <p><i>Theme: Legends and folklore</i></p> 	A Spelling Seed for Beowulf	Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary	
Autumn 2				
	<p>Children of the Benin Kingdom by Dinah Orji</p> <p><i>Theme: Lessons from history</i></p> 	A Spelling Seed for Children of the Benin Kingdom	Informal letters, contrasting diary entries, survival guides, eyewitness reports, story summaries	
	<p>Leila and the Blue Fox by Kiran Millwood-Hargrave</p> <p><i>Theme: Migration and movement</i></p> 	A spelling Seed for Leila and the Blue Fox	Poetry, informal message, formal letter, short information text, diary entry, narrative and action scenes, tweet	
Spring 1				
	<p>Some Places More Than Others by Renie Watson</p> <p><i>Theme: Crossing Borders</i></p>	A Spelling Seed for Some Places More Than Others	Letters, diaries, information leaflets, instructions	

				
	<p>The Last Bear by Hannah Gold</p> <p><i>Theme: Evolution and inheritance</i></p> 	A Spelling Seed for The Last Bear	Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report	
Spring 2				
	<p>High Rise Mystery by Sharna Jackson</p> <p><i>Theme: Mystery and truth</i></p> 	A Spelling Seed for High Rise Mystery	Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Extended Narrative	
	<p>Windrush Child by Benjamin Zaphaniah</p> <p><i>Theme: Migration and movement</i></p> 	A Spelling Seed for Windrush Child	Thought bubble, informal letter, poem, diary entry, advice	

Summer 1				
<p>Alte Zachan: Old Things by Ziggy Hanaor</p> <p><i>Theme: Lessons from history</i></p> 	A Spelling Seed for Alte Zachan: Old Things	Character descriptions, flashbacks, diary entries in role, short autobiographies		
<p>The Promise by Nicola Davies</p> <p><i>Theme: Evolution and inheritance</i></p> 	A Spelling Seed for The Promise	Experimentation with figurative language, report)		
Summer 2 (Transition Y6/Y7 text)				
<p>The Three Little Pigs</p> <p><i>Theme: Utopia Vs Dystopia</i></p> 	A Spelling Seed for The Three Little Pigs	News report, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate		

Unforgotten Coat by Frank Cottrell Boyce

Theme Crossing Borders:



A Spelling Seed for The Unforgotten Coat

Diary entries, explanations (sci experiment), dialogue, non-chronological reports