BELIEVING . ACHIEVING . SUCCEEDING

HARDEN Primary School

ENGLISH CURRICULUM

English and Harden Primary School

At Harden, our intent is to develop confident, enthusiastic and independent readers, writers, speakers and listeners. Reading sits at the heart of this vision, with high-quality texts, a strong reading culture and explicit teaching providing the foundations for success across English. Our English curriculum aims to develop children who:

READ WIDELY → THINK DEEPLY → TALK CONFIDENTLY → WRITE PURPOSEFULLY → EDIT INDEPENDENTLY → COMMUNICATE EFFECTIVELY

By the end of Year 6, children should be able to apply their English knowledge independently across different subjects, purposes and contexts. Our ultimate aim is for every child to leave Harden Primary as a confident reader, purposeful writer, articulate speaker and thoughtful communicator, equipped with the skills and knowledge required for the next stage of their education and for life beyond school.

Our English Curriculum

This document defines the fundamental elements of English teaching at Harden Primary School. Our English curriculum is designed to develop pupils as confident, independent and enthusiastic readers, writers, speakers and listeners. It is fully consistent with the Primary National Curriculum in England and reflects the evidence-led principles highlighted in the DfE Writing Framework (2025).

English is taught as a connected subject in which reading, writing, spelling, handwriting, grammar, punctuation, vocabulary and spoken language continually reinforce one another. Our curriculum provides a clear progression from Reception to Year 6, with children regularly revisiting and applying previously taught knowledge and skills in increasingly demanding contexts.

Aims

- Provide pupils with an English curriculum which develops them as confident, articulate, creative and independent readers, writers, speakers and listeners.
- Develop a genuine love of reading through exposure to a rich and ambitious range of high-quality texts.
- Ensure pupils develop fluent and accurate transcription, including handwriting and spelling, so that these skills become increasingly automatic.
- Develop children's ability to compose sentences orally before writing and to use structured talk to develop vocabulary, ideas and fluency.
- Teach grammar and punctuation in the context of meaningful writing, showing children how grammatical choices affect meaning and impact.
- Enable pupils to write effectively for a range of purposes, audiences and forms across English and the wider curriculum.
- Develop children's ability to plan, draft, revise, edit and improve their writing with increasing independence.
- Provide regular opportunities for writing at length, while recognising the DfE emphasis on quality, accuracy and fluency before extended writing is expected.
- Develop children's vocabulary through reading, discussion, explicit teaching and deliberate application.
- Ensure children receive early, targeted support where transcription or composition difficulties are identified.
- Provide ambitious challenge for all learners and adapt teaching where necessary rather than lowering expectations.

IMPLEMENTATION

The implementation of this curriculum is the responsibility of all teaching staff.

The DfE Writing Framework (2025) provides evidence-informed guidance for developing secure transcription, oral rehearsal, composition and early support. These principles strengthen our existing provision within a broader English curriculum where reading, writing, oracy, vocabulary and language development are equally valued. These strands work together, with rich reading and discussion providing the language, knowledge and ideas children need to speak and write effectively.

Reading comprehension is explicitly taught through our VIPERS approach—Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing—with skills carefully modelled, practised and revisited. Systematic phonics through Little Wandle Letters and Sounds Revised provides the foundations for fluent reading in Reception and Key Stage 1.

At Harden Primary, reading is at the heart of our English provision. Every class has a class author, and children experience a rich range of high-quality fiction, non-fiction and poetry. Carefully selected, meaningful texts, often linked to the wider curriculum, develop vocabulary, knowledge, comprehension, ideas and an appreciation of different genres, perspectives and authorial voices.

Teaching and Learning

- High-quality texts are selected to inspire children, develop vocabulary and provide meaningful models for reading and writing.
- Reading and writing are linked where appropriate so that children can identify how authors use language, structure and vocabulary and then apply these choices in their own writing.
- Teachers explicitly teach the knowledge and skills required for successful reading and writing.
- Handwriting and spelling are taught systematically and practiced sufficiently to develop fluency and automaticity.
- Grammar and punctuation are taught within the context of real writing wherever possible, rather than relying on isolated grammar drills.
- Children are given regular opportunities to rehearse sentences and ideas orally before writing them.
- Drama and structured talk are used to develop oracy, vocabulary, context and composition.
- Children experience a range of fiction, non-fiction and poetry and write for a range of purposes and audiences.
- Children are given opportunities to write both shorter pieces focused on specific skills and sustained pieces which demonstrate independent application.
- English skills are applied across the wider curriculum through purposeful writing opportunities.

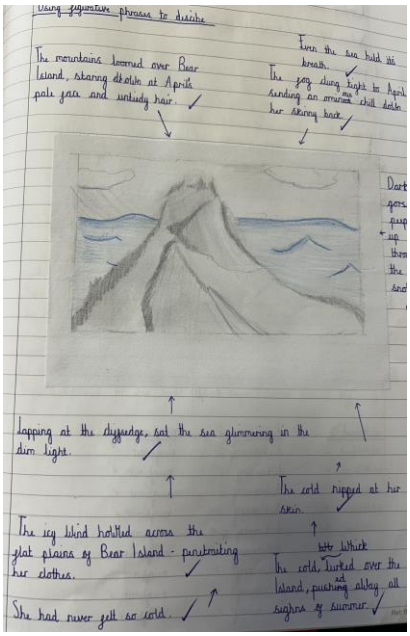
Teaching Principles

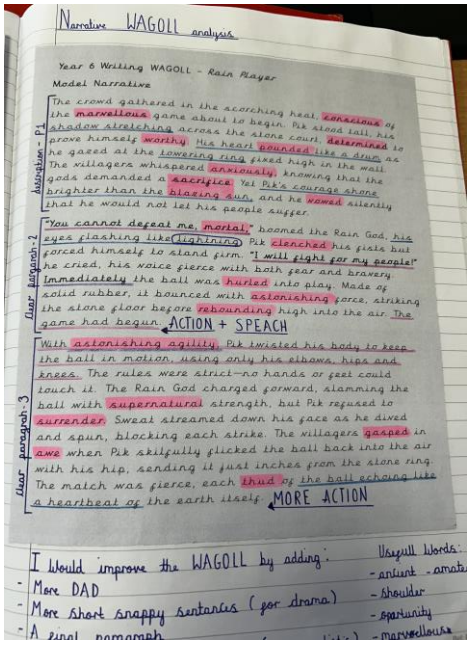
Teaching is underpinned by the belief that all children can become successful readers, writers and communicators when provided with high-quality teaching, appropriate challenge and sufficient opportunities to practice and apply their learning.

- Transcription should be developed from Reception so that handwriting and spelling become increasingly automatic and do not unnecessarily compete with composition for working-memory capacity.
- Sentence construction should be developed through oral rehearsal and composition, with children speaking their sentences aloud before committing them to paper.
- Grammar should be taught in context, with children understanding how choices influence accuracy, cohesion and effect.
- Teachers should model writing explicitly and provide scaffolded practice before expecting independent application.

- Quality and accuracy should be prioritised, particularly in early writing, with extended writing developing gradually as fluency increases.
- Potential barriers to writing should be identified early, particularly in transcription, and addressed through targeted additional practice and intervention.
- Teachers should use skillful questioning, modelling, structured talk and feedback to move learning forward.
- Ambition should be maintained for all pupils. Scaffolding should provide access to the same ambitious curriculum wherever possible.

Evidence link: these principles reflect the EEF literacy guidance, particularly its emphasis on explicit teaching, oral language, fluent transcription, planning and monitoring writing, assessment-informed teaching and targeted support for pupils who are struggling.





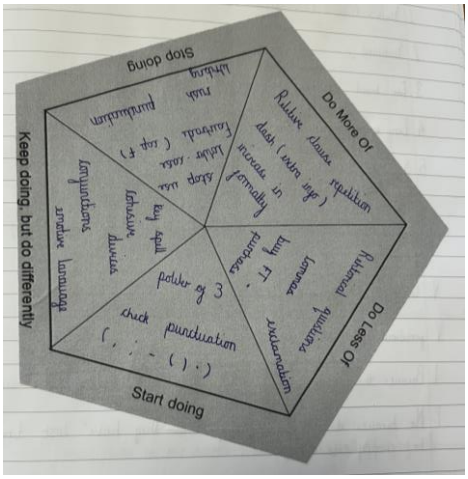
WAGOLL analysis and developing sentence structures

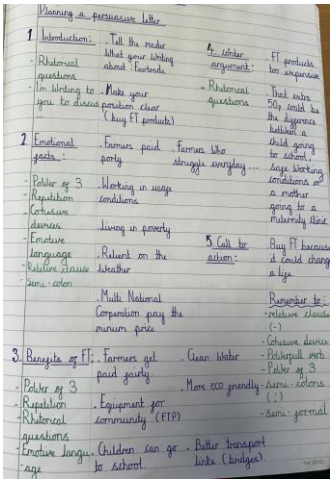
The English Journey

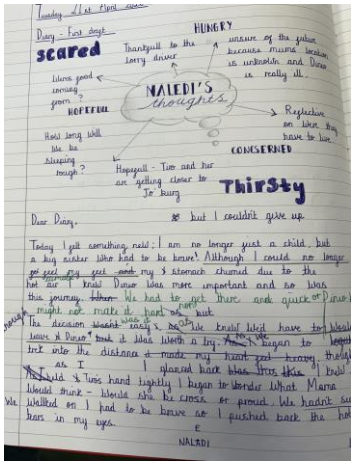
The Writing @ Harden Primary School approach follows a clear writing journey. The sequence is designed to give children the knowledge, vocabulary, experiences and composition skills needed to produce an increasingly independent final outcome.

1. Read / Discovery Phase – immerse pupils in the text, stimulus and context; explore vocabulary, meaning, authorial choices and relevant background knowledge.
2. Genre Focus – make the purpose, audience and form of the final piece explicit.
3. WAGOLL Analysis – examine a high-quality model and identify how the writer has achieved its purpose. Avoid using success criteria as a simple checklist; instead explore the choices that make the writing effective.
4. Composition Skills – explicitly teach the vocabulary, sentence structures, grammar, punctuation, cohesion and genre-specific choices needed for the outcome.
5. Drama / Oracy – where appropriate, use drama, role play, freeze frames, narration and structured discussion to provide context, generate ideas and rehearse language.
6. Draft – model and support the drafting process, moving from oral composition to written composition.
7. Plan – organise ideas, structure and vocabulary before independent writing.
8. Write – produce the final or extended piece, applying the taught knowledge and skills.
9. Edit – reread for accuracy, meaning, cohesion, vocabulary, grammar and punctuation.
10. Revise – make purposeful improvements to strengthen the writing rather than simply correcting errors.

11. Publish – where appropriate, produce a polished final piece in the Star Writer book and share it with an authentic audience.







Planning and drafting stage examples

Writing Journey at Harden Primary School

Read / Discovery phase ***Include Genre focus front cover to add purpose to the write***	WAGOLL analysis.	Composition skills for genre focus	Draft	Plan Write	Edit Revise	Publish in Star Writer book

Spelling: Spelling shed

Transcription: Little Wandle/Letterjoin

Composition and grammar: Dictation, Sentence Improvement:

Speaking Comes Before Writing

Structured talk is a central part of our writing journey. Children should be encouraged to speak their sentences aloud before writing, enabling them to rehearse vocabulary, sentence structure and ideas. Oral composition begins in Reception and continues throughout the school.

- Partner and group discussion.
- Oral rehearsal of sentences.
- Drama and role play.
- Retelling and sequencing.
- Reading writing aloud for dramatic effect.
- Explaining and justifying authorial choices.
- Presenting and performing writing.

Drama can remove barriers to composition, support some children to contribute, provide meaningful contexts for writing and allow teachers to focus more closely on vocabulary, grammar and text structure.

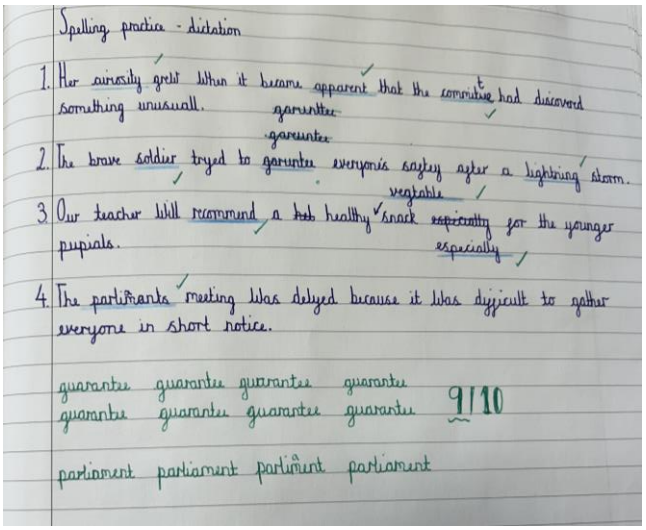
Transcription: Handwriting and Spelling

Secure transcription is a foundation for successful writing. The DfE Writing Framework (2025) emphasises handwriting, spelling and sentence construction from Reception. At Harden, we use the Little Wandle letters and sounds systematic phonics to start our handwriting journey, we then develop handwriting in KS2 by

using Letter-join to support handwriting development and Spelling Shed supports systematic spelling practice.

- Reception: secure letter formation, phonics-based spelling and oral sentence construction.
- KS1: develop handwriting fluency, accurate spelling and sentence construction.
- KS2: maintain transcription fluency while continuously focusing on spelling, composition, planning, drafting and editing.
- Teachers should identify transcription difficulties early and provide additional practice where required.

The aim is for transcription to become increasingly automatic so that children can devote more cognitive capacity to ideas, structure, vocabulary and creativity.



Spelling and handwriting KS2

Composition, Grammar and Sentence Instruction – Dictation and Sentence Improvement

Grammar and sentence instruction should sit within meaningful composition. Rather than relying on isolated grammar drills, teachers should use modelled writing, Dictation and Sentence improvement at the start of English lessons (3 x weekly) show children how grammatical choices work within real texts and when writing. This time:

- Builds sentence accuracy towards paragraph cohesion and whole-text structure.
- Models sentence construction and rehearse orally before writing.
- Explores how changing vocabulary or sentence structure changes meaning and effect.
- Develops skills repetition, pairs of verbs, similes, the power of three, powerful verbs and other appropriate sentence structures to enhance the writing.
- Allows children to read writing aloud regularly, including opportunities to pause and perform writing for dramatic effect.
- Allows children to use examples and models to deepen composition rather than encouraging children simply to copy a WAGOLL.

Ambition and challenge in writing

Harden Primary aims to maintain ambitious expectations for all pupils. Greater depth writing should not simply mean adding more features to a piece of writing or producing longer writing. Children should be encouraged to make increasingly deliberate and sophisticated authorial choices.

- Developing vocabulary with precision.
- Manipulating sentence structure for effect.
- Using cohesion deliberately.
- Controlling tone and register for audience and purpose.
- Creating effects through repetition, contrast and structural choices.
- Reading work aloud and refining it for impact.
- Explaining and justifying choices as a writer.

We aim for a 'rising tide lifts all boats' approach: strong teaching of composition skills should benefit every learner, with scaffolding and adaptation provided where required.

A Strong Reading Culture

- At Harden Primary School, we are committed to developing a strong reading culture in which reading is visible, valued and enjoyed across the whole school. Reading is not viewed simply as a skill to be taught, but as a source of knowledge, vocabulary, imagination, discussion and pleasure.

- Our English curriculum is deliberately text-rich. Each year group experiences carefully selected high-quality books which provide rich models of language, vocabulary, structure, ideas and authorial choices. Where appropriate, English texts have strong links to the wider curriculum and current topics, allowing children to build background knowledge and encounter vocabulary in meaningful contexts. Alongside these linked texts, children experience a broad range of fiction, non-fiction and poetry so that they develop breadth as readers.

- Reading is taught explicitly as well as being developed through the wider English curriculum. In Key Stage 1, systematic synthetic phonics through Little Wandle Letters and Sounds Revised provides the foundations for accurate and fluent word reading..This is complemented by high-quality books, discussion, vocabulary development and comprehension teaching. As children progress through school, increasing emphasis is placed on reading fluently, understanding vocabulary, making meaning from texts, explaining ideas, making connections and evaluating what they have read.

- VIPERS comprehension strategies are used to teach and revisit the key reading skills: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing. Teachers model how skilled readers think and respond to texts, use carefully planned questions and provide opportunities for children to justify their responses using evidence from what they have read.

- Reading lessons use topic-linked and meaningful texts wherever possible. This enables children to develop reading skills while simultaneously building knowledge about the world around them. Teachers select texts, extracts and questions carefully so that children encounter appropriate challenge and have regular opportunities to apply previously taught reading strategies to unfamiliar texts.

- Reading for pleasure is a key part of our provision. Children are encouraged to choose books from our well stocked school library and reading corners, listen to stories, share recommendations and develop their own reading identities. Class authors help children become familiar with particular writers and their styles, while exposure to a wide range of authors and texts ensures that children develop breadth, curiosity and confidence as readers.

Reading and writing are deliberately connected. Children draw on the vocabulary, structures, ideas and authorial choices they encounter as readers when composing their own writing. However, reading remains an important outcome in its own right: children should be able to read widely, understand deeply, discuss texts confidently and develop a lifelong enjoyment of books. Our curriculum develops skills in:

- Fluency and accuracy.
- Vocabulary and language development.
- Retrieval.
- Inference.
- Prediction.
- Explanation.
- Summarising and sequencing.
- Authorial intent and effect.
- Comparison and evaluation.
- Reading critically and responding using evidence.

Phonics and Early Reading

In Reception and Key Stage 1 and for children in KS2, systematic synthetic phonics is taught through Little Wandle Letters and Sounds Revised. Little Wandle Letters and Sounds Revised is currently included on the Department for Education's list of validated systematic synthetic phonics programs.

Phonics teaching provides children with the secure word-reading foundations needed to become fluent readers. This sits alongside the wider reading culture of the school, with children experiencing high-quality books, rich language, discussion and comprehension alongside their systematic phonics teaching.

This approach reflects the EEF recommendation that schools should use a balanced and engaging approach to developing reading, combining decoding and comprehension, while effectively implementing a systematic phonics program.

Please refer to the Phoincs at Harden Document for more detail on Phonics at Harden Primary School)

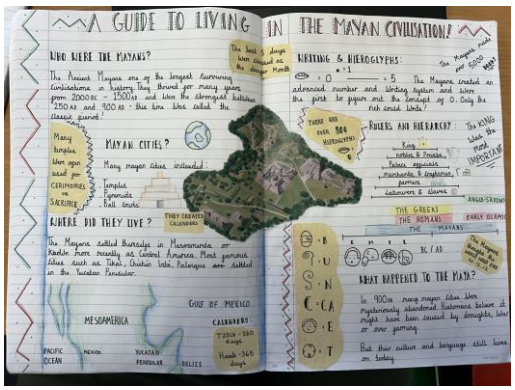
Writing Across the Curriculum

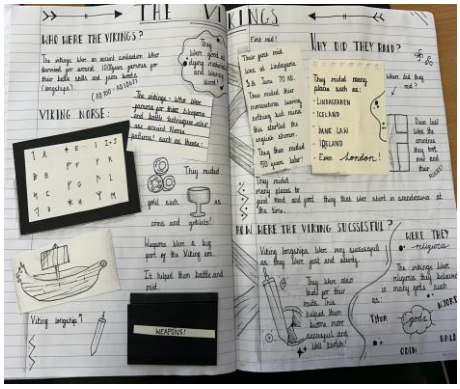
The ambitious curriculum at Harden provides further opportunities for children to write at length beyond English lessons. Writing should be purposeful and connected to the knowledge being developed within the wider curriculum.

- History: diaries, letters, reports, biographies, explanations and persuasive writing.
- Geography: reports, explanations, fieldwork accounts and persuasive writing.
- Science: explanations, reports, conclusions and scientific observations.
- DT: instructions, evaluations and design explanations.
- Art and music: evaluations, responses and reviews.
- PSHE and wider curriculum: discussion, reflection, arguments and persuasive writing.

These opportunities allow pupils to transfer English knowledge into authentic contexts and increase the amount of purposeful writing they complete across the curriculum.







Writing across the curriculum

Vocabulary

Vocabulary development is a key priority. Teachers should identify and explicitly teach important vocabulary from texts and curriculum contexts. Children should encounter new words repeatedly, discuss them and use them in meaningful contexts.

- Word meaning and contextual meaning.
- Synonyms, antonyms and shades of meaning.
- Morphology and word families.
- Precise vocabulary selection.
- Vocabulary for discussion and composition.
- Application in independent writing.

IMPACT

At Harden Primary, the impact of our English curriculum is seen in children who become confident, enthusiastic and increasingly independent readers, writers, speakers and listeners. Children develop a strong vocabulary, secure comprehension skills and the ability to communicate their ideas clearly for a range of purposes and audiences. Through a rich diet of high-quality texts, children develop a genuine love of reading alongside the knowledge, language and ideas needed to succeed across the curriculum.

English should be visible throughout the school and children should understand that reading, writing and communication are valuable beyond the English lesson.

Assessment

Assessment is an integral part of teaching and learning. Teachers use ongoing assessment to identify strengths, misconceptions and next steps and to adapt teaching accordingly.

- Ongoing teacher assessment during lessons.
- Questioning and discussion.
- Reading responses and reading conferences.
- Spelling and transcription checks.
- Independent writing outcomes in Star Writer Books
- Editing and improvement.
- Moderation of writing.
- End-of-unit and statutory assessments where applicable.

Assessment should be purposeful and should inform future teaching rather than simply generate data.

Feedback

Feedback should help pupils understand how to improve and should move learning forward. Teachers should use live verbal feedback and appropriate written feedback, focusing on the most important improvements rather than attempting to correct every feature of a piece of writing.

- Correcting errors where appropriate.
- Improving vocabulary and precision.
- Refining sentence structure.
- Improving cohesion.
- Checking grammar and punctuation.
- Making deliberate authorial choices.
- Rereading and revising for impact.
- Celebrating improvements in all writing outcomes.

Please refer to marking and feedback policy for further detail.

Intervention

Children who experience difficulty in English should be identified early, particularly where difficulties in transcription are creating a barrier to composition.

- Phonics and early reading.
- Reading fluency.
- Comprehension and vocabulary.
- Handwriting and transcription.
- Spelling.
- Sentence construction.
- Grammar and punctuation.
- Composition and writing fluency.

Intervention should be targeted to the identified need, provide additional time and practice, and remain closely connected to classroom teaching.

English Working Wall

The English working wall should be an active teaching and learning resource. It should be referred to during lessons and should develop alongside the writing journey.

- Current text and writing stimulus.
- Purpose, audience and genre.
- Key vocabulary.
- Composition skills.
- Grammar and punctuation.
- Sentence stems and oral rehearsal prompts.
- WAGOLL features and authorial choices.
- Modelled examples.
- Planning structures.
- Editing and revision prompts.
- Relevant reading skills.
- Examples of children's work.
- Challenge questions.

The working wall should not become a static display of laminated posters. It should show the current thinking and learning needed by pupils and should be changed as the journey develops.

Writing Resources

The school's current Writing @ Harden approach identifies key resources to support different aspects of English:

- Letter-join - transcription and handwriting.
- Spelling Shed - spelling development.
- Little Wandle- handwriting and phonic development
- Literacy Shed- VIPERS comprehensions
- WAGOLLs - analysis of effective writing and authorial choices.

English Books and Star Writer

- All work should be dated.
- The learning or skill should be clearly identified where appropriate.
- Books should demonstrate a clear journey from exploration and skill development towards independent writing.
- Children should have regular opportunities to write independently.
- Editing and revision should be evident.
- Children should make purposeful improvements rather than simply correcting isolated errors.
- Presentation should be neat and age appropriate.
- Final polished pieces to be published in Star Writer books and assessed in line with Year Group grids by Alison Phillipson.
- Teachers should monitor books to identify progress, misconceptions and next steps.

EYFS

In EYFS, English development is embedded within children's daily experiences. Evidence should capture children becoming communicators, readers and writers through meaningful contexts.

- Oral sentence building and structured talk.
- Phonics and early spelling.
- Secure handwriting and letter formation.
- Storytelling and retelling.
- Vocabulary development.
- Mark-making and purposeful writing.
- Reading and responding to books.
- Drama, role play and communication.
- Drawing Club is a creative approach to teaching in Early Years that combines storytelling, drawing, imagination and early writing. Children listen to a high-quality story, film clip or traditional tale and then draw their own ideas, characters or settings inspired by it. Through discussion and drawing, they develop their vocabulary, comprehension and confidence in expressing their ideas. Children are encouraged to use their imagination to solve problems, create new adventures and invent magical objects or characters. As they explain their drawings and begin to add marks, letters and words, they develop key communication, language and literacy skills in an engaging and purposeful way. Drawing Club develops children's speaking and listening skills, expands their vocabulary and strengthens their understanding of stories. It fosters creativity, confidence and a love of reading and writing while providing meaningful opportunities to apply early literacy skills. As a result, children become more engaged learners, show increased confidence in sharing ideas and make strong progress in communication, language and literacy.

Evidence may include observations, photographs, examples of independent writing and short video or recorded conversations. This can show not only what children have produced but how they use language, compose sentences, communicate ideas and apply emerging reading and writing skills.

Curriculum Enrichment

At Harden Primary, we enrich our English and reading curriculum through a range of engaging experiences that develop children's love of language and literature. Children enjoy author visits, book events, poetry, drama, storytelling and opportunities to share and celebrate reading. These experiences bring texts and authors to life, broaden children's reading experiences and provide meaningful opportunities to develop vocabulary, oracy, creativity and confidence.

- Author visits and writing workshops.
- Poetry and performance.
- Drama clubs.
- Book clubs and reading challenges.
- Whole-school reading events.
- Writing competitions.
- Library opportunities.
- Cross-curricular writing.
- Opportunities to publish and share writing.

Long-Term Progression

The long-term plan should demonstrate clear progression from EYFS to Year 6 across reading, writing, spelling, grammar and punctuation, handwriting, vocabulary and spoken language.

- Reading: fluency, vocabulary, comprehension, retrieval, inference, prediction, summarising, comparison and evaluation.
- Writing: composition, vocabulary, sentence structure, organisation, cohesion, purpose, audience, drafting, editing and revision.
- Grammar and punctuation: sentence construction, word classes, tense, clauses, punctuation, cohesion and grammatical terminology.
- Spelling: phonics, spelling patterns, morphology, statutory spellings and word families.
- Handwriting: accurate formation, joined writing and increasing fluency.
- Spoken language: listening, discussion, oral rehearsal, explanation, performance, presentation and debate.

Evidence-Informed English Provision

Our English curriculum is informed by the best available evidence summarised by the Education Endowment Foundation (EEF). The EEF guidance emphasises the importance of developing language, reading, writing and transcription together and using assessment to identify appropriate next steps.

In Key Stage 1, the EEF recommends developing speaking and listening, using a balanced approach to reading, implementing systematic phonics, teaching comprehension strategies, supporting pupils to plan and monitor writing, promoting fluent written transcription through purposeful practice, and using assessment and targeted intervention effectively.

In Key Stage 2, the EEF guidance emphasises high-quality teaching and extensive opportunities to practise reading and writing, including developing reading fluency, comprehension, vocabulary, writing processes and independent application.

Key evidence sources:

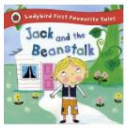
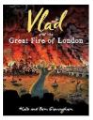
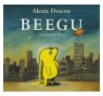
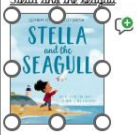
- EEF – Improving Literacy in Key Stage 1:
- EEF – Improving Literacy in Key Stage 2:
- DfE – Validated systematic synthetic phonics programmes:

English Long Term plans, writing outcomes and class authors

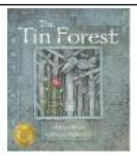
Reception

	Autumn		Spring		Summer	
Topic Geography History	Who am I? What will I be when I grow up?	What is in our wonderful world?	What was life like in the past?	Why were castles built and what were they like?	What animals live in our world?	How do we care for our world?
Enrichment Days						
Visit / Visitors	Local walk	Garden centre	Wild explorers	Fairytale workshop	Lotherton Hall	Seaside day
Linked texts	Colour monster Bananaman	Leaf thief Mr Benn – The Diver Mince spies	Mrs Armitage on wheels Snowball	Kiss that missed Hot cross bunny	Giant jam sandwich Geronimo	Captain Yellowbelly Bubbles (film unit) Wacky races
Writing outcome	Mark making/initial sounds	CVC words	Labels	Captions	Sentence	Sequence of sentences

Year 1

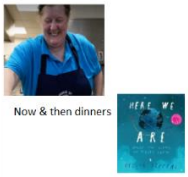
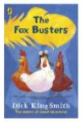
	Autumn		Spring		Summer	
Topic Geography History	Personal History How have I grown?	Local Area Where is our school?	London What is life like in the capital city?	Great Fire of London How has fire safety changed over time?	Nurses through time How have nurses changed the world?	Seaside How is the seaside different to Harden?
Enrichment Days	Belonging Spanish Enrichment week		Creative Writing	TBC	Money Week	Global Goals
Visit / Visitors	Eureka	Local walk Garden centre		Skelton Grange forest school- GFot	Nurses day- nurse visitors	Seaside
Linked texts	Windows  Autumn senses poem Room on the Broom  	Paddington's Christmas Post  Meerkat Mail  	Jack & the Beanstalk  Paddington and the marmalade maze  	Vlad and the Great Fire of London  Good little wolf  	Florence Nightingale- little people  big dreams  Beegu	Poetry from art- View of Poolberg Lighthouse  Stella and the seagull 
Michael Bond (Class Author) book links		Paddington- letters home	Paddington Bear- location		Paddington Bear goes to hospital	Paddington Bear day at the seaside
Writing Outcomes Fiction Non-fiction	Familiar setting description Autumn poem Potion recipe	Postcard from Meerkat in Harden Christmas letter	Five sentence beanstalk story Marmalade sandwich instructions	Great Fire of London diary entry Character description- wolf	Florence Nightingale biography Narrative	Lighthouse poem Beach guide

Year 2

	Autumn		Spring		Summer	
Topic **Geography** **History**	**Bingley** **What does our local area look like?**	**Victorians** **What was life like in Victorian times?**	**Space** **How has space travel changed through time?**	**The Arctic** **Why is the Arctic Amazing?**	**Olympics** **How have the Olympics changed over time?**	**Africa – Kenya** **What can you see on Safari in Kenya?**
Enrichment Days	Belonging – Placemaking workshop Spanish Enrichment week		**Creative Writing**	**TBC**	**Money Week**	Global Goals
Visit / Visitors	Walk around Bingley.	Skelton Grange – Victorian Christmas	Space day/ planetarium	Ice cave sculpture	Olympics opening ceremony	Yorkshire Wildlife Park
Linked texts	  	 	   	  	  	  
Roald Dahl (Class Author) book links 	Danny the champion of the world 	The BFG 	Matilda 	**Fantastic Mr Fox** 	James and the Giant Peach 	The Giraffe and the Pelly and Me 

Writing Outcomes **Fiction** **Non-fiction**	Setting Description. Character description	Instructions for using the Bathing Machine Story opening	Recount of the moon landings Explanation on how a toy works	Non chronological report Narrative- ipad artwork	Diary Entry Adventure story- Narrative	Narrative – Retelling a story from another culture Poetry

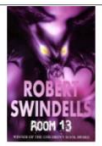
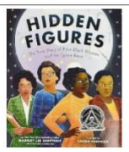
Year 3

	Autumn		Spring		Summer	
	History	Geography	History	Geography	Geography	History
Topic	What was life like in the Tudor times?	How is the environment changing in the Amazon?	How did they survive in the Stone Age?	Can you put Bradford on the map?	What causes volcanic eruptions?	How have the Ancient Greeks influenced society today?
Enrichment Days	Belonging "What makes me unique?" Celebrating differences	Discovery – Oceans	Global Goals – Climate Action	World book day – books from around the world	NONE – due to SATS	Aspirations – jobs I have never heard of
Visit / Visitors	Tudor workshop (in school)	Amazon workshop (in school)	Cliffe Castle	N/A	Stump cross caverns	Greek Day (in school)
Linked texts						
Dick King Smith (Class Author) book links	The Queens Nose 	The Fox Busters (habitats food chains) 	Babe (Stone age hunter gatherer) 	The hodgeheg (local goeography) 	The water horse (explores natural environments) 	The Queens Nose 
Writing Outcomes Fiction Non-fiction	**Recount** – Diary entry from Hals perspective **Instructions** – How to dress like a Tudor	**Setting description** – For the Amazon Rainforest **Persuasive poster** – Stop deforestation	**Adventure story** – Write another adventure for the story. **Non chron** (linked to the topic outcome)	**Retelling the story** - (Based on their dinner lady) **Tourist guide** – where best to visit in Bradford	**A fictional journey story** – The journey of a pebble **Newspaper report** – based on the Iceland eruption	**Character description** – of a legend **Innovating a Myth** - changing the beginning/end

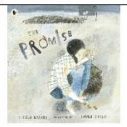
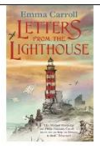
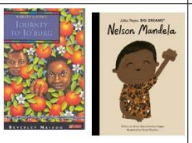
Year 4

	Autumn		Spring		Summer	
Topic Geography History	Who were the Ancient Egyptians?	How is Climate Change affecting our World?	What impact did the Romans have on Britain today?	Where in the world is West Yorkshire?	Why Did the Vikings Invade Britain ?	What are the human and physical geographical features of Mexico?
Enrichment Days			Roman Day	TBC		Mexican Fiesta
Visit / Visitors	Trip to leeds City Museum				Grand parents visit for sewing Trip to Jorvic Viking Centre	
Linked texts	The Egyptian Cinderella by Harvest Moon by Ralph Fletcher	Greta and the Giants by Zoe Tucker The story of Climate Change	Escape From Pompeii by	Maps by Aleksandra and Daniel Mizielinsk	Arthur and The Golden Rope	Dreamers by Yuyi Morales
Michael Morpergo (Class Author) book links	The Orchard Book of Egyptian Myths	The Last Wolf			The Sleeping Sword	
Writing Outcomes Fiction Non-fiction	Diary Entry Harvest Poem	Setting/character description Persuasive Letter to the local council	Adventure Story Newspaper report on eruption	A non-chronological travel guide to West Yorkshire	Myth Persuasive speech	Personal narrative Sensory Poems

Year 5

	Autumn		Spring		Summer	
Topic Geography History Science	Whitby How has Whitby changed?	Space Women How have women inspired society today?	Rivers What is the difference between the Amazon and the Aire?	Mountains What does it take to explore a mountain?	Crime and Punishment How have punishments changed over time?	Saltaire What was local life like 200 years ago?
Enrichment Days						
Visit / Visitors	Whitby residential	Trip to Bronte Parsonage Museum			Ripon Museums	Saltaire workshop and trip to Saltaire
Linked texts						
Katherine Rundell (Class Author) book links	Impossible Creatures – Mystery and Magic	Rooftoppers – Inspirational female lead	The Explore – The Amazon	The Wolf Wilder – Remote landscapes and survival	The Good Thieves – Crime and Punishment	Cartwheeling in Thunderstorms - Empire and societal expectations
Writing Outcomes Fiction Non-fiction	Narrative -Suspense Explanation text – How to Befriend a Vampire.	Poetry – Fisrt person Newspaper Report on Hidden Figures	Setting description Non- Chronological Report on the Amazon River	Diary entry – Hillary/Norgay Narrative – moving the action along with dialogue.	Narrative Persuasive letter	Character Description Biography of Titus Salt

Year 6

	Autumn		Spring		Summer	
Topic Geography History	Mayans Why did the Mayan Civilisation last so long?	Fairtrade Fairtrade & Climate Change How can we create a fairer, greener future?	Earthquakes Earthquakes: how do they change the world?	WW2 How did World War II shape the modern world?	Apartheid How can one person change the world?	Migration Why do people move?
Enrichment Days	Belonging - Placemaking workshop Spanish Enrichment week		Creative Writing	TBC	Money Week	Global Goals
Visit / Visitors		Bradford Fairtrade Walk Visitor from Haworth Fairtrade Village		Visit to Eden Camp 15th April 2027		Residential – High Adventure Ilkley Trophy Tennis Visit
Linked texts						
Malorie Blackman Class Author 	Mayans → Courage Thief	Fairtrade → Fairness Quotes	Earthquakes → Resilience Operation Gadgetman	WW2 → Technology and ethics Hacker	Apartheid → Equality Noughts and Crosses (extracts only)	Migration → Belonging Cloud Busting
Writing Outcomes Fiction Non-fiction	Rain player narrative adaptation Non Chronological Report on the Mayans	Logbook entry as April Balanced argument on Fairtrade - Should everyone buy fairtrade products?	Diary Write - the Promise Newspaper Report - Japan Earthquake	Letter in character as Olive Eden Camp Museum information leaflet	First person monlogue- Nakedi Nelson Mandela Biography	Dual Narrative- Shif and a guard Information page- Why do people migrate?