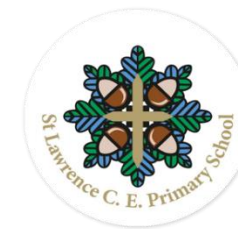


# Curriculum Subject: English

Subject Lead: Alison Moore



## Curriculum Overview and Statement of Intent, Implementation, and Impact.

### Motto

**“Being the best we can be with God.”**

‘For I know the plans for you,’ declares God, ‘plans to prosper you and not harm you, plans to give you hope and a future.’  
Jeremiah 29:11

### Vision & Intent

We will work together in loving Christian fellowship to embrace our love of learning, be curious of, and be inspired by the endless possibilities that our wonderful world can offer. We will live, love and learn through our faith in Jesus who strengthens us, and this will be ‘The St. Lawrence Way’.

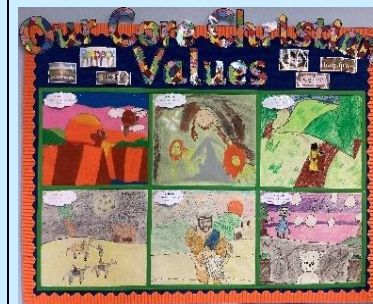
### Mission/Implementation

**Through the ‘St. Lawrence Way’ which is underpinned by the teachings of Jesus we will...**

- Design a curriculum that: recognises children’s prior learning, providing first-hand learning experiences, allowing the children to build resilience and become creative, critical thinkers who have the **courage** to become lifelong learners fulfil their aspirations.
- Recognise every child as a unique individual. We teach the children to be tolerant of one another whilst understanding and **respecting** difference and diversity, knowing that all have been created in the image of God.
- Help pupils and adults to develop lifelong learning habits so that they can contribute successfully to their local community and navigate an increasingly complex national and global community so that they recognise their place in the world and show **thankfulness** for what they have.
- Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, caring relationships that are based on mutual **respect**; demonstrated through courtesy, **forgiveness** and reconciliation.
- Value the community to which we belong by listening, being **honest** with each other whilst showing **compassion**, and creating opportunities for the pupil voice to be heard, which will support good mental health and the wellbeing for all.

### Our Core Christian Values

Compassion  
Courage  
Respect  
Honesty  
Thankfulness  
Forgiveness





## Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At St. Lawrence, we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and by developing a love of literature through widespread reading for pleasure.</p> <p>We believe that writing is a key skill for life both inside and our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school. Teaching children to write for a range of purposes and audiences can be very exciting, especially here at St. Lawrence where we use captivating and exciting reading texts to drive our writing.</p> <p>Our whole school community believe that reading is an essential life skill and are committed to enabling our children become lifelong readers. We recognise the importance of taking a consistent approach to the teaching of phonics and reading and have high expectations of all children, encouraging each child to challenge themselves, persevere and pursue success, and to always 'being the best they can be'. We are proud to have a whole school community love of reading and we place reading at the heart of the whole school curriculum, firmly believing that 'reading is the window to the world'.</p>	<p>At St. Lawrence, we follow a Read-to-Write approach, where each unit of writing centres on an engaging, vocabulary-rich vehicle text. Each writing unit follows a four-part structure: immerse, analyse, plan and write. In the Immerse stage, children are introduced to the Vehicle Text through a range of fun activities which enable pupils to enjoy, explore and respond. During the Analyse Stage, pupils become familiar with the text structure and language features, and work on elements of SPAG (Spelling, Punctuation and Grammar). During the Planning Stage, pupils gather ideas and plan and during the Writing Stage, teachers will model writing before pupils apply the skills and knowledge taught in an independent piece of writing. It is during this stage that pupils will also practise the skills of drafting, revising and editing. All books used in our Read to Write Scheme are enjoyed as class readers. Handwriting standards are high at St Lawrence and as the children progress through school, joined, cursive handwriting is taught through our Letter Join handwriting programme.</p> <p>At St. Lawrence CE Primary we use the Read Write Inc (RWI) programme to get children in Reception and Key Stage One off to a flying start with their reading. We also use it as 1:1 support for those children in KS2 who need a more targeted approach. Our pedagogical approach after children have completed RWI, is to move onto the Spelling Shed Programme. In KS1, children have three short spelling lessons a week and in KS2, there is a longer weekly spelling lesson. In addition to this, children have their own Spelling Shed log ins which they can access at home and school through the App.</p>	<p>Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit and highlight the age-related outcomes that have been achieved.</p> <p>Attainment in reading is measured termly within school, and then by using the statutory assessments at the end of Key Two. These results are measured against the reading attainment of children nationally. As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.</p> <p>Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.</p> <p>Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include regular book looks, gathering evidence of good practice, pupil voice interviews and regular learning walks.</p>

	<p>Children are explicitly taught the skills of reading comprehension (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of the acronym VIPERS which were created by The Literacy Shed. We use VIPERS in both KS1 and KS2 with a little adaption for the age and stages of the children. All VIPERS text link to our wider curriculum or writing genres where possible and these texts are used in our 'Book Talk' reading approach which allows our pupils to discuss the text in depth. Children in Key Stage 2 also have a longer written reading comprehension session each week focused on building resilience in longer extracts and answering questions about these.</p>	
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# Cycle A

## Class 1 Reading and Writing Vehicle Texts

Weeks	Genre	Autumn Term	Spring Term	Summer Term
CYCLE 7 weeks	Books and stories linked to themes.	Do all traditional tales have a happy ending? <ul style="list-style-type: none"> <li>➤ The Three Little Wolves and the Big Bad Pig – Eugene Trivizas</li> <li>➤ Jim and the Beanstalk – Raymond Briggs</li> <li>➤ The Gingerbread Man – Clare Thompson.</li> </ul>	<i>Is there anyone out there?</i> <ul style="list-style-type: none"> <li>➤ Look up!</li> <li>➤ The Smeds and The Smoos – Julia Donaldson.</li> <li>➤ Space Tortoise – Ross Montgomery and David Litchfield.</li> <li>➤ Beegu – Alexix Deacon</li> <li>➤ How to Catch a Star- Oliver Jeffers</li> </ul>	<i>How does my garden grow?</i> <ul style="list-style-type: none"> <li>➤ Tree Lady – Joseph Hopkins</li> <li>➤ The last tree in the City – Peter Carnavas</li> <li>➤ From Seed to Plant – Gail Gibbons.</li> <li>➤ The Extraordinary Gardener – Sam Boughton.</li> <li>➤ Eddie's Garden and How to Make Things</li> </ul>
Diversity Text		Black History Month (October) The Ghanaian Goldilocks – Dr Tamara Pizzoli	LGBTQ Awareness (February) My Daddies – Gareth Peter	World Day of Cultural Diversity (May) Handa's Noisy Night- Eileen Browne
CYCLE 7 weeks		<i>How and why do we celebrate?</i> <ul style="list-style-type: none"> <li>➤ Binny's Diwali – Thirty Umrigar</li> <li>➤ Where the Poppies Now Grow – Hilary Robinson and Martin Impey.</li> <li>➤ Remember Remember the Fifth of November – Deborah Webb</li> <li>➤ The Jolly Christmas Postman – Janet and Allen Ahlberg.</li> </ul>	<i>Where is that bear?</i> <ul style="list-style-type: none"> <li>➤ We're going on a Bear Hunt- Michael Rosen</li> <li>➤ Biscuit Bear – Mini Grey</li> <li>➤ The Boy and the Bear- Tracey Corderoy</li> <li>➤ Paddington at the Palace – Michael Bond</li> </ul>	<i>Why does the lion roar?</i> <ul style="list-style-type: none"> <li>➤ Deep in the Sahara – Kelly Cunnane and Hoda Hadadi</li> <li>➤ Little why – Jonny Lambert</li> <li>➤ Handa's Surprise – Eileen Browne</li> <li>➤ Mama Panya's Pancakes – Mary Chamberlain and Rich Chamberlain</li> </ul>
Diversity Text	Anti Bullying Week (November) Welcome to our World	Celebrating Disability (March) Hello, Goodbye Dog – Maria Gianferrari	Current Affairs – Books to reflect Diversity issues in class or the world.	

## Class 2 – Vehicle texts for Reading and Writing

<b>Class 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Overarching Theme – Question</b>	Why is it a Wonderful World?	Why did London bang and burn?	What are the hidden gems in our garden?	What incredible inventions is Telford famous for?	Why is the Amazon amazing?	Can a tree tell a story?
<b>Read to Write Text</b>	A River	The King Who Banned The Dark	The Bog Baby	Rosie Revere Engineer	Grandad’s Island	The Night Gardener
<b>Read to Write Genre</b>	Narrative: Circular Narrative Purpose: To narrate  Recount: Letter Purpose: To inform	Narrative: A Mistake Narrative Purpose: To narrate  Information: How to be a Regal Leader	Narrative: Finding Narrative Purpose: To narrate  Instructions: How to build a habitat Purpose: To instruct	Narrative: Invention Narrative Purpose: To narrate  Explanation: How a machine works Purpose: To explain	Narrative: Return Narrative Purpose: To narrate  Information: Jungle Animals Purpose: To inform	Narrative: Setting Narrative Purpose: To narrate  Recount: Diary Purpose: To recount
<b>Reading VIPER text</b>	<b>Texts – Linked to Nature</b> A River – Marc Martin (N)  The Street Beneath my Feet – Charlotte Guillian (N)  Finding Wild – Megan Wagner Lloyd (N)  The Hodgeheg – Dick King Smith (N)	<b>Texts – Linked to ‘Why Did London Bang and Burn?’</b> The King Who Banned the Dark – Emily Haworth -Booth  The Dark – Lemony Snickett  The Great Fire of London (NF) Reading Explorers  A Tiny, Burning Flame (P)	<b>Texts – Linked to Animals</b> The Bog Baby – Jeanne Willis (N)  Dogs who help us (NF) – Reading Explorers  Frogs (NF) – Reading Explorers  The King of Tiny Things – Jeanne Willis (N)	<b>Texts- Linked to Women in STEAM</b> Rosie Revere, Engineer – Andrea Beaty (N)  Ada Twist, Scientist – Andrea Beaty (N)  The Building Boy – Ross Montgomery (N)  Izzy Gizmo – Pip Jones (N)	<b>Texts – Same author texts</b> Grandad’s Island – Benji Davies (N)  The Great Storm Whale – Benji Davies (N)  Grandma Bird – Benji Davies (N)  People of the Ice – (NF)	<b>Texts – Linked to the Environment</b> The Night Gardener – Terry and Eric Fan (N)  Splish, Splash, Splosh (NF) Reading Explorers  Tidy – Emily Gravett (N)  Hurt no living thing – Cristina Rosetti (P)
<b>Other diversity texts</b>	Black History Month (October) - Rosa Parks (NF) Anti Bullying Week (November) Floss and the Playground Boss – C Averiss & Sam Usher		LGBTQ+ Awareness (February) Maurice Micklewhite and the Tangerine Dress  Celebrating Disability (March) Dancing with Daddy - Anitra Rowe Schulte		World Day of Cultural Diversity (May) In Every House, On Every Street  Current Affairs – Books to reflect Diversity issues in class or the world.	

### Class 3 - Vehicle texts for Reading and Writing

<b>Class 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Overarching Theme – Question</b>	How have the Greeks shaped our world?	How far is it from Lands End to John O’Groats?	What was it like to be a Roman?	Why travel to a European country?	Does a picture tell a story?	Why are rivers so important?
<b>Read to Write Text</b>	The Lost Happy Endings	Arthur and the Golden Rope	The Whale	The Journey	Leaf	Manfish
<b>Read to Write Genre</b>	Narrative: Twisted Narrative Purpose: To narrate  Persuasion: Letter Purpose: To persuade	Narrative: Myth Narrative Purpose: To narrate  Information: Defeating a Viking monster Purpose: To inform	Narrative: Setting Narrative Purpose: To narrate  Recount: Newspaper Report Purpose: To recount	Narrative: Refugee Narrative Purpose: To narrate  Recount: Diary Purpose: To recount	Narrative: Outsider Narrative Purpose: To narrate  Information: Polar Bears Purpose: To inform	Narrative: Invention Narrative Purpose: To narrate  Recount: Jacques Cousteau Biography Purpose: To recount
<b>Reading VIPER text</b>	Icarus and Deadalus (N)  Two Little Kittens (P)  The Sword in the Stone (C)  Aesop (NF) The Butterfly Lion (N)	A Night at the Frost Fair (F)  The Loch Ness Monster (N)  The Witch of Axon (P)  How the Sea Became Salty (NF)	Empire’s End: A Roman Story (N)  A Birthday Surprise (N)  Twinkle’s Fairy Cakes (NF)	The Dragon of Andor (P)  Wish You Were Here (NF)  The Twits (N)  Ship Ahoy (NF)  The Storm (N)	Charlotte’s Web (N)  The Owl and the Pussycat (P)  A Recipe for Friendship (NF)	1066 (NF)  Winnie the Pooh (C)  A Colourful Life (P)  The Little Match Girl (C)  An Interview with an Evacuee (NF)
<b>Other diversity texts</b>	Black History Month - Mary Seacole  Anti Bullying Week (November) My Secret Bully – Trudy Ludwig		LGBTQ+ Awareness (February) Julian is a mermaid – Jessica Love  Celebrating Disability (March) Sometimes – Rebecca Elliott		World Day of Cultural Diversity (May) Lailah’s Lunchbox – Reem Faruqui  Current Affairs – Books to reflect Diversity issues in class or the world.	

## Class 4 - Vehicle texts for Reading and Writing

Class 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme – Question</b>	Is there life beyond planet earth?	Why is it the United States of America? (comparative study)	Why are there so many castles in the UK?	How has the monarchy shaped British culture?	Does the punishment fit the crime?	Extreme Earth: What is a natural disaster?
<b>Read to Write Text</b>	Where Once We Stood	Farther	The Lost Book of Adventure	Hound of the Baskervilles	The Promise	King Kong
<b>Read to Write Genre</b>	Narrative: Cliff Hanger Purpose: To narrate  Inform: Formal Event report Purpose: To inform	Narrative: Exploration Narrative Purpose: To narrate  Recount: Formal report Purpose: To recount	Narrative: Survival Narrative Purpose: To narrate  Explanation: Survival Guide Purpose: To explain	Narrative: Setting Narrative Purpose: To narrate  Recount: Letter Purpose: To recount	Narrative: Character Narrative Purpose: To narrate  Recount: Newspaper Report Purpose: To recount	Narrative: Dilemma Narrative  Discussion: Balanced Argument Purpose: To discuss
<b>Reading VIPER text</b>	Journey to Jo'berg  The Daily Bugle NF  Genre NF  The Launch P	The Jungle Book F  The Warlock's Whiskers NF  Macbeth F  Tom's Midnight Garden F  Twas the Night before Christmas P  On Your Bike NF	Once (Morris Gleitzman)TEXT  Colonel Frazier's Butterworth Toast P  Cragworth Cottage NF Winds of Change NF	Ozymandias of Egypt P  The Wind in the Willows F  TV or not TV NF  My English Rose P  The Adventures of Pinocchio F  Arabian Nights F	Holes (Louis Sachar) TEXT  Kidnapped F  Crime 1/2 NF  Murder at the Manor F	The Hobbit F  The Snow Goose F  Colour Blind P  Volcanoes NF  The North Wind Doth Blow F  Record Breakers NF
<b>Other diversity texts</b>	Black History Month (October) - Harriet Tubman  Anti bullying week (November) The Offline Diaries		LGBTQ+ Awareness (February) Gracefully Grayson – Ami Polonsky  Celebrating Disability (March) El Deafo – CeCe Bell		Current Affairs – Books to reflect Diversity issues in class or the world.  World Day of Cultural Diversity (May) The Story of Afro Hair- K. N Chimbiri	

# Cycle B

## Class 1 Reading and Writing Vehicle Texts

Weeks	Genre	Autumn Term	Spring Term	Summer Term
CYCLE 7 weeks	Books and stories linked to themes.	Do all traditional tales have a happy ending?  <ul style="list-style-type: none"> <li>➤ The Three Little Wolves and the Big Bad Pig – Eugene Trivizas</li> <li>➤ Jim and the Beanstalk – Raymond Briggs</li> <li>➤ The Gingerbread Man – Clare Thompson.</li> </ul>	<i>Is there anyone out there?</i>  <ul style="list-style-type: none"> <li>➤ Look up!</li> <li>➤ The Smeds and The Smoos – Julia Donaldson.</li> <li>➤ Space Tortoise – Ross Montgomery and David Litchfield.</li> <li>➤ Beegu – Alexix Deacon</li> <li>➤ How to Catch a Star- Oliver Jeffers</li> </ul>	<i>How does my garden grow?</i>  <ul style="list-style-type: none"> <li>➤ Tree Lady – Joseph Hopkins</li> <li>➤ The last tree in the City – Peter Carnavas</li> <li>➤ From Seed to Plant – Gail Gibbons.</li> <li>➤ The Extraordinary Gardener – Sam Boughton.</li> <li>➤ Eddie's Garden and How to Make Things</li> </ul>
Diversity Text		Black History Month (October) The Ghanaian Goldilocks – Dr Tamara Pizzoli	LGBTQ Awareness (February) My Daddies – Gareth Peter	World Day of Cultural Diversity (May) Handa's Noisy Night- Eileen Browne
CYCLE 7 weeks		<i>How and why do we celebrate?</i>  <ul style="list-style-type: none"> <li>➤ Binny's Diwali – Thirty Umrigar</li> <li>➤ Where the Poppies Now Grow – Hilary Robinson and Martin Impey.</li> <li>➤ Remember Remember the Fifth of November – Deborah Webb</li> <li>➤ The Jolly Christmas Postman – Janet and Allen Ahlberg.</li> </ul>	<i>Where is that bear?</i>  <ul style="list-style-type: none"> <li>➤ We're going on a Bear Hunt- Michael Rosen</li> <li>➤ Biscuit Bear – Mini Grey</li> <li>➤ The Boy and the Bear- Tracey Corderoy</li> <li>➤ Paddington at the Palace – Michael Bond</li> </ul>	<i>Why does the lion roar?</i>  <ul style="list-style-type: none"> <li>➤ Deep in the Sahara – Kelly Cunnane and Hoda Hadadi</li> <li>➤ Little why – Jonny Lambert</li> <li>➤ Handa's Surprise – Eileen Browne</li> <li>➤ Mama Panya's Pancakes – Mary Chamberlain and Rich Chamberlain</li> </ul>
Diversity Text	Anti Bullying Week (November) Welcome to our World	Celebrating Disability (March) Hello, Goodbye Dog – Maria Gianferrari	Current Affairs – Books to reflect Diversity issues in class or the world.	



## Cycle B

### Class 2 - Reading and Writing Vehicle Texts

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme – Question</b>	What is lurking in the depths of the sea?	Would you play with a Victorian toy?	Where are all the wild things?	What is it like to be Royal?	Wolves: Fact or Fiction?	Would you dare to be a detective?
<b>Read to Write Text</b>	The Secret of Black Rock	Major Glad, Major Dizzy	Where the Wild Things Are	Rapunzel	The Last Wolf	Hermelin
<b>Genre</b>	Narrative: A Return Story Purpose: To narrate  Recount: Postcards Purpose: To recount	Narrative: Discovery Narrative Purpose: To narrate  Recount: Messages Purpose: To recount	Narrative: A Portal Story Purpose: To narrate  Information: Wild Things Purpose: To inform	Narrative: A traditional tale  Instructions: How to catch a witch Purpose: To instruct	Narrative: A Hunting Story  Instructions: Recipes Purpose: To instruct	Narrative: A Detective Story  Recount: Letters Purpose: To recount
<b>VIPER text</b>	<b>Texts – Linked to under the sea</b> The Secret of Black Rock -Joe Todd Stanton  The Sea below my Toes - Charlotte Guillian (N)  Look Inside Seas and Oceans – (NF)	<b>Texts -linked to Toys</b> Major Glad, Major Dizzy – Jan Oke  Threadbare – Mick Inkpen (N)  Lost in the Toy Museum – (N) David Lucas  Toys and Games: Then and Now (NF)	<b>Texts Linked to – Imaginary Worlds</b> Where the Wild Things Are – Maurice Sendak  The Spaceship – (N) – Reading Explorers  My Friend Horace – (P) – Reading Explorers	<b>Texts – Traditional Tales</b> Rapunzel – Bethan Woolin  The Gingerbread Man – (N) Reading Explorers  The Enormous Turnip – (N) Reading Explorers	<b>Texts Linked to – Alternative Fairy Stories.</b> The Last Wolf – Mini Grey  The three wolves and the big bad pig – Eugene Trivias  Little Red – David Roberts	<b>Texts linked to – Different organisational features</b> Hermelin – Mini Grey  Cinderella Poster (NF) – Reading Explorers  With Love (NF) – Reading Explorers  Hamsters (Glossary work) Reading Explorers
<b>Other diversity texts</b>	Black History Month Little Leaders – Bold Women in Black History  Anti Bullying Week (November) The Invisible Boy - Trudy Ludwig		LGBTQ+ Awareness (February) I am Jazz – Jessica Herthel  Celebrating Disability (March) What Happened to You? – James Catchpole		World Day of Cultural Diversity (May) Hair Love – Matthew Cherry  Current Affairs – Books to reflect Diversity issues in class or the world.	

### Class 3 - Reading and Writing Vehicle Texts

<b>Class 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Overarching Theme – Question</b>	Who were Britain's first builders?	Are all parts of the UK the same? Travel and Tourism	Why did the Ancient Egyptians build pyramids?	Can you hear the rhythm of the rain? (Rainforests, The Water Cycle)	Why were the Mayans magnificent?	North and South America: countries or continents?
<b>Read to Write Text</b>	The Iron Man	The Fox	Egyptology	Rhythm of the Rain	Into the Forest	Jemmy Button
<b>Genre</b>	Narrative: Approach Threat Purpose: To narrate  Explanation: How to capture the Iron Man Purpose: To explain	Narrative: Fable Narrative Purpose: To narrate  Information: Fox Report Purpose: To inform	Narrative: Egyptian Mystery Purpose: To narrate  Information: Diary Purpose: To inform	Narrative: Setting narrative Purpose: To narrate  Information: River Information Leaflet Purpose: To inform	Narrative: Lost narrative Purpose: To narrate  Recount: Newspaper Report Purpose: To recount	Narrative: Return Narrative Purpose: To narrate  Information: Letters Purpose: To recount
<b>VIPER text</b>	The Iron Man (N) Robodog (NF) What's Up Doc? (P) Ice Planet (N) An Interview with an Evacuee (NF)	Mary Poppins (N) The Black Death (N) Dear Madam (NF) What is Pink? (P) Christina Georgina Rosetti (NF) Hola (N)	Big Cats (NF) The Ancient Egyptian Sleepover(F) The River (P) The mystery of the missing mummy (N)	Killer Plants (NF) The Secret Garden (N) Swallows and Amazons (N) Japan (NF) The Lion the Witch and the Wardrobe (C) Pollution (P)	A Bear Called Paddington (N) The Tale of Peter Rabbit (N) Recycle, Recycle (NF) Hey Diddle Diddle (P)	The Battle of Misty Mountain (N) Tornado (P) The Wonderful wizard of Oz (N) Lyman Frank Baum (NF) Izzy Bright (NF)
<b>Other diversity texts</b>	Black History Month - Young, Gifted and Black  Anti Bullying Week (November) Bad Girls – Jacqueline Wilson		LGBTQ+ Awareness (February) The Prince and the Knight – Daniel Haak  Celebrating Disability (March) Mummy Beeps – Kim Baillieul		World Day of Cultural Diversity (May) Malala's Magic Pencil – Malala Yousafzai  Current Affairs – Books to reflect Diversity issues in class or the world.	

## Class 4 - Reading and Writing Vehicle Texts

<b>Class 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Overarching Theme – Question</b>	Who lived in England 1500 years ago?	How did Shackleton survive in Antarctica?	Were the Vikings Vicious?	Are all birds the same?	What would it have been like to be an evacuee?	What happens to a country in crisis?
<b>R2W Text</b>	Hansel and Gretel	Shackleton’s Journey	Wolves	Origin of the Species	Rose Blanche	A Story Like the Wind
<b>Read to Write Genre</b>	Narrative: Dual narrative Purpose: To narrate  Persuasion: Letter Purpose: To persuade	Narrative: Endurance Narrative  Recount: Magazine Article Purpose: To recount and inform (hybrid)	Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss  Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate  Explanation: Adaptation Purpose: To explain	Recount: Diary Purpose: To recount  Recount: Bravery Speech Award Purpose: To recount and inform (hybrid)	Narrative: Flashback Narrative Purpose: To narrate  Recount: Newspaper Report Purpose: To recount
<b>Reading VIPER text</b>	Wonder (RJ Palacio) Bedgelert P Recipe for Disaster NF Gulliver’s Travels F	Shackleton’s Diary (William Grill) The Gunpowder Plot F I am who I am P Anyone for T NF	A Penny for your thoughts F The Hound of the Baskervilles F F for Fox P Dingle Village Community Notice NF Wolfman F Daffodils William Wordsworth P What kind of learner am I NF	Greta Thunberg TEXT Robinson Crusoe F Birds of Prey NF The Laughter Library NF	My Secret War Diary (Flossie Albright) TEXT The Railway Children F Roald Dahl NF A Class Act P	No Ballet Shoes in Syria (Catherine Bruton) TEXT Tintin and the Blue Lotus F Henry King P Rhodes NF
<b>Other diversity texts</b>	Black History Month - Nelson Mandela  Anti bullying week (November) Wonder – R J Palacio		LGBTQ+ Awareness (February) - Pride – Rob Sanders  Celebrating Disability (March) Greta Thunburg – Greta Thunburg		Current Affairs – Books to reflect Diversity issues in class or the world.  World Day of Cultural Diversity (May) HERSTORY – Katherine Halligan	