



## Set Texts for English and Guided Reading Lessons

	Autumn Term		Spring Term		Summer Term	
	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
	<b>Childhood</b>		<b>Bright lights big city</b>		<b>School Days</b>	
Year 1	Nursery Rhymes Row row, row, your boat Nellie the Elephant London's burning The Grand Old Duke of York 10 green bottles Miss Polly had a dolly Old MacDonald had a farm This Little Pencil Welly Boots	Traditional tales  Little Red Riding Hood	What is Pink?  Zip, Zap Zoom	Spring 1 W Katie in London  The Naughty Bus	Please Mrs Butler Dog in the Playground	Traditional tales Zog
<b>Writing -VGP Word</b>		<b>Punctuation</b>	<b>Text</b>		<b>Sentence</b>	
Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the		Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for	Sequencing sentences to form short narratives		How words can combine to make sentences Joining words and joining clauses using 'and'	

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prefix un- changes the meaning of verbs and adjectives [negation)		names and for the personal <b>pronoun I</b>				

## Writing - Composition

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

	Autumn Term		Spring Term		Summer Term	
	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
	<b>Explorers</b>		<b>Coastline</b>		<b>Queen Elizabeth</b>	
Year 2	<p>Jack and the Beanstalk</p> <p>Maximus and the Beanstalk (twist on Jack and the beanstalk)</p> <p>Drip Drip Drip James Carter</p>	<p>Man in the Moon</p> <p>James and the Giant peach</p>	<p>My Shell Selected poems</p>	<p><b>Spring 1</b> R Bog Baby W Pirates next door</p> <p><b>Spring 2</b> R Katie Morag and the New Pier W Where the sea meets the shore</p>	<p>Spots and Stripes Jane Newberry</p> <p>Winter Trees George Szirtes</p>	<p>Paddington</p> <p>Non-fiction Text about the monarchy</p>
<b>Writing -VGP Word</b>		<b>Punctuation</b>	<b>Text</b>		<b>Sentence</b>	
<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>		<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>		<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	

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<b>Writing - Composition</b>						
<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>						

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	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
	<b>Through the Ages</b>		<b>Rocks, relics and Rumbles</b>		<b>Emperors and Empires</b>	
Year 3	The Sound Collector Roger McGough Little Red Riding Hood Roald Dahl	Stone Age Boy (Narrative)  How to Wash A Woolly Mammoth OR The First Drawing (TBC)	The Magic Box Kit Wright  Willie the Worm	Leon and the place between  Non-chronological report: Rocks	Bush Fire by Jackie Kay	Escape From Pompeii  Fox
<b>Writing -VGP Word</b>		<b>Punctuation</b>	<b>Text</b>		<b>Sentence</b>	
<p>Formation of nouns using a range of <b>prefixes</b> [for example super-, anti-, auto-]            Use of the forms <b>a</b> or <b>an</b> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]            Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>		<p>Introduction to <b>inverted commas</b> to punctuate direct speech</p>	<p>Introduction to <b>paragraphs</b> as a way to group related material            Headings and sub-headings to aid presentation            Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]            Maintain the <b>correct tense</b> throughout a piece of writing</p>		<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]             Use compound and complex sentences - focus on use of <b>subordinate clauses</b></p>	

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## Writing - Composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas  
draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
	Invasion		Misty Mountain, windy river		Ancient Civilizations, Egyptians	
Year 4	To Asgard	The Saga of Eric the Viking	The River Valerie Bloom	Spring 1 R and W The Iron Man Ted Hughes	Call me James Carter What on Earth James Carter Night Soup James Carter	Egyptian Cinderella Spiderwick Chronicles Tony DiTerlizzi and Holly Black
<b>Writing -VGP Word</b>		<b>Punctuation</b>	<b>Text</b>		<b>Sentence</b>	
The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done.]		Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	

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<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>						

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	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
	<b>Dynamic Dynasties</b>		<b>Sow, Grow, Farm</b>		<b>Ground breaking Greeks</b>	
Year 5	What the teacher said when asked: What er we avin for geography, Miss? J Agard	Bronze and Sunflower	Plum Apple Tree Two Plants Spring  Class Reader Warhorse	Spring 1 R Oranges in No Man's Land W Tower to the Sun  Spring 2 R The Secret Garden W Flanimals	The Temple Greek God	Greek Myths  Persuasive writing
<b>Writing -VGP Word</b>		<b>Punctuation</b>	<b>Text</b>		<b>Sentence</b>	
<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>		<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>		<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	
<b>Writing - Composition</b>						

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	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>assessing the effectiveness of their own and others' writing <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li></li> </ul>					
	<h2>READING</h2> <p>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-reading books that are structured in different ways and reading for a range of purposes</p> <p>-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>□ recommending books that they have read to their peers, giving reasons for their choices</li> <li>□ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>□ making comparisons within and across books</li> <li>□ learning a wider range of poetry by heart</li> </ul>					

	Autumn Term		Spring Term		Summer Term	
	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
<ul style="list-style-type: none"> <li>□ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>□ understand what they read by:</li> <li>□ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>□ asking questions to improve their understanding</li> <li>□ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>□ predicting what might happen from details stated and implied</li> <li>□ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>□ identifying how language, structure and presentation contribute to meaning</li> <li>□ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>□ distinguish between statements of fact and opinion</li> <li>□ retrieve, record and present information from non-fiction</li> <li>□ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>□ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>□ provide reasoned justifications for their views.</li> </ul>						

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	<b>Maafa</b>		<b>Frozen Kingdoms</b>		<b>A Child's War</b>	
Year 6	Windrush Child The Tall Ships Old World, new World 146 days before Twas the Night before Christmas	<b>Autumn 1</b> Beowulf  Non-Fiction Texts relating to Slavery  <b>Autumn 2</b> Kick  <b>Autumn term to cover            SPag elements</b>	The Water in the Glass The Eagle The Highwayman	<b>Spring 1</b> The Lion, the witch and the wardrobe <b>R and W</b>  <b>Spring 2</b>  <b>R</b> The Wolf Wilder <b>W</b> Shackleton's Journeys	The Listeners Journey	<b>Summer 1</b> Goodnight Mr Tom  <b>Summer 2</b> Non-fiction war reports

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<b>Writing -VGP Word</b>	<b>Punctuation</b>		<b>Text</b>		<b>Sentence</b>	
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>		<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>		<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	
<b>Writing -Composition</b>						
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>draft and write by:</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p>						

	Autumn Term		Spring Term		Summer Term	
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	<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>					
	<h2>READING</h2> <p>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>□ recommending books that they have read to their peers, giving reasons for their choices</li> <li>□ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>□ making comparisons within and across books</li> <li>□ learning a wider range of poetry by heart</li> <li>□ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>□ understand what they read by: <ul style="list-style-type: none"> <li>□ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>□ asking questions to improve their understanding</li> <li>□ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>□ predicting what might happen from details stated and implied</li> <li>□ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>□ identifying how language, structure and presentation contribute to meaning</li> <li>□ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>□ distinguish between statements of fact and opinion</li> <li>□ retrieve, record and present information from non-fiction</li> <li>□ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul> </li> </ul>					

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	Poetry Unit	Text	Poetry Unit	Text	Poetry Unit	Text
<p>□ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>□ provide reasoned justifications for their views.</p>						