



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2024-2025

LITERACY AND LANGUAGE POLICY

September 2024

Document to be read in conjunction with *other key school policies (listed within document)*



Literacy and Language Policy - September 2024

Children at Wren's Nest learn to read and write effectively using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed.

Read Write Inc. Phonics

The programme is for:

- Children in Reception to Year 2 who are learning to read and write
- Any children in Years 3 and 4 who need to catch up rapidly
- Intervention Programme for children in Years 5 and 6 - Fresh Start.

In Read Write Inc. Phonics children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach children to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's' poor articulation, or problems with blending or alphabetic code knowledge.

We group children according to their progress in reading rather than their writing. This is because most children's reading skills develop more quickly than their writing skills, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. Children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress. This learning is consolidated daily. Children at Wren's Nest have frequent practice in reading high frequency words with irregular spellings - common exception words.

We make sure that children read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence in themselves as readers. By re-reading and discussing these books with their teachers, children increase their fluency when decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; this exposes the young reader to a wide variety of genres and helps to develop a love of reading.

Embedding the alphabetic code early on means that the children quickly learn to write simple words and sentences. They are encouraged to compose their sentences out loud and repeat this until they have the confidence to write them independently. We ensure they write every day.

Children write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them.

Our aim at Wren's Nest is for children to complete the phonics programme as quickly as possible, allowing them to continue on their learning journey.

Read Write Inc. Literacy and Language and Spelling

Read Write Inc. Literacy and Language is for:

- Children in Year 2 to Year 6 who have completed Read Write Inc. Phonics.

Read Write Inc. Spelling is for:

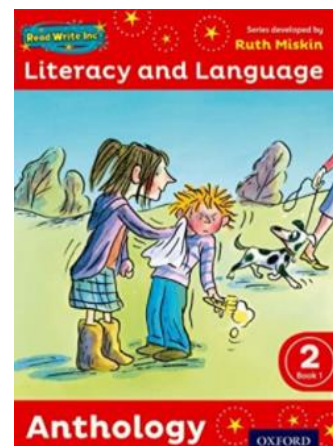
- Children in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

In Read Write Inc. Literacy and Language children at Wren's Nest:

- Develop a deep understanding of what they read: complete texts by leading authors are introduced using a three-step approach at an age-appropriate level
- Learn grammar in context allowing them to use it with understanding: grammar banks are provided to support teacher knowledge
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers

- Learn to write confidently by following a supportive three step approach, building upon the story or non-fiction text they have studied
- Write every day.

Once children complete the Read Write Inc. Phonics programme their daily literacy lessons are structured through the Read Write Inc. Literacy and Language programme. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of Literacy and Language at Wren's Nest, is the enjoyment of and engagement with a variety of age-related texts. Children are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.



Children are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Embedded teaching strategies, supported by



engaging Software, Pupils' Books and Homework Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children (see Grammar Support and The Curriculum attached).

Children are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. They learn to answer questions with partners, comment on each other's ideas,

clarify each other's thinking and build upon each other's thoughts and ideas. The teacher directs questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how the children are learning throughout the lesson.

Teachers also read a wide range of stories, poetry and non-fiction to the children. They are encouraged to choose books to read at their own interest and comprehension level and to use the 'Bingo Cards' (see Appendix D) to further widen their love of reading for pleasure.

Impact across the curriculum

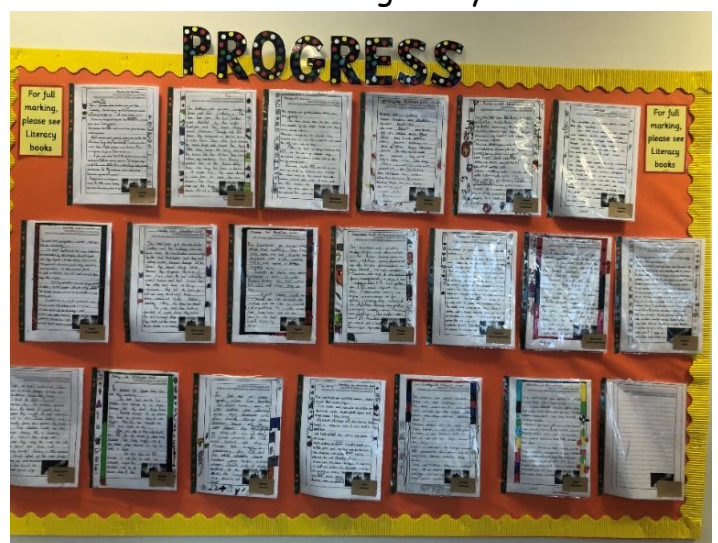
The teachers' at Wren's Nest are enthusiastic about using the Read Write Inc. programme because they can see how well children learn from it and the progress they make, not just in English, but across the curriculum. Teaching strategies that are an effective tool within the daily English Lesson, such as the silent stop, TTYP or reference to the phonics chart have been embedded across all subjects, creating a consistent approach to teaching and learning.



Quality of teaching, learning and assessment

The Literacy and Language programme has been developed so that over time, with guided practice and teacher modelling, the children learn how to evaluate their own work reflectively while offering constructive feedback to their peers. In this way children rehearse and consolidate what they have been learning. This helps the children to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. At Wren's Nest, we use this approach consistently in the English Lesson and across other subject areas.

Every English Lesson is matched carefully to the needs of the particular group, with tailored, focussed teaching. Each activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand what they are learning and why. This approach creates a clear purpose for each task. Teaching strategies, such as 'no hands up' ensure that the children are consistently on task with their learning. They realise that everybody is the same and all opinions are equal; they must engage in the activities to be an active member of the class (Purpose of the Teaching Sequence).



Feedback and marking

At Wren's Nest we model how to give constructive feedback so that the children know what they need to do to improve and how to use this model to self-evaluate and to critique their peers work, making suitable suggestions for improvement. The children are encouraged to use 'Think Pink and Purple Polish' when editing their work before and after teacher feedback. This in turn allows all children to be confident when editing and redrafting their work. They are proficient at identifying areas of their writing they can

improve upon and can articulate their thoughts and reasons to their peers and teachers. Progress walls display completed work over the course of the year so children can readily identify the improvements they are making.

All teacher marking is done in green and follows the Wren's Nest Marking Policy.

Quality of teaching and pupils' progress

The Headteacher, English Lead, Reading Leader and Senior Leadership Team monitor pupils' progress and the teaching process. Our ethos, where possible is, children need to 'keep up and not catch up'.

English learning walks, that form part of the monitoring process, are conducted termly along with three Literacy and Language/Phonics Development Days. These are supported by an external consultant and the Ruth Miskin Portal. Areas for development are identified and support is put into place where required, to maintain the standard of teaching to deliver the programme, so all children make good or better progress. Teachers are encouraged to make peer observations and 'good practice' is shared. Through staff CPD, we aim for teachers to become reflective practitioners as there is a clear correlation between the quality of teaching and the progress pupils make.

Personal development, behaviour and welfare

The 'silent stop' is a consistent approach across all Key Stages and within year groups. This signal is used for gaining children's attention, for setting up partner routines, and for managing the way children move around the classroom. All staff have adopted the same signals. The teachers and teaching assistants are encouraged to use these strategies in other lessons too, so that the approach to behaviour is consistent throughout the day.

At Wren's Nest, we believe that the partner work helps the children build relationships with other children. Effective partner work has the benefit of helping children to work closely with others. Activities within the English Lessons encourage the children to listen and reason. The 'Big Question' and the 'What if not?' promote healthy discussion and children learn to appreciate the views of other children even if those views may oppose their own.

Praise for hard work and positive behaviour is fundamental to children's progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work - for staff and children.

of these, including the level of formality in the language that is used and the structure and organisation of the overall text. The texts are deliberately taught at specific times so that they are either a direct link, pre-teaching point or consolidation, linked to the current Literacy and Language unit (see Appendix G).

Spoken Language:

A high-quality education in English will teach children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society and therefore it is essential to ensure that teaching across the curriculum develops the oral literacy of our children at Wren's Nest. Teachers should develop children's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Fluency in the English Language is an essential life skill and the foundations for future successes (see Appendices C & F).

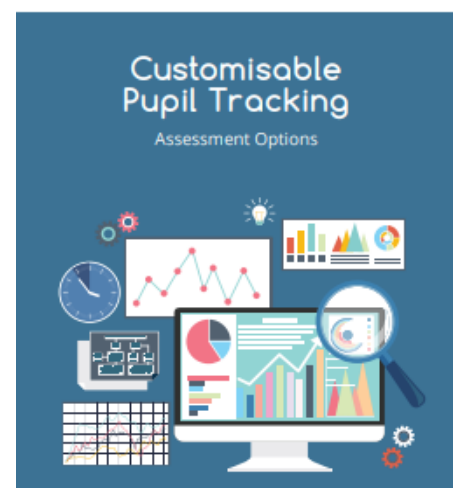
There is an expectation that every teacher models the reading process effectively, through demonstrating skills such as skimming and scanning to locate answers, highlighting key information and 'thinking out loud' when using evidence from the text to make inferences. The children use the teacher's model, such as highlighting and annotating the text when working more independently. There is an expectation that all children are exposed to the age-related texts and where children are working below this level, scaffolds are put into place to support their understanding.

During CPD the staff collaborated with each other to produce a 'non-negotiable' criteria for the Cracking Comprehension Reading lesson. This ensures consistency through school, supports staff in delivering the programme, allows the children a seamless learning experience and embeds the skills required to analyse and understand a text beyond the literal (see Cracking Comprehension 'non-negotiable' document).

Assessment and Moderation

'OTrack' is used through school to track children's progress. Teachers input data on a regular basis, with half termly reviews. The assessments from this data informs the RAP Review - termly. Pupil Progress meetings take place after each RAP meeting. This enables teachers, working alongside members of the SLT, to identify children who are 'at risk' of not making expected progress and those who can make accelerated progress. Interventions and teaching strategies can be put into place for these children.

Each term, staff meeting time is given so teachers, working alongside their year group partners, can standardise children across their group. This ensures consistency in the assessment process and that the data is robust.



On a yearly basis, Wren's Nest collaborates with other schools across the NDLP to moderate assessments. This ensures our judgements are accurate and participating staff have the opportunity to work with teachers from other schools to share good practice.

Monitoring information:

The policy will be promoted and implemented throughout the school by all staff. The school will review this policy through the Curriculum and Standards committee annually and assess its implementation and effectiveness.

Links with other policies:

Other important documentation to be read in conjunction with the Literacy and Language Policy:

- Wren's Nest Marking Policy
- Learning to Read (Phonics) Policy
- Spoken Language Policy
- Non-Negotiables document
- Grammar Support and The Curriculum - included
- Literacy and Language: Purpose of the Teaching Sequence - included
- Literacy and Language Unit Targets, including SPAG and Spoken Language objectives - included
- Bingo Card - included
- Cracking Comprehension 'non-negotiable' document - included
- 'Effective Discussion' Poster example - included
- Cracking Comprehension Overview Linked to Literacy and Language - included

Date of Review: September 2024

Policy to be reviewed: September 2025



Grammar support and the Curriculum:

This document provides a way of approaching and teaching grammar across Wren's Nest Primary School using the Language and Literacy scheme in a thematic and creative way. The objectives can be taught discreetly as and when needed, however, they can be taught, practised and reinforced throughout the curriculum, and do not need to be taught in isolation. When planning you must take into consideration the needs of your class; if they have not understood the grammar objectives from the previous units they will not be able to progress. Hopefully this document will enable you to easily find grammar units that are suitable for your children's needs within our school's Literacy and Language scheme.

This grammar curriculum is linked to new English National Curriculum and Ruth Miskin's Literacy and Language.

<p style="text-align: center;">Year 2:</p> <p style="text-align: center;">Grammatical knowledge and skills</p> <p style="text-align: center;">(grammatical awareness, sentence construction and punctuation)</p>	<p style="text-align: center;">Where to find grammar focus within the year 2 Language and Literacy theme</p>
Capital Letters	Unit 1
Question marks	Unit 1
Suffixes (-ful, -less)	Unit 1
Commas in lists	Unit 2
Suffixes (-ing, -er, -est)	Unit 2
Compound words	Unit 2
Sentences with different forms (exclamation and command)	Unit 3
Adjectives, nouns and noun phrases	Unit 3

Apostrophes for possession	Unit 3
Conjunctions for subordination	Unit 4
Adverbs	Unit 4
Conjunctions for subordination	Unit 5
Apostrophes for contractions	Unit 5
Verb tenses	Unit 6
Tenses in texts	Unit 6
Year 3: Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Where to find grammar focus within the year 3 Language and Literacy theme
Adverbs and adverbials	Unit 1
Inverted commas	Unit 1
Headings and subheadings	Unit 1
Adverbs of time	Unit 2
Determiners <i>a</i> and <i>an</i>	Unit 3
Conjunctions	Unit 3
Adverbs and adverbials	Unit 3
prefixes	Unit 4
Adverbs and word families	Unit 5
sentences	Unit 5
Perfect tense	Unit 5
Prepositions	Unit 6
Paragraphs	Unit 6

Year 4: Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Where to find grammar focus within the year 4 Language and Literacy theme
Inverted commas	Unit 1
Paragraphs	Unit 2
Adverbials including fronted adverbials	Unit 3
Plurals, possession and apostrophes	Unit 4
Standard English	Unit 5
Nouns and pronouns	Unit 6

Year 5 Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Where to find grammar focus within the year 5 Language and Literacy theme
Devices to build cohesion within a paragraph	Unit 1
Linking ideas across paragraphs	Unit 1
Relative clauses	Unit 2
Modal verbs	Unit 3
Adverbs of possibility	Unit 3
Brackets, dashes or commas to indicate parenthesis	Unit 4
Converting nouns or adjectives into verbs using suffixes	Unit 5
Verb prefixes	Unit 5
Use of commas to clarify meaning or avoid ambiguity	Unit 6

<p style="text-align: center;">Year 6 Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)</p>	<p style="text-align: center;">Where to find grammar focus within the year 6 Language and Literacy theme</p>
Expanded noun phrases	Unit 1
Semicolons, colons and dashes	Unit 1
Synonyms and antonyms	Unit 1
Punctuation of bullet points	Unit 2
Layout devices to structure text	Unit 2
Informal and formal speech and writing, subjunctive	Unit 3
Passive voice	Unit 3
Formal and informal vocabulary	Unit 4
Hyphens to avoid ambiguity	Unit 5
Linking ideas across paragraphs using a wide range of cohesive devices	Unit 6

Literacy & Language: Purpose of the Teaching Sequence

Reading activities

The Story Store - immersion, hook children in, provide background knowledge.

Read a story version 1 - bare bones, become familiar with the plot, setting and characters.

Think and link - link ideas from the text to own experiences, ask questions about what they read.

Read a story version 2 - find out extra information, become more familiar with the story.

Word power/special phrases - explain new vocabulary so children can read with understanding, 'magpie' words for their own writing.

Read a version 3 - children hear and enjoy the full story read by the teacher.

Re-read a story version 3 - children read in partners to deepen their understanding.

Drama - deepen understanding of characters/ story, 100% participation.

What if not...? - change one thing about the story to create a new story.

Grammar - age-appropriate grammar session (additional grammar will be necessary).

Big Question - develop spoken language and argument skills through discussing a question linked to the day's work.

Writing activities **Story is used as a generic term referring to the Unit's focus piece of writing.*

Build a... - start to explore writing part of the story, teacher models the process of building a setting/scene/character.

Build 1 - teacher models completing the basic plan and structure for their story, step by step.

Write 1 - children mirror the process of Build 1, step by step.

Build 2 - teacher adds next layer with extra information (use a different colour) from marking rubric e.g. synonyms to describe character.

Write 2 - children mirror the process of Build 2, step by step.

Mark spelling, grammar and ideas in the Write 1 and 2 stages to prepare children for Write 3.

Build 3 - teacher shows how they have used their plan to write their story, step by step (WAGOLL).

Write 3 - children write, step by step.

Review activities

Share a story - read own writing and read to a partner, underline best bits and arrow parts to fix.

Evaluate - share good examples of children's writing matching the evaluation criteria. Partners evaluate their own writing against this criterion.

Edit - teacher models how to improve sentences against the evaluation criteria. Children improve their own writing.

Proofread - teacher models proofreading for common spelling, grammar and punctuation errors using an example piece of writing they have created. Children proofread their writing.

Teacher marks Write 3 and children respond.

Year 4 Literacy and Language Unit 1 Non-Fiction Information Texts: To write an advice leaflet and a presentation to pitch to a panel.	
End of Year National Curriculum Objective	Block objectives working towards the end of year National Curriculum Objective
<p>Reading – Word reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand what I have read.
<p>Reading comprehension develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> I can read and listen to non-fiction texts including articles, leaflets and information texts. I can ask questions about what I have read to improve my understanding, I understand how the structure and language contributes to the meaning of articles and information texts. I can retrieve and record information from articles. I can participate in class discussions about information texts we have read as a class and others I have read.
<p>Writing – composition plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by: composing and rehearsing sentences orally in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> I can plan an article. I can use the correct structure for an article – headings, bullet points, text boxes. I can use persuasive and advisory language in my article. I can compose my sentences orally for my presentation. I can discuss and record my ideas with my partner, class and teacher. I can use sub-headings and headings in my article. I can use clear and useful advice in my article. I can edit and evaluate my work and my partner's. I can edit and up-level my work using 'Think Pink and Purple Polish'.
<p>Writing – vocabulary, grammar and punctuation</p> <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 using commas after fronted adverbials 	<ul style="list-style-type: none"> I can use imperative verbs. I can use conjunctions in my article. I can use conjunctions in my presentation. I can use a comma after a fronted adverbial.
<p>Reading Comprehension</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what I have read by: use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> I know that a dictionary is in alphabetical order. I know that I need to use my knowledge of alphabetical order for the first letter, second letter etc. I can work with a partner to check my spellings.
<p>Spelling</p> <ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in the dictionary. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> I can apply the spelling rules I am learning from the Spelling Programme. I can use the first two or three letters of a word to check its spelling and meaning in the dictionary. I can use apostrophes correctly. I can write dictated sentences including the correct spelling and punctuation.
<p>Spoken Language</p> <ul style="list-style-type: none"> To increasingly adapt register in response to changing context and audience Follows agreed group discussion guidelines. Explains or gives reasons for their views or choices. Shows an awareness of spoken Standard English required for formal contexts. 	<ul style="list-style-type: none"> I can pitch a presentation for a new gadget to a panel. I can discuss when it is appropriate to give advice to someone. I can explain and give reasons why I have chosen something. I can give reasons and explain my views. I can pitch a presentation for a new gadget to a panel. I can use the 'Rules of Effective Discussion' during discussions and debates, etc.

Example: Supporting Reading for pleasure in school



Y5/6 - Bounce into a book!



Wren's Nest Primary School Book Bingo Bonanza!



Y5/6 - Bounce into a Book!

Name:

How does it work?

- Choose a book to read from our special book basket.
- For every book you read, you will get a prize!
- If you see this:



you choose whatever you want to read.

- If you see this:



your teacher will set you a challenge!

- If you see this:

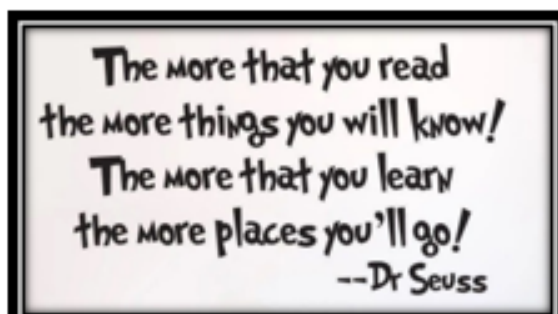


your teacher will choose the book.

- When you complete a row, you will win a Super Reader pencil or a bookmark!
- When you complete a column you will win a toy!
- At the end of the year, if you have got a 'full house' on the bingo card you will be invited to the Mad Hatter's Tea Party!

Tell your teacher about the book you have read

Ask the author 3 questions.		Tell your teacher 5 amazing facts you have learnt from the book.
Write a letter from one character to another.	Tell your friend about your book - write, discuss or role-play.	Draw a cartoon strip of your favourite part.



Cracking Comprehension at Wren's Nest



- ✓ All children should have their own copy of the teacher text as well as the independent text
- ✓ Children to use highlighters to annotate the text
- ✓ The children should use a purple pen to mark their responses against the teacher's modelled answers
- ✓ Teacher to model all answers on a lined IWB or flipchart
- ✓ Where opportunities arise, make reference to SPaG when modelling
- ✓ Add/adapt to the questions as appropriate for the group to allow them to access them or add challenge
- ✓ Provide background knowledge to the text
- ✓ Use of a range of feedback responses
- ✓ Teacher to model how to highlight the relevant evidence in the text
- ✓ Teacher to share the reading strategies they are using to answer the questions
- ✓ Aim to complete a set of teacher and independent task weekly, but at least one set per fortnight
- ✓ When filing completed work, keep the text with the answer sheet
- ✓ Where possible, include opportunities for three-mark questions and sequencing of events
- ✓ Aim to work at age-expected texts as soon as possible

Y2 Rules for Effective Discussion



Listen attentively to the person speaking.



Speak clearly enough for others to hear.



Ask questions to check you understand.



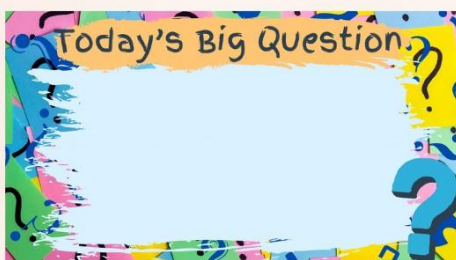
Build upon what others say (keeping to the point).



Give reasons for your answers.



Be polite when you don't agree.



Cracking Comprehension Long Term Plan

Year 4

Autumn 1			Autumn 2		
Literacy and Language unit: Lost or Stolen? A Dilemma Story Unit 1 'Gadget Magic' 'The Greatest Gadget of Them All?' Information texts Unit 1			Literacy and Language unit: Poetry- 'At the End of a School Day' Unit 2 'Your Alien Experiences' 'The Daily Blab' Journalistic recounts Unit 2		
Direct link	Pre-teaching	Consolidate	Direct link	Pre-teaching	Consolidate
The Diary of a Killer Cat Mackerel and Chips What is a Robot? Robots in Films and TV Programmes	Childhood Tracks A Small Dragon	Cliffhanger The Green Ship The Pudding Like a Night on the Sea Arctic Tern Grey Whale Mummies Rocket Balloon	Childhood Tracks The Kitten at Play Letting in the Light The Better Brown Stories Harriet's Hare Homesick Buggy the Beagle	The Kitten at Play	Hot Food The Spirit of Place Letting in the Light A Dream of Elephants Homesick Buggy the Beagle

Spring 1			Spring 2		
Literacy and Language unit: The Bogey Men and the Trolls Next Door Unit 3 'The Stellar Stage School' Unit 3 'How the Voice Works' Explanation texts			Literacy and Language unit: The Fly and the Fool Playscript Unit 4 'Junior Detective!' Evaluating evidence Unit 4		
Direct link	Pre-teaching	Consolidate	Direct link	Pre-teaching	Consolidate
Hot Food The Spirit of Place A Small Dragon Cliffhanger Knight's Survival Guide: Are you tough enough?	An Egyptian Myth The Better Brown Stories	Daddy Fell into the Pond First Catch Your Dragon Into the Dragons' Cave Knight's Survival Guide: Are you tough enough?	An Egyptian Myth The Scroll of Alexandria The Better Brown Stories	Oliver Twist's Childhood War Boy The Battle of Britain	A Korean Myth

Summer 1		Summer 2	
Literacy and Language unit: Runaways! (Story with a historical setting) Unit 5 'London Herald' Newspapers Unit 5		Literacy and Language unit: Sugarcane Juice (A story from another culture) Unit 6 'VIPER!- Critic's Review' Persuasive writing Unit 6 'VIPER!- A Film Trailer'	

Direct link	Pre-teaching	Consolidate	Direct link	Pre-teaching	Consolidate
Oliver Twist's Childhood	An Egyptian Myth	The Children of Green Knowe	An Egyptian Myth		A Korean Myth
Little Ghost	A Korean Myth		A Korean Myth		Stuart Little
War Boy	Are you wasting good food?	Homesick	Are you wasting good food?		Charlotte's Web
The Battle of Britain	Are you wasting good food?	Bugsy the Beagle			Would you eat less than perfect fruit and vegetables?
Dunkirk	Would you eat less than perfect fruit and vegetables?		Robots in Films and TV Programmes		
					What is a Robot?