



Aim for the Highest

## English - 2 Year Rolling Programme

|      | Year A (2020-2021)  |   | Year B (2021-2022)  |   |
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| EYFS | Texts   | Outcomes  | Texts   | Outcomes  |
|      | Owl Babies<br>Each Peach Pear Plum<br>After The Storm<br>Fireworks poetry<br>Burglar Bill<br>Funny Bones<br>The Jolly Christmas Postman<br>Non-fiction texts about freezing<br>Little Penguin<br>And Tango Makes Three<br>Fairytales – variety!<br>The Very Hungry Caterpillar<br>Non-fiction texts about growing<br>Non-fiction texts about minibeasts<br>Handa’s Surprise<br>Sunk | Writing and reading outcomes are designed to follow the children’s interests, early mark-making skills and highly linked to their phonics learning. The EYFS curriculum describes the outcomes as:<br><br><i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i> | Harry and the Dinosaurs Go to School<br>Jack and The Beanstalk<br>Non-fiction texts about Diwali<br>Night In The Toy Museum<br>T’Was The Night Before Christmas<br>Non-fiction texts about polar environments<br>Penguin and Pinecone<br>Life On Earth: Dinosaurs<br>Julia Donaldson collection<br>Cookbooks with instructions<br>Springtime poetry<br>Seed<br>We’re Going On a Bear Hunt<br>Supertato<br>Non-fiction texts about animals<br>Elmer (collection) | Writing and reading outcomes are designed to follow the children’s interests, early mark-making skills and highly linked to their phonics learning. The EYFS curriculum describes the outcomes as:<br><br><i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i> |

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| KS1 | Texts  | Outcomes   | Texts  | Outcomes  |
|     | The Book of Hopes<br>Augustus and His Smile<br>I Love Bugs<br>Knights<br>How to Catch Santa<br>Ellsworth’s Extraordinary Electric Ears<br>Hidden World: Ocean<br>Fatou Fetch the Water | Autobiography<br>Simple fiction -<br>Poetry with a repeating structure<br>Information text<br>Fiction - theme<br>Alliterative poetry<br><br>Fact files<br>Fiction - different cultures | Mary Seacole non-fiction texts<br>Hot and Cold<br>Why is the Sky Blue?<br>Pumpkin Soup<br>Traction Man<br>The Great Fire of London<br>The Night Before Christmas<br>Letters to Father Christmas<br>Man on The Moon (video) | Biography<br>Explanation text<br>Information text<br>Fiction - repeated patterns<br>Fiction - Quest and adventures<br>Report/diary writing<br>Rhyming poetry<br>Letter writing<br>Fiction - description |

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|  | Tell Me a Dragon<br>The Boy Who Cried Ninja<br>Amelia Earheart: Little People, Big Dreams<br>Zim Zam Zoom<br>No-Bot, The Robot With No Bottom<br>Outdoor Wonderland | Descriptive poetry<br>Fiction - repeating structures<br>Biography<br><br>Performance poetry<br>Simple fiction<br>Non-fiction writing | What I Like<br>The Slime Book<br>The Little Red Hen<br>Usborne: Look Inside Space<br>On the Road<br>Eat Well, Stay Healthy poster<br>Daisy Doodles<br>The Train Ride | Poetry about senses<br>Instructions<br>Traditional tales<br>Information text<br>Narrative poetry<br>Information Posters<br>Fiction - fantasy worlds<br>Poetry with a repeating structure |
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| LKS2 | Texts   | Outcomes   | Texts  | Outcomes   |
|      | The Book of Hopes<br>Until I Met Dudley<br>The Works – Anthology<br>Grimm’s Fairy Tales<br>The Dictionary of Difficult Words<br>Beatrice’s Dream<br>Mirror & The Day of Ahmed’s Secret<br>Firebirds/Dragons<br>Paint Me A Poem<br>Ask Dr K. Fisher<br>Anthology of Intriguing Animals<br>The Paperbag Prince<br>Everything You Need To Know...<br>Carry Me Away | Fiction - plot and character focus<br>Explanation text<br>Poetry – forms<br>Fairy-tale writing<br>Dictionary knowledge<br>Recount<br>Fiction - different cultures<br>Fiction - quests<br>Poetry from art<br>Letters<br>Non-chronological reports<br>Fiction - setting focus<br>Instructions<br>Animal poetry | C.S Lewis non-fiction texts<br>How Does Electricity Work<br>Grendel<br>The Firework Maker’s Daughter<br>Christmas Long Ago<br>Penguins<br>Leon and the Place Between<br>Everest<br>A River<br>Myths Atlas<br>Dare to Care<br>Poetry Pie<br>End-of-term play script | Biography<br>Explanation text<br>Fiction – imagination focus<br>Fiction - different cultures<br>Poetry<br>Non-chronological reports<br>Fiction - adventure focus<br>Information texts<br>Descriptive poetry<br>Fiction - myths<br>Instructions<br>Performance poetry<br>Script writing |

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| UKS2 | Texts  | Outcomes   | Texts  | Outcomes  |
|      | The Book of Hopes<br>Anatomy<br>Is This a Poem?<br>Charles Dickens: Scenes from An Extraordinary Life<br>StoryWorld Christmas Postcards<br>The Tear Thief<br>The Secrets of Stonehenge | Fiction – narrative focus<br>Explanation text<br>Poetry – form and content<br>Explanation and speaking skills (in exhibition)<br>Fiction – narrative with dialogue<br>Fiction – character development<br>Non-fiction factual piece | The Tear Thief<br>How to Survive<br>The Water Cycle<br>Ancient Greece<br>Women In Science<br>Spanish Lottery advert<br>Cloud Busting<br>A Word In Your Ear | Fiction – character development<br>Instructions<br>Explanation text<br>Non-chronological report<br>Biography<br>Fiction – narrative focus<br>Poetry – form and content<br>Fiction – expanded detail |

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|  | <p>The Mouth Organ Boys<br/> Earth Verse<br/> Blackberry Blue and Other Fairytales<br/> Cracking Contraptions<br/> Shackleton's Journey<br/> The Call</p> | <p>Fiction – persuasive narrative<br/> Poetry – haiku<br/> Fiction – traditional tales<br/> Information text<br/> Biography<br/> Performance poetry</p> | <p>Animalium<br/> The Lost Words<br/> My Secret War Diary<br/> The Wolves of Currampaw<br/> Where my Wellies Take Me</p> | <p>Report<br/> Descriptive poetry<br/> Diary<br/> Fiction – retelling stories<br/> Performance poetry</p> |
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