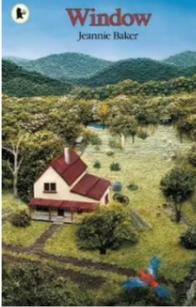
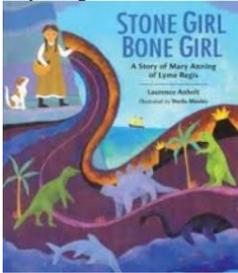
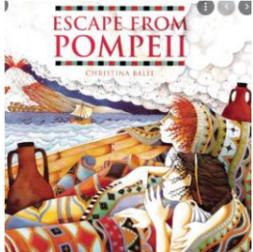
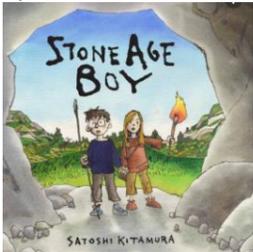
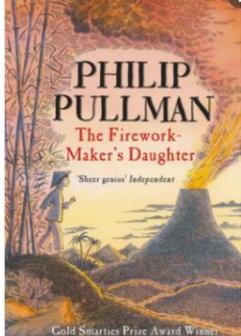
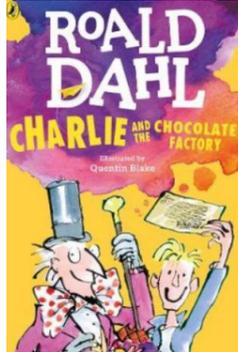
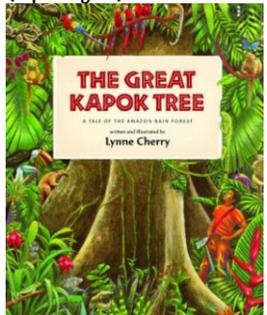
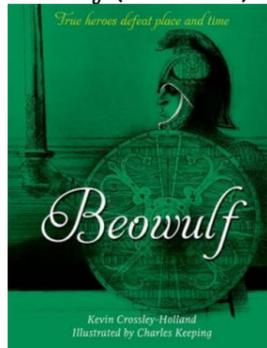
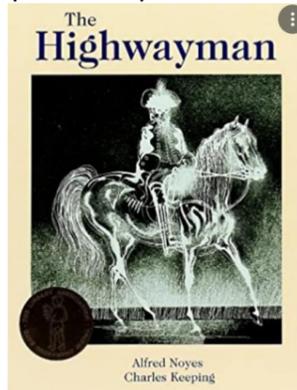
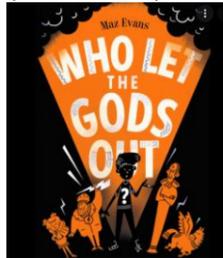
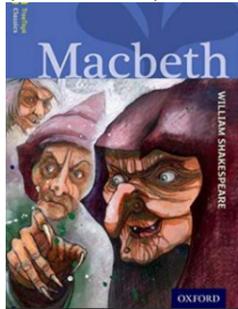
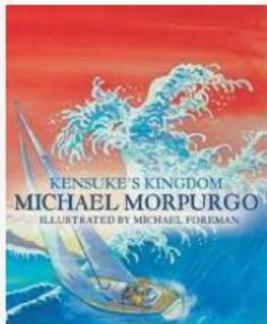


Year Group	Text Driver	Autumn- Units of Work (text types)	Text Driver	Spring- Units of Work (text types)	Text Driver	Summer- Units of Work (text types)
<p>Summary of Progression</p> <p>In Year 3, picture books and shorter novels are used to immerse children into stories, begin their love of reading at Crofton Junior School and establish the foundation of understanding texts. The stories chosen stimulate writing in an increasing range of text types as children move through the year. In autumn term, there is a focus on revising and recapping prior learning from Key Stage 1, across all areas of English, and over the course of the year vocabulary and grammatical structures, such as introducing dialogue and paragraphing are focused upon (see Writing skills progression document for these specific areas).</p>						
3	<p>Window (Autumn 1)</p>  <p>Picture book</p>	<p>*phonics/revision planned as needed from transition from the Infants</p> <p>Setting description (out of window)</p> <p>Poetry – based on The Sound Collector</p>	<p>Stone Girl, Bone Girl (Spring 1)</p>  <p>Science-fiction</p>	<p>Biography. (Mary Anning)</p> <p>Character Description (of Om)</p> <p>Diary Writing (in role)</p>	<p>Escape from Pompeii (Summer 1)</p>  <p>Fiction with historical setting/ adventure</p>	<p>Retell whole story but with different main characters.</p> <p>Shape Poetry – Volcanoes or Fireworks</p> <p>Non-chronological report – Romans or Volcanoes</p>
	<p>The Hedgehog</p>  <p>(Autumn 2) Modern fiction</p>	<p>Character description (Missing poster for Max)</p> <p>Instructions (How to cross a road safely)</p> <p>Non-chronological report (Hedgehogs)</p>	<p>Stone Age Boy (Spring 2)</p>  <p>Fiction with historical setting</p>	<p>Non-chronological report (Stone Age)</p> <p>Retell a part of the story.</p>	<p>The Firework Maker's Daughter (Summer 2)</p>  <p>Fiction- adventure</p>	<p>Retell one event from the point of view of Lila</p> <p>Diary Writing (in role)</p>

Year Group	Text Driver	Autumn- Units of Work (text types)	Text Driver	Spring- Units of Work (text types)	Text Driver	Summer- Units of Work (text types)
<p>Summary of Progression</p> <p>This increasing complexity extends into UKS2. Year 5 use a range stimulus, including a longer novel, deeper picture books and video drivers, as well as moving towards reading and understanding classical texts such as Beowulf and The Highwayman. These stories introduce the children to more demanding concepts, like deforestation and Anglo-Saxon myths as well as fantastical notions and themes of a more complex nature. The opportunities for writing broaden as children make the stories their own and children are given the chance to show their skill and flair as writers. Non-fiction writing becomes more precise, using subject specific language and the precise features of text types.</p>						
5	<p>Charlie and the Chocolate Factory</p>  <p>(Modern Fiction) (Whole term)</p>	<p>Retell an event in the story from different point of view (with a focus on describing the character Charlie)</p> <p>Newspaper Report (The Lucky Winners- book link)</p> <p>Narrative - Retelling of chocolate room chapter (setting focus)</p> <p>Persuasion – Dragon’s Den/The Apprentice (Linked to D&T)</p>	<p>The Astronomer’s Sun (Video Driver) (Spring 1)</p>  <p>Science-fiction</p> <p>The Great Kapok (Spring 2)</p>  <p>Tree Short picture book/ fiction</p>	<p>Narrative- write the story for The Astronomer’s Sun</p> <p>Non- chronological report- Space link</p> <p>Persuasion (deforestation) Choose a viewpoint and write a speech to persuade the stakeholders (Geography link- hold a debate)</p> <p>Letter writing</p>	<p>Beowulf (Summer 1)</p>  <p>(Legend/ Fantasy)</p> <p>The Highwayman (Summer 2)</p>  <p>(Narrative/ classic Poem)</p>	<p>Newspaper Report (The attacks on the Danes)</p> <p>Narrative - Retelling “the fight” (focus on Grendel character description)</p> <p>Poetry – Kenning (linked to Vikings)</p> <p>Narrative – retell story from different point of view</p> <p>Performance Poetry</p>

Year Group	Text Driver	Autumn- Units of Work (text types)	Text Driver	Spring- Units of Work (text types)	Text Driver	Summer- Units of Work (text types)
<p>Summary of Progression</p> <p>By Year 6, children are able to draw from their full range of teaching and learning experiences of their time at Crofton Junior School, having a broad repertoire of vocabulary, varied writing skills (including a range of grammar and punctuation skills), knowledge of text features and ideas gathered from their school experiences. They show their depth of understanding by writing in a range of styles and for a variety of purposes, and can sustain reading longer and more complex novels. The books studied in Year 6 help children to broaden the depth of their knowledge and understanding of a range of complex and more mature themes, adding to their understanding of more mature concepts from Year 5, such as those studied when reading Shakespeare's: Macbeth.</p>						
6	<p>Who Let the Gods out? By Maz Evans (Whole term)</p>  <p>Modern Fiction (historical link)</p>	<p>Diary entry for Elliot for the night Virgo arrived</p> <p>Newspaper article about the missing crown jewels</p> <p>Character description of Elliot from the perspective of Virgo</p> <p>Information text – Athens Vs Sparta (History link)</p>	<p>Macbeth by William Shakespeare (Whole term)</p>  <p>Classic literature/ horror</p>	<p>Poetry – The witches' spell to create a legend</p> <p>Persuasive letter from Lady Macbeth to Macbeth</p> <p>Character description of Lady Macbeth from the perspective of Macbeth</p> <p>Rewrite the Dark Deed (Chapter 4)</p> <p>Biography- Darwin</p>	<p>Kensuke's Kingdom by Michael Morpurgo (Whole term)</p>  <p>Modern Fiction/ adventure</p> <p>The three little pigs – Literacy Shed video driver (Summer 2)</p>  <p>(Fairy-tale with a twist)</p>	<p>Balanced argument – Should the voyage be permitted?</p> <p>First person narrative from the perspective of Michael</p> <p>Newspaper article – Are the pigs to blame?</p>

Fiction-based units/ text-types

Non-fiction units/ text-types

Poetry units/ text-types