



THE ST. MARY'S PARTNERSHIP

Partnership Reading & Writing Spine

Text and genre mapping inc writing outcome guidance





High expectations • No excuses • Whatever it takes





Year 1 - Reading and Writing Spine AUTUMN

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



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Year 1	Autumn 1	Autumn 2
<p>Picture Books - Writing Stimuli</p>	<p>Max's Ice Age Adventure – Logan Weinman and Jeffery Bennett (c3 weeks – writing moderation in week 4 must link to this text)</p>  <p>Themes: Time travel, Ice Age, Saber-toothed cats, global warming.</p>	<p>Here We Are – Oliver Jeffers (c3 weeks – writing moderation for week 6 must link to this text)</p>  <p>Themes: It is our responsibility to care for the Earth and its occupants, friendship, kindness and respect for others, independence and imagination, a sense of belonging and community.</p>
<p>Key Vocabulary</p>	<p>scientists, adventure, friend, invention, time machine, Earth, North and South Pole, history, frozen, ice, equator, glaciers, mammal, sabre-tooth tiger, dinosaur, extinction,</p>	
<p>Writing Outcomes from Picture Book Texts</p>	<p>Instruction Text: How to operate the Time Machine SK41 Narrative (Time Travel Story Telling) Character/Setting Description</p>	<p>Narrative: Story telling about people who began living on a different planet Explanation text: about our planet Narrative: descriptive writing relating to the Earth and its inhabitants.</p>
<p>Poetry</p>	<p>One week per half term to link to oracy – BHW, Remembrance.</p>	

<p>VR Headsets</p>	<p>One writing outcome to be linked to the VR Headsets – Ice Age link</p>	<p>Teachers to collaborate and confirm across year groups and schools</p>
<p>Reading Texts</p>	<p>Ice Age – link to film stimulus</p>  <p>Themes: Perseverance, facing your fears, being a good friend, what it takes to be family, global warming, widespread flooding</p>	<p>Island</p>  <p>Themes: Cooperation, cohesion between humans and nature, human reliance on coastal and island environments, how can we survive as a team?</p>
<p>Key Vocabulary</p>	<p>glacier, glacial, meltdown, global warming, flooding, migrate, theory</p>	<p>island, migration, continent, ocean, pirate, buoyant, surface area, compass</p>
<p>Key Vocabulary</p>	<p>Lost Species</p>  <p>Themes: Iron Age, climate change, creatures that once roamed our Earth, extinct species, extinction is not simply a part of ancient history.</p>	<p>Traction Man</p>  <p>Themes: Heroes, imagination</p>
<p>Key Vocabulary</p>	<p>The Lost Species:</p>	<p>Traction Man:</p>

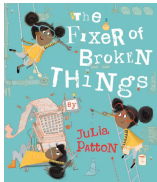
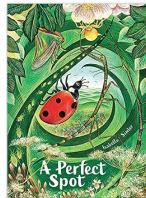
	climate change, extinct, extinction, species, ancient, ferocious, threat	hero, bravery, villain, toy, combat, imagination, costume, sidekick
Writing Outcomes from Reading Texts	<p>Character Description – (to link to Ice Age)</p> <p>NC Report: Global Warming Fact Files or Extinct Creatures</p>	<p>Story – characterisation – washed up on the island</p> <p>Informal Letter writing (to inform): to parents at home in role as young girl washed up on the island – to inform (1 week)</p> <p>Story writing – Traction Man adventure</p>

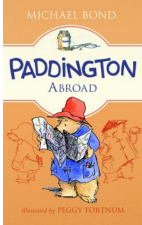
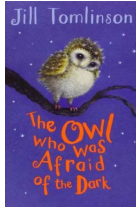
Year 2 - Reading and Writing Spine AUTUMN

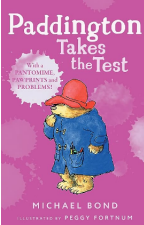

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



**THE ST. MARY'S
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Year 2	Autumn 1	Autumn 2
Picture Books - Writing Stimuli	<p>The Fixer of Broken Things (c3 weeks – writing moderation in week 4 must link to this text)</p>  <p>Themes: emotions, friendship, loneliness, bravery, speaking up and asking for help, talking through problems, STEM</p>	<p>A perfect Spot (c3 weeks – writing moderation for week 6 must link to this text)</p>  <p>Themes: living things and their habitats, life cycles, nature</p>

<p>Key Vocabulary</p>	<p>Bea, rocket, friend, heart, enormous, broken, rattling, wriggling, listening, fiddly, intricate, challenging</p>	<p>nature, adventure, ladybird, perfect, camouflage, creepy crawlies, brave, stunning, beautiful, pushed, encounters</p>
<p>Writing outcomes from Picture Book Texts</p>	<p>Instruction Text: How to make a rocket. Descriptive writing: Character/Setting Description. Focus on the alliterative language in the book and/or to STEM Narrative: retelling the story (or part of) in role as Bea – link to PSHE (emotions, friendship, loneliness),</p>	<p>Narrative: story telling from the perspective of the ladybird, NC Report: living things and their habitats, nature. Explanation Text: life cycles</p>
<p>Poetry</p>	<p>One week per half term to link to oracy – BHW, Remembrance.</p>	
<p>VR Headsets</p>	<p>One writing outcome to be based on VR Headsets – type in animals and search for adventures in nature. 2-minute clip</p>	<p>Teachers to collaborate and confirm across year groups and schools</p>
<p>Reading Texts</p>	<p>Paddington – chapter book – Paddington Abroad</p>  <p>Themes: Animals and habitats, travel, empathy, take care of each other, immigration, emigration, discrimination.</p>	<p>The Owl who was Afraid of the Dark - chapter book</p>  <p>Themes: Thoughts, feelings, emotions, facing and overcome fears.</p>

<p>Key vocabulary</p>	<p>emigrate, immigrate, expedition, suspicious, queue, marmalade, Peru, London, distinct, Paddington Station, bear, family, aunt.</p>	<p>Plop, owl, nocturnal, dark, afraid, fluffy, fearful, exciting, cute, feathers, fireworks, hunting, kind.</p>
	<p>Paddington – chapter book - Paddington Takes the Test</p>  <p>Themes: Animals and habitats, kindness, empathy, take care of each other, immigration, emigration, discrimination.</p>	<p>Cinderella of the Nile – Beverley Naidoo</p>  <p>Themes: The power of kindness, adapting to one's circumstances, love.</p>
<p>Key vocabulary</p>	<p>emigrate, immigrate, expedition, suspicious, queue, marmalade, Peru, London, distinct, Paddington Station, bear, family, aunt, drive, driving</p>	<p>Egypt, Pharaoh, Nile, pirate, bravery, courage, mummification, amulet, scarab beetle, linen, Anubis, organs, afterlife.</p>
<p>Writing Outcomes from Reading Texts</p>	<p>Character/Setting description Diary entry in role as Paddington – a day in France (or other characters met in the book – higher set writing choice) NC Report: related to France/The Tour de France Informal Letter Writing (to inform) from Paddington to Aunt Lucy</p>	<p>The Owl Who was Afraid of the Dark: Setting and character description Narrative: story retelling</p>

	<p>Character/Setting description Instructional Text: How to drive a car</p>	<p>Instructional Text – Mummification</p>
<p>Other Suggested writing outcomes (taken from PDM feedback)</p>	<p>NC Report (link to Geography) – animal fact files Recount – London Zoo Visit OR Narrative: in role as an animal at the Zoo</p>	
<p>Other Texts (Reading)</p>	<p>Non-fiction animal texts: The big Book of Beasts – Yuval Zommer The Most Important Animal of all (Picture Book) – Penny Worms</p>	<p>Poetry – winter and Christmas The Night before Christmas – Clement C Moore & Stacey Thomas Poems Out Loud – Various Poets & Laurie Stansfield Non-fiction linked to history topic: 1001 Facts about Ancient Egypt – Scott Steedman</p>

Year 3 - Reading and Writing Spine AUTUMN

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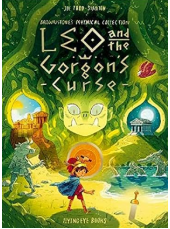
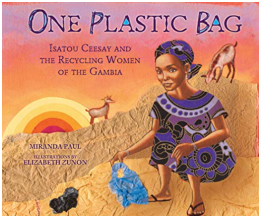


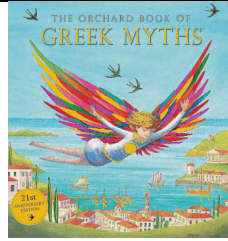
**THE ST. MARY'S
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Year 3

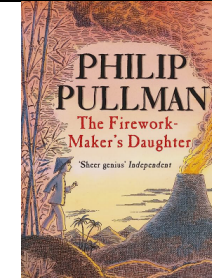
Autumn 1

Autumn 2

<p>Picture Books - Writing Stimuli</p>	<p>Leon and the Gorgon's Curse (c3 weeks – writing moderation in week 4 must link to this text)</p>  <p>Themes: Ancient and Classical Greece, Greek Myths and Legends, heros, violence isn't always the answer being kind trumps unkindness</p>	<p>One Plastic Bag (c3 weeks – writing moderation in week 6 must link to this text)</p>  <p>Themes: environmental activism, creating a solution to the plastic bag problem, the importance of taking action and proactively preserving our environment</p>
<p>Key Vocabulary</p>	<p>curse, legend, hero, exploring, mythological creature, wisdom, quests, worshipped, bravery, champion, sneaked, treacherous</p>	<p>rubbish, junk, waste, sifting, windswept, emerged, nowhere, perch/perched, sweep/swept, ached</p>
<p>Writing outcomes from Picture Book Texts</p>	<p>Character Description – Leo Narrative: retelling the story (or part of) in role as Leo Diary Entry – in role Short Myth and/or Advert</p>	<p>Discussion text: the importance of reducing plastic waste in our community Diary Entry in role as Isatou Ceesay – her experience creating a sustainable business</p>
<p>Poetry</p>	<p>One week per half term to link to oracy – BHW, Remembrance.</p>	
<p>VR Headsets</p>	<p>One writing outcome to link to Class VR Headsets – (Setting description -click on Ancient Greece – 10 tracks will appear).</p>	<p>Teachers to collaborate and confirm across year groups and schools</p>
<p>Reading Texts</p>	<p>The Orchard Book of Greek Myths</p>	<p>The Firework Maker's Daughter</p>



Themes: War is an inevitable part of existence, love and loyalty, trust, virtue, strength and honour.



Themes: Talent, hard work, courage and perseverance, friendship, loyalty, luck and good fortune.

Key Vocabulary

Greek, legends, Theseus, Minotaur, Odysseus, Pandora, King Midas, adventure, myth

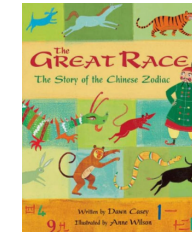
firework, rupee, loathe, sulphur, rickshaw, procession, sarong, dominating, illusion, goddess, high priest, guard

Percy Jackson and the Lightning Thief



Themes: identity, heroism and normality, family, friendship and belonging, godliness vs. humanity

The Great Race (Picture Book)



Chinese culture, to find a way of measuring time, the Jade Emperor held a Great Race. The first 12 animals to cross the river would have a year named after them and earn a place in the Chinese zodiac.

Key vocabulary

thief, quest, pulverise, disintegrate, brood, predicament, vaporise, deceitful, solstice, ultimatum,


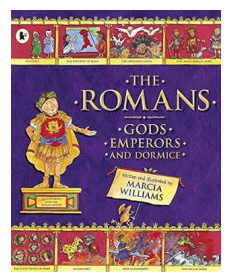
China, Emperor, calendar, rat, monkey, dragon, race, finish, Chinese New Year, festivals, lunar

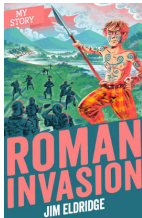

Writing Outcomes


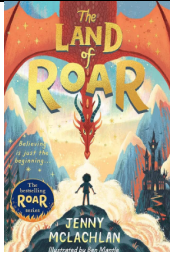
Explanation Text - Create a mythical creature
Narrative (Perseus and Medusa).

Instructional Text - How to Make a Firework.
Persuasive Poster or Letter - to sell/buy fireworks.

from Reading Texts		
	Setting and character description. Informal letter Biography Narrative writing/story retelling	Narrative Retelling NC Report: one of the animals in the Chinese zodiac

Year 4 - Reading and Writing Spine AUTUMN Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)		 THE ST. MARY'S PARTNERSHIP
Year 4	Autumn 1	Autumn 2
Picture Books - Writing Stimuli	The Day the Crayons Quit (c3 weeks – writing moderation in week 4 must link to this text)  <p>Themes: walk in someone else's shoes, communicate needs and wishes to be understood and respected, inclusivity, kindness, listening, tolerance</p>	The Romans, Gods, Emperors (c3 weeks – writing moderation in week 6 must link to this text)  <p>Themes: Gods and goddesses, Romulus and Remus, the rise and fall of the Roman Empire, good vs evil</p>
	Key Vocabulary	overworked, unused, occasional, strike, underappreciated, congratulate, successful,

	stubby, creativity	
Writing outcomes from Picture Book Texts	<p>Formal letter of complaint in role as one of the crayons</p> <p>Persuasive letter reply from Duncan to one of his crayons</p>	<p>Narrative: Setting description</p> <p>Character Descriptions – to include contrasting feelings of characters throughout the book</p> <p>Newspaper report: Mount Vesuvius eruption</p>
Poetry	One week per half term to link to oracy – BHW, Remembrance.	
VR Headsets	One writing outcome to link to Class VR Headsets – (Setting description -type in Romans – click on Street through Time Romans, then a Roman Villa).	Teachers to collaborate and confirm across year groups and schools
Reading Texts	<p>My Story – Roman Invasion – all sets to study (3 weeks)</p>  <p>Themes: Perseverance, courage, friendship, loyalty</p>	<p>The Boy who harnessed the wind</p>  <p>Themes: the opposition between magic and science. Rebirth, recycling and reinvention. New life can come from things that were seemingly useless or even dead. The Malawian landscape and the people of Malawi.</p>
Key vocabulary	Empire, Emperor, conquer, conquest, legion, legionary, soldier, revolt, rebellion	William Kamkwamba, Malawi, windmill, bicycle, scrap yard. spare parts, produce, electricity, family, landscape, recycle
	Empire's End – A Roman Story (Supplementary text)	Land of Roar

	 <p>Themes: adventure, tolerance of cultures and ethnicities, BAME</p>	 <p>Themes: Adventure, courage, self-belief</p>
Key vocabulary	Empire, Emperor, barbarian, amphitheatre, slave, chariot, mosaic, soldier, shield, sword, Colosseum, gladiator	Roar, Arthur, Rose, land, attic, unicorn, mermaid, wizard, scarecrow
Writing Outcomes from Reading Texts	<p>Character/Setting Description Informal letter in role – to inform Diary entry</p>	<p>Instructional Text: How to ride a bike Explanation Text: Electricity NC Report: Mamba Snakes</p>
	<p>Character/Setting Description Autobiography – to inform Poetry – to inform or entertain</p>	<p>NC Report – All About the Ancient Romans – to inform</p>

Year 5 - Reading and Writing Spine AUTUMN


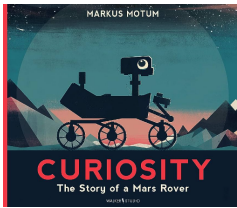
Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)

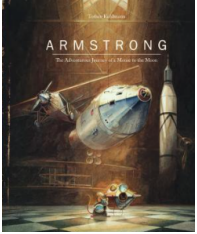
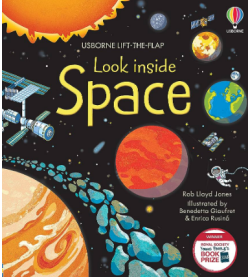



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Year 5	Autumn 1	Autumn 2
Picture Books - Writing Stimuli	Moses: The Story of Harriet (c3 weeks – writing moderation in week 4 must link to this text)	The Arrival (c3 weeks – writing moderation in week 6 must link to this text)

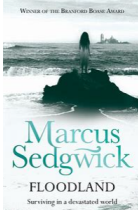



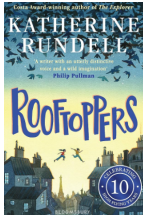
	 <p>Themes: The Slave Trade, hardship, courage, escaping enslavement, a strong moral and spiritual compass, belief in God, freedom, justice, bravery</p>	 <p>Themes: immigration, refugees, suffering, new beginnings can be frightening, unfamiliar places, confusion, patience, family, hospitality</p>
<p>Key Vocabulary</p>	<p>flee, dusk, chariot, plantation, refuge, underbrush, haven, chariot, sapling, woes, dread, dreaded,</p>	<p>immigrant, immigration, emigration, alienated, solitude, hope, refugee, flee, invasion, persecution, estrangement</p>
<p>Writing outcomes from Picture Book Texts</p>	<p>Character description – Harriet Setting Description Diary Entry in role as Harriet – a day on her journey Explanation Text: The Underground Railroad</p>	<p>Descriptive Writing - based on the opening of The Arrival Informal Letter - to family at home Character Descriptions NC Report: An Immigrant’s Survival Guide</p>
<p>Poetry</p>	<p>One week per half term to link to oracy – BHW, Remembrance.</p>	
<p>VR Headsets</p>	<p>One writing outcome to be linked to VR Headsets – type in Space, animation of a lunar lander.</p>	<p>Teachers to collaborate and confirm across year groups and schools</p>
<p>Reading Texts</p>	<p>The Jamie Drake Equation</p> 	<p>Song of the Dolphin Boy</p> 

	<p>Themes: Space, Sci-Fi, family, dreams, desires, adventure, real-life events and emotions, maths, responsibility, equations, anxiety, school, homework</p>	<p>Themes: An outsider can find a place where they truly belong, the terrible threat to our seas, life and habitats in the sea, plastic waste and pollution</p>
Key Vocabulary	<p>equation, conventional, dimension, defunct, intergalactic, labour, observatory, resistance, transmit, unearthly, Grandad Nell</p>	<p>lighthouse, population, water cycle, ocean, dolphin, sea creatures, plastic, pollution, waste, rubbish, pollution</p>
	<p>Cosmic (Set 1 supplementary text)</p>  <p>Themes: The magic of parents, family, space</p>	<p>Curiosity – The Story of a Mars Rover</p>  <p>Themes: exploration and discovery, what it means to be curious. Space and Mars.</p>
Key Vocabulary	<p>equation, observatory, Space, alien, astronaut, astronomer, Earth, Space, The International Space Station, cosmic</p>	<p>Mars, Space, curiosity, Mars Rover, the red planet, space, NASA, landing, robotics</p>
Writing Outcomes from Reading Texts	<p>Character/Setting Description Discussion Text; Should people be allowed to become astronauts if they have young families? NC Report: The Planets Diary Entry</p>	<p>Newspaper report: Plastic/Ocean pollution (persuasive hints) NC Report: the effects of Climate Change Explanation Text: A Sea Creature or the danger to Sea Life by Human actions Persuasive letter: to a famous footballer to stop the release of thousands of balloons on opening a new supermarket.</p>

	<p>Explanation Text: Space/Moon</p>	<p>Narrative: retelling part of the journey of the NASA rover Curiosity as it makes its way to Mars. Newspaper report: The rover's landing on Mars NC Report: design a new rover and write an expanded explanation to propose it as the future of NASA exploration.</p>
<p>Other Texts (Reading) – taken from PDM feedback</p>	<p>The Adventurous Journey of a Mouse to the Moon</p>  <p>Themes: Dreams and determination, space travel, imagination, perseverance and resilience.</p>	<p>Look inside: Space (non-fiction)</p>  <p>Themes: Glittering galaxies, on the moon, the ISS</p>

<p>Year 6 – Reading and Writing Spine AUTUMN Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)</p>		 <p>THE ST. MARY'S PARTNERSHIP</p>
<p>Year 6</p>	<p>Autumn 1</p>	<p>Autumn 2</p>
<p>Picture Books - Writing Stimuli</p>	<p>The Flood (c3 weeks – writing moderation in week 4 must link to this text)</p>	<p>Varmints (c3 weeks – writing moderation in week 6 must link to this text)</p>

	 <p>Themes: a wordless narrative, which tells the story of a family forced to evacuate their home when a storm and flooding are forecast.</p>	 <p>Themes: conservation, environmentalism, hope, the cyclical nature of life</p>
<p>Key Vocabulary</p>	<p>derelict, desperation, isolation sea-level, floods, rising, inhabitable, consuming, submerged, destruction, aftermath, residue,</p>	<p>varmint, murmur, species, intruders, conquer, identity, fury wailing, nurtured, opportunity, industrialisation, fragment, unrecognisable</p>
<p>Writing outcomes from Picture Book Texts</p>	<p>Setting description of the opening scene - a seemingly idyllic setting; children playing happily in the garden and a scene of relative stillness and calm. Then contrast this with the later scenes of the flood in full throe</p> <p>Character Descriptions NC Report: Floods and Flooding</p>	<p>Descriptive comparisons Narrative retelling from the main character's point of view, Character and setting description Explanation Text: Lifecycle of plants</p>
<p>Poetry</p>	<p>One week per half term to link to oracy – BHW, Remembrance.</p>	
<p>VR Headsets</p>	<p>One writing outcome to link to VR Headsets – type in NW England, click on Industrial Revolution</p>	<p>Teachers to collaborate and confirm across year groups and schools</p>

<p>Reading Texts</p>	<p style="text-align: center;">Floodland</p>  <p style="text-align: center;">Themes: Bravery, risk tasking, bereavement, friendship, bullying, empathy</p>	<p style="text-align: center;">Lightning Strike</p>  <p style="text-align: center;">Themes: Courage, standing up for what you believe in, family, equality for women, religion, social activism Rooftoppers – move to Summer 1 / 2 link to WW2 Setting</p>
<p>Key Vocabulary</p>	<p>Derelict, desperation, dystopian, sea-level, floods, floodland, Norwich, rising, inhabitable</p>	<p>Rich and poor, injustice, workers’ rights, miners, factory, Victorians, equality, religion, accommodation, landlord, tenant, London</p>
<p>Other Texts (Reading)</p>	<p>Macbeth – various versions and BBC Radio(to link to writing outcomes)</p>  <p style="text-align: center;">Themes: Corruption, power, ambition, fate, violence, masculinity</p>	<p>Cross-Curricular reading links – History (The Industrial Revolution) and Science (Light)</p>   <p>Rooftoppers is to be kept however move to summer term to align with History (set in early 20th Century)</p>
<p>Key Vocabulary</p>	<p>King Duncan, Macbeth, Lady Macbeth, witches, Thane of Cawdor, apparition, heath, Banquo,</p>	<p>Industrial Revolution, miners, factory, production, colliery, manufacture</p>

	control, Galmis, guilt, Macduff, Malcom, sacrifice, supernatural, treason, soliloquy	Light, pupil, refraction, reflection, shadow, translucent, transparent, opaque, optical, optic
Writing Outcomes from Reading Texts	<p>Diary entry – to inform/entertain – choice of character or from the perspective of Dooby</p> <p>Narrative writing</p> <p>Explanation Text: Survival guide</p> <p>Climate Change – NC Report, Explanation Text or Persuasive Speech -persuading people to change their habits to decrease their impact on the environment</p>	<p>Character description - Eliza</p> <p>Formal letter of complaint to a landlord in role as a Victorian housing inspector about the conditions</p> <p>Narrative writing – meeting an unpleasant character – start light hearted and build tension</p> <p>Diary entry – in role as Eliza on the day she first takes notice of a speaker at the park</p> <p>Narrative writing – an alternative ending that is more dramatic or conclusive</p>
	<p>Macbeth – Newspaper article – choice or death of King Duncan</p>	<p>Explanation Text: Light (link to Science)</p> <p>Persuasive Informal Letter: from child to parent to allow them to work in the mines</p>

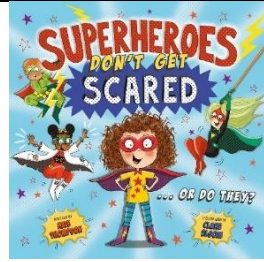
Year N - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overviewdocument to assist small-steps planning (S-Plans)

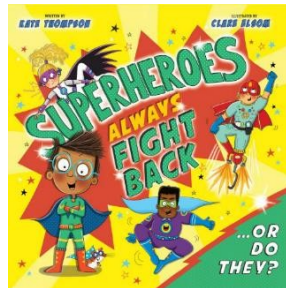


THE ST. MARY'S PARTNERSHIP

Year N	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	 <p>Lulu loves stories – Anna Mcquinn</p>	 <p>What the ladybird heard – Julia Donaldson</p>
	 <p>Lulu loves the library – Anna Mcquinn</p>	 <p>Lulu loves flowers – Anna Mcquinn</p>
	 <p>Ten Little Robots - Mike Brownlow</p>	 <p>Look what I found on the farm by Moira Butterfield and Jesus Verona</p>



Superheroes don't get scared... or do they? - Kate Thompson

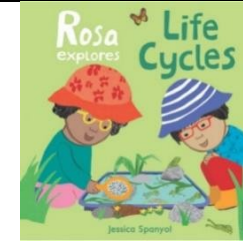


Superheroes always fight back... or do they? - Kate Thompson

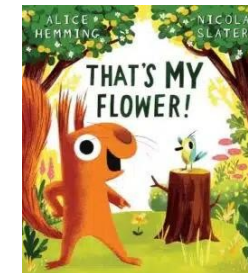


Knock-Knock Superhero – Caryl Hart

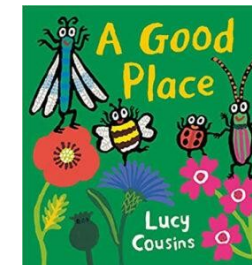
Themes: imagination, space, stories, superheroes, robots, characters



Rosa explores life cycles by Jessica Spanyol



That's my flower - Alice Hemming



A good place - Lucy Cousins

Themes: farm, animals, plants, growing, life-cycles

Key Vocab

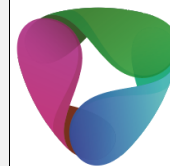
Space, astronaut, imagination, stories, numbers to 10, forest, rocket, robots, travel, library, books, stories, play

Animals, farm, plants, petal, flower, grow, life-cycles, ladybird, spots, living

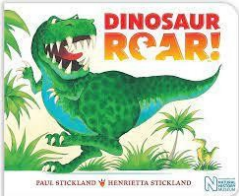
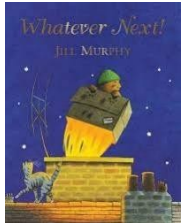
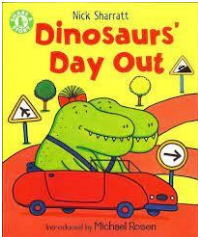

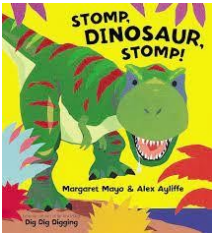

<p>Writing Outcomes from Picture Book Texts</p>	<p>To understand the five key concepts about print – print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book – page sequencing</p> <p>To develop phonological awareness so that they can count or clap syllables in a word.</p> <p>To write some of their names</p>	<p>To understand the five key concepts about print – print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book – page sequencing</p> <p>To develop phonological awareness so that they can count or clap syllables in a word.</p> <p>To write some or all of their names</p>
<p>Poetry</p>	<p>'Hey, Let's go!' by James Carter (from his Zim Zam Zoom! collection)</p> <p>Jumping up and down on a tractor - the poetry basket</p> <p>A little seed – The poetry basket</p>	
<p>VR Headsets</p>	<p>Exploring space / rocket take off</p> <p>Dinosaurs</p>	<p>Farm Plants/ flowers</p> <p>Spring walk through a forest to observe changes</p>
<p>Other Reading Texts</p>	<p>The very hungry caterpillar's first Spring – Eric Carle</p> <p>Let's look at Spring - Sarah L. Schuette (non-fiction)</p> <p>You choose – Nick Sharratt</p>	<p>Farm animals (Usborne beginners) - Katie Daynes (non-fiction)</p> <p>Life cycles Frog - Maggie Li</p> <p>A year on Adam's farm – Adam Henson</p>

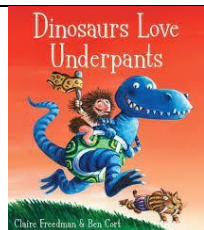
Year R - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)

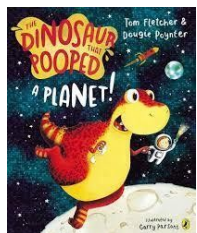


THE ST. MARY'S PARTNERSHIP

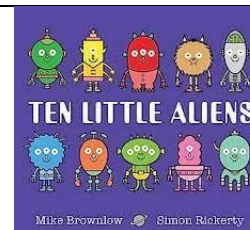
Year R	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	<p>Dinosaur Roar - Paul and Henrietta Stickland</p> 	<p>Whatever Next - Jill Murphy</p> 
	<p>Dinosaur's Day Out - Nick Sharratt</p> 	<p>Astronauts - Acorn Publishers</p> 
	<p>Stomp Dinosaur Stomp - Margaret Mayo and Alex Ayliffe</p> 	<p>The Way Back Home - Oliver Jeffers</p> 
	<p>Dinosaurs Love Underpants - Claire Freedman</p>	<p>Ten Little Aliens - Mike Brownlow</p>



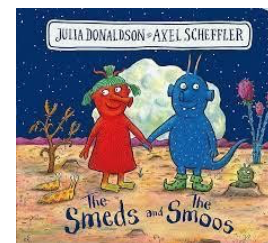
The Dinosaur That Pooped a Planet - Tom Fletcher and Dougie Poytner



Themes: Descriptions, differences, explanations, maps, local area, important places, travel.



The Smeds and the Smoods - Julia Donaldson



Themes: Space, our world, important people, travel, friendship, support, creativity.

Key Vocabulary

Adjective, describe, dinosaur, travel, map, explore, prehistoric, past, present.
Roar, squeak, fierce, strong, tiny, meek, long, short, above, below, spiky, lumpy, sweet, grumpy, mighty, striding, immense, swishing, pouncing, sleek, tough, armour, swooping, gliding, flying.

Non-fiction, space, universe, planet, travel, alien.
Moon, launch, rockets, spaceships, ignition, intergalactic, hyperdrive, gadgets, controls, satellites, fuel, NASA, spluttered, aeroplane, flicker, parachute, Martian, spanner, helmet, space boots, journey, chimney, passengers.

Writing Outcomes Picture Texts

Writing captions and labels using taught GPC's, including some Phase 3, with a finger space.

To begin using capital letters, full stops and finger spaces to write 3-5 word sentences.

Poetry

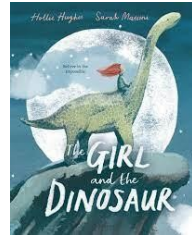
Poems about Winter/Spring
Mad About Dinosaurs by Giles Andreae

VR

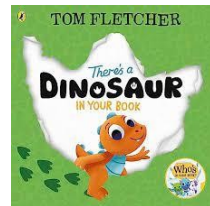
Space exploration: space station and planets

Other
Reading
Texts

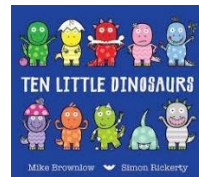
The Girl and the Dinosaur - Holly Hughes and Sarah Massini



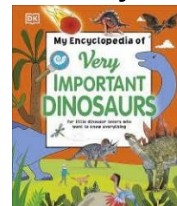
There's A Dinosaur in Your Book - Tom Fletcher



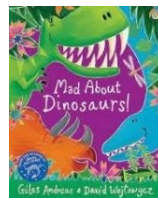
Ten Little Dinosaurs - Mike Brownlow



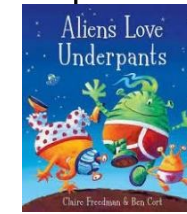
My Encyclopaedia of Very Important Dinosaurs



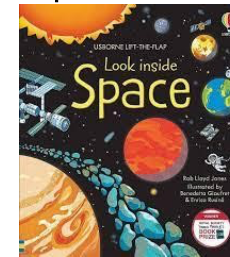
Mad About Dinosaurs - Giles Andreae



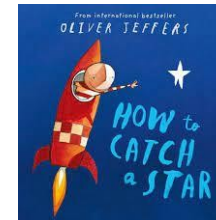
Alien's Love Underpants - Claire Freedman



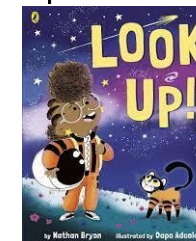
Look Inside Space – Rob Lloyd-Jones



How to Catch a Star - Oliver Jeffers



Look Up - Nathan Bryon



Year 1 - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



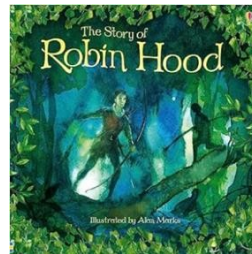
THE ST. MARY'S PARTNERSHIP

Year 1

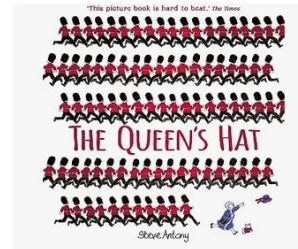
SPRING 1

SPRING 2

The Story of Robin Hood – Rob Lloyd Jones



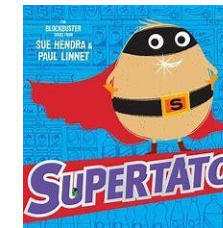
The Queen's Hat – Steve Anthony



Themes:

Robin Hood: hero saves the day, justice
Queen's Hat: Perseverance

Supertato - Paul Linnet and Sue Hendra



Themes:

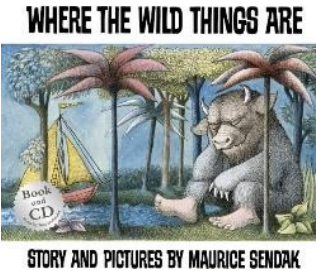
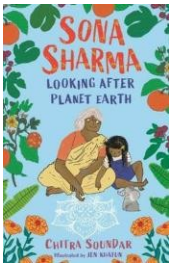
Kindness, what makes a hero, Looking after each other.

Gracie the Lighthouse Cat – Ruth Brown



Themes: contentment, curiosity, concern, terror and courage of felines

Picture Books
- Writing Stimuli

<p>Key Vocabulary</p>	<p>Robin Hood: Sherwood Forest, merry, medieval, villain, hero, damsel, distress</p> <p>Queen's Hat: London related vocabulary, journey, struggle, chase</p>	<p>Supertato: evil, superhero, poor, fight, look after, care</p> <p>Gracie the Lighthouse Cat: Gracie, lighthouse, wrecked, rocks, storm, wind, rain, kitten, parlour, cellar</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Robin Hood: Wanted poster and setting description (2 weeks)</p> <p>Queens Hat: Narrative – choose a new location for the hat (2 weeks)</p> <p>Non-fiction: Henri Matisse fact file (1 week)</p> <p>Poetry (1 week)</p>	<p>Supertato: Character description (1 week)</p> <p>Information text – How vegetables grow and get to the shop (1 week)</p> <p>Gracie the Lighthouse Cat: Setting description for the story in the kitchen and when Gracie looks outside the kitchen door (1 week)</p> <p>NC Report – link to reading (non-fiction) and significant people: Gracie Darling (1 week)</p>
<p>Poetry</p>	<p>List poems – Magic Box</p> <p>Classic poems – poems that tell a story</p>	
<p>VR Headsets</p>	<p>London experience</p>	
<p>Reading Texts</p>	<p>Where the Wild Things Are – Maurice Sendrak</p>  <p>Themes: Solitude, doing the right thing, friendships</p>	<p>Looking after Planet Earth – Sona Sharma</p>  <p>Themes: Looking after the Earth, climate change, pollution, family, friends, relationships</p>


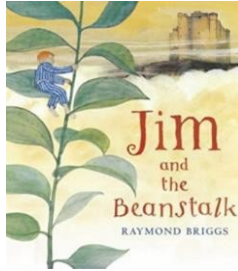
Key Vocabulary	Countries of the UK London landmarks Artist, famous, painter, cut-outs Supper, eating, forest, wild thing	Climate change, pollution, pledge, planet, electricity, appliances, energy
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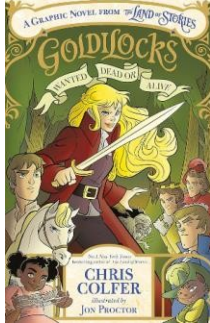
Year 2 - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



THE ST. MARY'S PARTNERSHIP

Year 2	SPRING 1	SPRING 2
<p>Picture Books - Writing Stimuli</p>	<p>Magic Paintbrush – Julia Donaldson</p>  <p>Themes: Creativity, bravery, being helpful, good over evil, Chinese New Year, China, Chinese culture, geography,</p>	<p>Jim and the Beanstalk – Raymond Briggs (writing moderation for week 6 must link to this text)</p>  <p>Themes: good over evil, personal growth, overcoming challenges, mature, responsibility, courage, imagination, traditional tales, fairy tales, twisted tales, cautionary tales, Jack and the Beanstalk, helping others</p>
<p>Key Vocabulary</p>	<p>Shen, magic, paintbrush, determined, golden, power, mighty, paint, tree, greedy, emperor, food, hungry, clothes, village</p>	<p>furious, gloomy, tall, giant, enormous, beanstalk, giant castle, clambered, spiralled, gold coin, oculist, dentist</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Descriptive writing: Character/Setting Description. Focus on the alliterative language in the book</p> <p>Non-fiction: Fact file about an artist (link to Art)</p> <p>Narrative: retelling the story (or part of) link to creativity in Art (drawing, painting and sculpture)</p> <p>Higher Set children – to adapt main character and the plot (what she makes) to write their own spin on the story</p>	<p>Narrative: Storytelling from the perspective of the giant or Jim</p> <p>Instructional Text: What to take up the Beanstalk (once the story has been explored)</p> <p>Diary Entry – choose between the characters</p> <p>Persuasive write/poster – 'Wanted': glasses, wig, teeth for the giant</p> <p>Higher Set children – to use their knowledge of this sequel to create their own sequel to another well-known fairy-tale e.g., Red Hair and the Three</p>

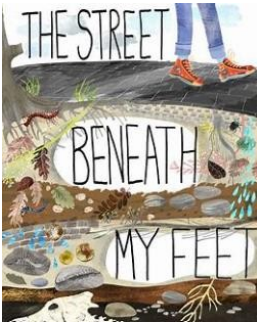
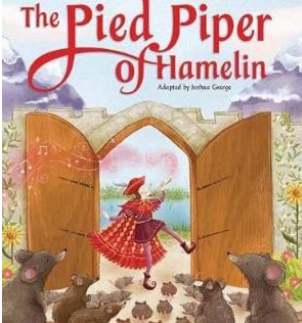
Poetry	One week per half term to link to oracy	
VR Headsets	One writing outcome to be based on VR Headsets – type in Great Wall of China/Chinese setting. 2-minute clip	Teachers to collaborate and confirm across year groups and schools, searching fantasy/ fairy tales.
Reading Texts	<p>The Boy Who Grew Dragons – Andy Shepherd</p>  <p><u>Themes:</u> responsibility, family, friendship, choices/dilemmas, secrets, lies</p>	<p>Goldilocks Wanted Dead or Alive – Chris Colfer</p>  <p><u>Themes:</u> A land without rulers or law, traditional tales, world harmony</p>
Key Vocabulary	fluttered, pulsing, toxic, squirm, plunge, gargantuan, scorch, fragile, overactive, fury, chaos	Goldilocks, monsters, criminals, refuge, Dwarf Forests, ruler, law, plot, threat, society, fairy-tale, harmony, jeopardy
Writing Outcomes from Reading Texts	<p>Recount: short diary entry imaging you are Tomas and your dragon fruit have just hatched into a tiny dragon</p> <p>Descriptive writing: Character description. Focus on the alliterative language in the book</p> <p>Inform – Fact file about a dragon</p>	<p>Comic Strip – own version of part of the story (higher set to choose traditional tale)</p> <p>Discussion Text: For or Against – Hero or Villain?</p>

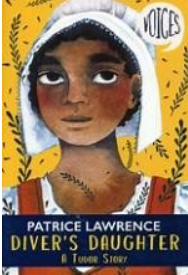
Year 3 - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



THE ST. MARY'S PARTNERSHIP

Year 3	SPRING 1	SPRING 2
<p>Picture Books - Writing Stimuli</p>	<p>The Street Beneath My Feet - Charlotte Guillain</p>  <p>Themes: layers of the earth, systems beneath us and their importance, environment, geography, history, information, journey, nature</p>	<p>The Pied Piper of Hamelin – Joshua George</p>  <p>Themes: Agreements once made should be honoured, death, desire, the bubonic plague</p>
<p>Key Vocabulary</p>	<p>pavement, pipes, cables, electricity, gutters, burrow, micro-organisms, sewer, archaeologists, clay, sedimentary, layers, stalactites, limestone, minerals, stalagmites, coal, sludge, igneous, granite, crust, mantle, magma, outer core, inner core</p>	<p>plague, rats, fleas, blisters, Black Death, bubonic plague, bacteria, headache, moral</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Non-Chronological report: Different layers of the earth Explanation text: What lies underground? And what is its purpose?</p>	<p>Recount letter: Escaping the plague Information Text: The Black Death Instructions: How to rid your home of the Black Death Diary: recount of the plague Information Text</p>

<p>Poetry</p>	<p>Poems From a Green and Blue Planet: The Spinning Earth by Aileen Fisher or The Worm by Ralph Bergengren. Look at the Nursery Rhyme Ring a Ring O'Roses</p>	
<p>VR Headsets</p>	<p>Earth, Engaging Earth Land, Geology Zone</p>	<p>Plague Mask, The Pied Piper, The Black Death</p>
<p>Reading Texts</p>	<p>Outlaw – Michael Morpurgo</p>  <p>Themes: tales retold, Robin Hood, friendships, justice, oppression, good vs evil</p>	<p>The Divers Daughter – Patrice Lawrence</p>  <p>Themes: Love and Loss, family, strength, racism, growing up, Heroism, Hierarchy, Individual versus society</p>
<p>Key Vocabulary</p>	<p>keeled, wrenched, saturated, refuge, protruding, revive, ford, inquisitive, tyrant, in a daze, tax collecting, poacher, gape, set the cat amongst the pigeons, ambush, fulminate, not a match for the Sheriff's men in open combat, usurper, conviction, gutless, unscathed, exasperated, brooded, fratricide, fallible, unhindered, emaciated, mutilation, comradeship, flattered, crater</p>	<p>Protagonist, yanked, mpwenda, eaves, ystler, poppet, river's bed, gradually, amends, apprentice, mizzenmast, cannon, infidel, denounced, scant, chamber pot, dyer, pockmarks, enquire, ostler, berated, melancholic, mottled, maladies, pillory post, treadmill, family resemblance, merchant, submerged, coif cap, pitch, prying eyes, posset, scoured, speckled, dank breath, jerkin, shroud, salt marsh, humble, May Day, exertion, chemise, if someone's face flashes light and dark, beadle, lenient</p>

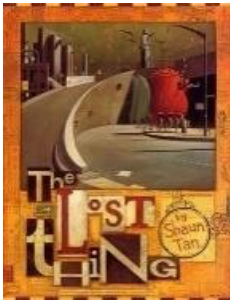
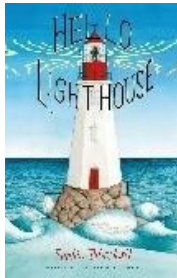
<p>Writing Outcomes from Reading Texts</p>	<p>Character/setting description Narrative: finishing a chapter or an alternative ending Newspaper Report: Sinking of the White Ship – link to history</p>	<p>Setting description: Ship Wreck (use VR Headsets)</p>
<p>Other Reading Texts</p>		<p>The Pied Piper of Hamelin – Michael Morpurgo The Black Death – Rob Lloyd-Jones</p>



Year 4 - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



THE ST. MARY'S PARTNERSHIP

Year 4	SPRING 1	SPRING 2
<p>Picture Books - Writing Stimuli</p>	 <p>The Lost Thing – Shaun Tan Themes: friendship, belonging, acceptance, innocence of youth</p>	 <p>Hello Light House – Sophie Blackall Themes: loss, loneliness, hope, change</p>
<p>Key Vocabulary</p>	<p>Utopia - an imagined community or society that possesses highly desirable or nearly perfect qualities for its citizens.</p> <p>Dystopia – an imagined community or society in which there is great suffering or injustice. unconscious – existing without realising.</p> <p>Intrigued – curious or fascinated with something.</p> <p>abandoned – something of someone that has been deserted or left.</p> <p>Dilemma – a situation where a difficult decision has to be made between two or more alternatives</p>	<p>island, edge of the world, guiding, dusk, dawn, beams, tending the light, wick, motion, winds the clockwork, logbook, telescope, tender, disappear, rung, disaster, wrecked, broth, lantern, fever, spiral, iceberg, journey, erupts, swirls, unexpected, horizon, installs, machine, belongings, farewell</p>
<p>Writing Outcomes from</p>	<p>(3 weeks) To entertain: Narrative – An alternative ending Newspaper report: (moderated piece): The appearance of The Lost Thing</p>	<p>(3 weeks) Inform/entertain: Diary Entry – from the perspective of the Lighthouse Keeper</p>

<p>Picture Book Texts</p>		<p>Non-fiction Inform: Fact File or Info text on Whales to include habitat, features, life cycle etc or other common animals/plants that live in the ocean (moderated piece)</p> <p>Setting description – to entertain Show the pupils the different illustrations showing the lighthouse in the fog, in a storm etc. Discuss with the pupils how their vocabulary choices would change from the original description. Pupils can then use the new vocabulary to write a description of the setting which will create a different mood and atmosphere</p> <p>Non-chronological report – UK coasts Children to write a piece informing people of coasts in the UK. Links to geography.</p>
<p>Writing Outcomes</p>	<p>Winchester Science Museum (to persuade) Persuasive leaflet – why people should visit the museum</p>	<p>VR headsets – explore coasts/lighthouse</p>
<p>Poetry</p>	<p>Poetry – from the lost spell book – Links to science and living things and their habitats</p>	
<p>VR Headsets</p>	<p>Class Teachers to collaborate and decide</p>	<p>Class Teachers to collaborate and decide</p>
<p>Reading Texts</p>	<p>The Land of Roar – Jenny McLachlan</p>  <p>Themes: Courage, bravery, overcoming fear, adventure</p>	<p>The Giant's Necklace – Michael Morpurgo</p>  <p>Themes: Determination, grief, death</p>

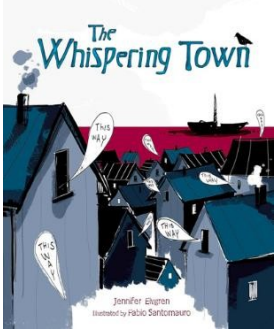
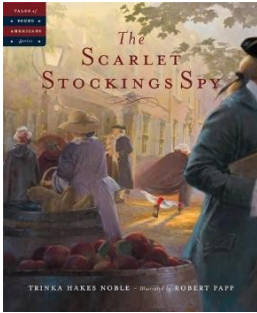
<p>Writing Outcomes from Reading Texts</p>	<p>Instructions – to inform Children to instruct people on how to get to 'Roar'</p>	<p>Diary entry – to entertain/inform Children to write a diary entry recounting what has happened.</p> <p>Newspaper report – Writing to inform Children to write a newspaper report detailing the events of what happened on the beach that night and how Cherry died</p> <p>Information Text – How to keep safe on the coast</p>
<p>Other Reading Texts</p>		

Year 5 - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



THE ST. MARY'S PARTNERSHIP

Year 5	SPRING 1	SPRING 2
<p>Picture Books - Writing Stimuli</p>	<p>The Whispering Town - Jennifer Elvgren</p>  <p>Themes: oppression and discrimination</p>	<p>The Scarlet Stocking Spy - Trinka Hakes Noble</p>  <p>Themes: devotion, sacrifice, and patriotism</p>
<p>Key Vocabulary</p>	<p>Empathy, compassion, considering, harbour, cellar, courage, trembling, rumours, alley, resistance, sabotage, smuggled</p>	<p>Warf, brocade, threepence, defiance, rebellion, import, cotillion, suspicious</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Writing to Entertain: - a short Narrative in role as Anett (or another character of their choice) - An alternative ending to the story</p> <p>Writing to Inform – The invasion of Demark by Germany after the start of WWII or other chose non-fiction topic relating to the book (Moderated piece)</p>	<p>Link to History: The American Revolution</p> <p>Writing to Entertain - Character Description – Maddy Rose or Jonathan – based on knowledge of the book and extension of children’s imagination</p> <p>Instructional Text: How to create a secret spy-code washing line</p>
<p>Poetry</p>	<p>To be taught through reading lessons blocked for a week Spring 2 – animal poetry composition: Tyger or other of choice</p>	


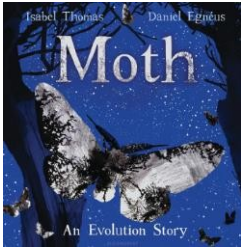
VR Headsets	Class Teachers to collaborate and decide	Class Teachers to collaborate and decide
Reading Texts	<p>Letters from the Lighthouse - Emma Carroll</p>  <p>Themes: Empathy, tolerance, kindness, prejudice, fear, independence, bravery, love, loss, bereavement</p>	<p>Running Wild – Michael Morpurgo</p>  <p>Themes: The natural world, animal adventures, tales retold, times of war, survival</p>
Key Vocabulary	Air raid, evacuee, foreign, refugee, Nazi, telegram ration, Luftwaffe, Kindertransport, Jerry	Jungle, Indonesia, tsunami, elephant, survival, Oona, Will, orangutan
Writing Outcomes from Reading Texts	<p>Writing to Entertain – Character description of Suki</p> <p>Instructional text: Evacuation guide – how to safely evacuate a cinema during an air raid</p> <p>Newspaper Report – Chapter 1 Bombing</p>	<p>Writing to Entertain: Narrative in role as Will – arriving at the hotel topost tsunami – will I ever see mum again?</p> <p>Writing to Inform – How to survive in the Indonesian Jungle</p> <p>Information Text – All about Orangutans</p> <p>Discussion Text – linked to for or against captivity in zoos</p>
Other Reading Texts	Number the Stars – Lois Lowry Diary of Anne Frank	Loyalty Sophia’s War: A Tale of the Revolution Chains - Laurie Anderson

Year 6 - Reading and Writing Spine SPRING

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



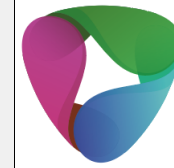
THE ST. MARY'S PARTNERSHIP

Year 6	SPRING 1	SPRING 2
<p>Picture Books - Writing Stimuli</p>	<p>The Rabbits - John Marsden & Shaun Tan</p>  <p>Themes: Invasion/War – linking to History</p>	<p>Moth - Isabel Thomas and Daniel Egneus (Link to Science-Evolution)</p>  <p>Themes: Light and dark, change and adaptation, survival and hope</p>
<p>Key Vocabulary</p>	<p>indigenous, marsupial, coloniser, settler, habitat, billabong, invasion, emblazon, billow, uprising</p>	<p>Genes, variation, evolution, DNA, species, inferior, superior, natural selection, advantage, Darwin</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Writing to Entertain: Short narrative Writing from enemy's perspective about invading a country. Children can brainstorm ideas as to why they are invading- linking to the America Civil War</p> <p>Writing to Entertain: Tension Piece Children to write a short piece building tension within the battlescene</p>	<p>Non-Chronological Report: Children to write about the process of evolution and how it is seen today. Children to mention the impact of Charles Darwin.</p> <p>Diary - to inform/entertain Children can write as an unknown scientist experiencing the changes of the moth at the current time period questioning what's going on and how exciting it is to link to Darwin.</p>
<p>Poetry</p>	<p>To be taught through reading lessons blocked for a week.</p>	
<p>VR</p>	<p>Colonial America</p>	<p>Machu Picchu - other Mayan civilisation Amazon Rainforest exploring</p>

<p>Reading Texts</p>	<p>A Long Walk to Water – Linda Sue Park</p>  <p>Themes: Refugees / personal journeys Set 3 – Nya’s long journey and picture book adaptation</p>	<p>The Explorer – Katherine Rundell</p>  <p>Themes: Exploration, voyages, isolation, journey, strength</p>
<p>Key Vocabulary</p>	<p>Aimless, rebel, mortars, shrouded, gourd, tribe, artillery, gingerly, inhabited, reeds, refugee, dispute</p>	<p>Rainforest, endangered, deforestation, temperature, species, biodiversity</p>
<p>Writing Outcomes from Reading Texts</p>	<p>Writing to Inform: Non-chronological report – sustainability of water in Africa / refugee crisis.</p> <p>Writing to Inform: Explanatory Letter Children write as themselves, a letter to the government about the crisis of water in third world countries. Children can use examples from the story as evidence and their own research.</p> <p>Writing to Entertain: Diary entry Children to write 2 diaries different points in time mimicking the book and style. Showing the different options, the main character is experiencing.</p>	<p>Writing to Entertain: Narrative: Retelling the plane crash from the beginning.</p> <p>Writing to Entertain/Inform: Diary entry Diary entry of finding the person who is protecting the ancient Mayan civilisation.</p> <p>Writing to Inform: How to survive in The Amazon.</p>
<p>Other Reading Texts</p>	<p>Boy at the Back of Class by Onjali Raúf The Arrival by Shaun Tan (children will have studied this in Year 5 so building on prior knowledge)</p>	<p>Darwin’s Dragons – Lindsay Galvin Journey to the River Sea - Eva Ibbotson</p>

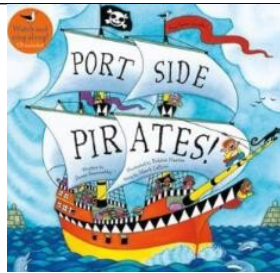
Year N - Reading and Writing Spine SUMMER

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)

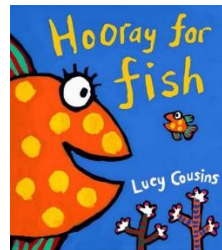


THE ST. MARY'S PARTNERSHIP

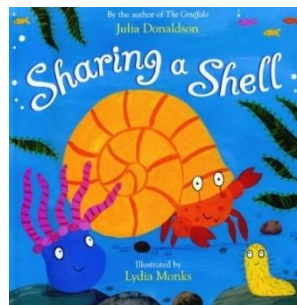
Year N	SUMMER 1	SUMMER 2
Picture Books Writing Stimuli	 <p data-bbox="389 730 1061 807">What the Ladybird Heard at the Seaside – Julia Donaldson</p>  <p data-bbox="483 1249 969 1281">Ten Little Pirates - Mike Brownlow</p>	 <p data-bbox="1438 708 1843 785">Dig, Dig, Digging, Margaret Mayo</p>  <p data-bbox="1453 1136 1823 1212">We Catch The Bus – Katie Abey</p>  <p data-bbox="1422 1490 1854 1522">The Train Ride – June Crebbin</p>



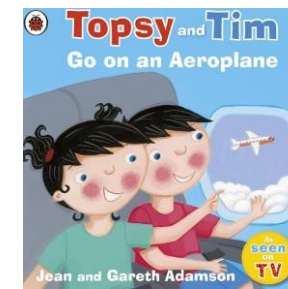
Port side Pirates – Oliver Seaworthy



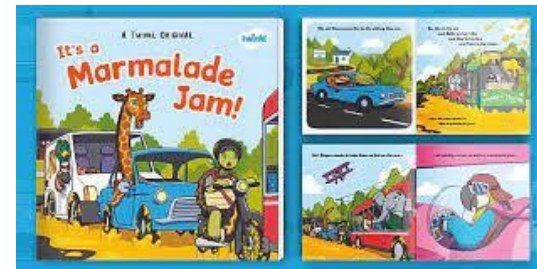
Hooray for fish – Lucy Cousins



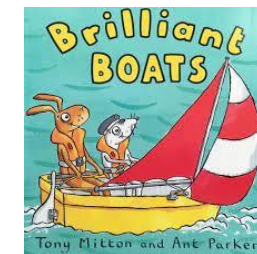
Sharing a Shell - Lydia Monks



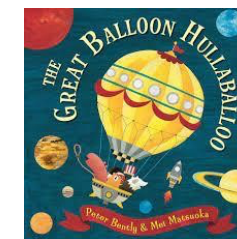
Topsy and Tim Go on an Aeroplane – Jean and Gareth Adamson



The Marmalade Jam



Brilliant Boats – Tony Mitton and Ant Parker



The Great Balloon Hulabaloo – Peter Bentley and Mel

	<p style="text-align: center;"><u>Themes:</u> Ocean, sea, creatures, descriptive words.</p>	<p style="text-align: center;"><u>Themes:</u> Travel, adventure, transport, people who help us, movement.</p>
Key Vocabulary	<p><u>What the Ladybird Heard:</u> pond, pen, wooly, handsome, dainty, heard, saw, plan, whisper.</p> <p><u>Ten Little Pirates:</u> sailing, weather, searching, lightening, heaven, alive, squid, cannon, mermaid, hungry, alone</p> <p><u>Hooray for Fish:</u> little, colours, happy, grumpy, many, eye, shy, fly, sky, twin, upside-down, friends.</p> <p><u>Sharing a Shell:</u> shell, running, beak, empty, roaming, wonderful, anemone, jaws, tentacle, stinging, wiggling, share.</p> <p><u>The Great Balloon Hullabaloo:</u> shop, moon, cheese, lake, gleeful, sky, special balloon, whoosh, spectacular, frown, sped, gross, monster, planets.</p>	<p><u>Dig Digging: We Catch the Bus:</u></p> <p><u>The Train Ride:</u> journey, town, see, sheep, cows, over, meadows, hill, up, foal, mare, still, farm, down, bumpety road, shiny, tractor, pulling, lunch, on, ticket collector, mirror, over, giant, balloon, engine, light house, station</p> <p><u>Topsy and Tim Go on an Aeroplane:</u> terminal, escalator, luggage, land, tunnel, stewardess, flew, clouds, levers, pilot.</p> <p><u>It's a Marmalade Jam:</u> marmalade, tram, traffic jam, bumpy, speedy, bike, whizzy, car, zippy, van, slow, truck, plane, scoop</p>
Writing Outcomes from Picture Book	<p>3-year-olds – drawing different shapes 4-year-olds – letter writing</p>	<p>3-year-olds – drawing shapes for a purpose to represent meaning 4-year-olds – name writing</p>
VR Headsets	<p style="text-align: center;">Under the sea</p>	<p style="text-align: center;">Space scene</p>

Year R - Reading and Writing Spine SUMMER

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



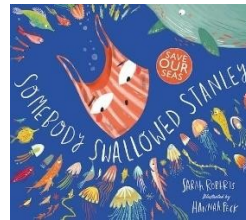
THE ST. MARY'S PARTNERSHIP

Year R

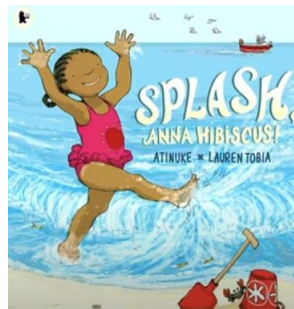
SUMMER 1

SUMMER 2

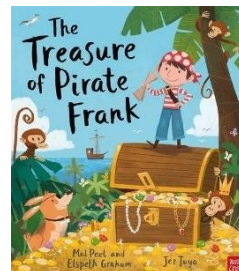
Picture Books
- Writing
Stimuli



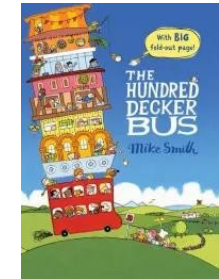
Somebody swallowed Stanley – Sarah Roberts



Splash - Atinuke Lauren Tobin



The treasure of Pirate Frank – Mal Peet



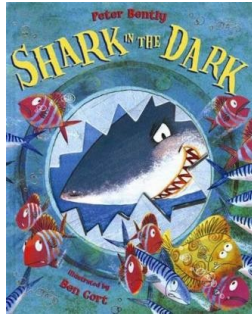
The hundred decker bus – Mike Smith



Coming to England – Floella Benjamin



Raccoon and the hot air balloon – Jill Atkins



Shark in the Dark – Peter Bently

Themes:

Ocean preservation, environment, habitats, sealife, creative adventure (pirates/ mermaids), life-cycles, floating and sinking

Links to EYFS objectives:

UW – understands some important process in the natural world around them, exploring the natural world around them making observations drawing pictures of animals **Science** – talk about changes and patterns that you observe, recognize distinctive features of objects. Explore objects and materials (floating/sinking)

EAD –invent, adapt and recap narratives and stories with their peers and their teacher

Geography/History -think of ways to describe places and how to locate them, understand how time changes us all, then and now how places have changed

DT – design, create and evaluate



Amelia Earhart – Isabel Vegara

Themes:

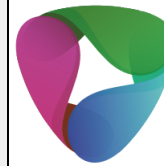
History – Then and now how places have changed.

Significant women in history!

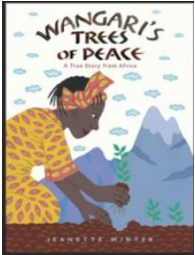
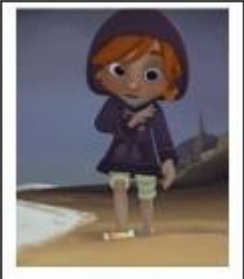
Key Vocabulary	Ocean, fish (including specific names depending on interest), habitat, recycling, environment, regeneration, treasure, adventure, map, telescope, ship.	Travel, transport, countries, map, journey, pilot, (different transport names),
Writing Outcomes from Picture Book Texts	<p>Retell stories</p> <p>Anticipate- where appropriate key events in stories Write recognizable letters most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Write own stories</p> <p>Re-read what they have written to check it makes sense Write short sentences with capital letters and full stops</p> <p>Write recognizable letters most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with letters</p> <p>Write simple phrases and sentences that can be read by others</p>
Poetry	<p>Poem about mermaids (Use ChatGPT)</p> <p>Poem about deep, underwater in the ocean (Use ChatGPT)</p> <p>Poem about pirates/ sailing (Use ChatGPT)</p> <p>Poem / rhymes about journeys (Use ChatGPT)</p> <p>Poems/ rhymes about different transport (Use ChatGPT)</p>	
VR Headsets	Under the sea	Deck of a steamboat Cable car Switzerland Raceway
Other Reading Texts	<p>Tiddler – Julia Donaldson Jabari Jumps – Gaia Cornwall</p> <p>Pirates love underpants – Claire Freedman</p>	

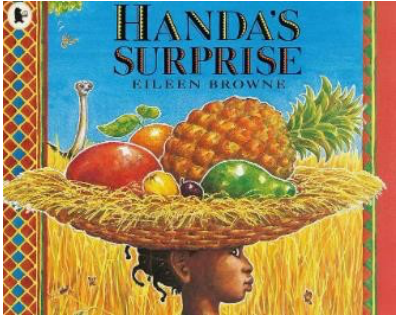
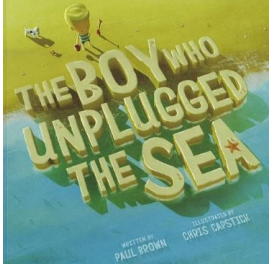
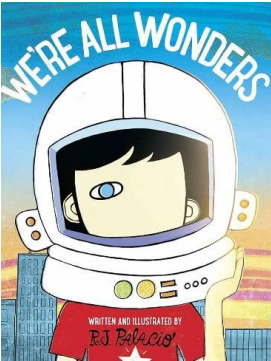
Year 1 - Reading and Writing Spine SUMMER

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



**THE ST. MARY'S
PARTNERSHIP**

Year 1	SUMMER 1	SUMMER 2
<p>Picture Books - Writing Stimuli</p>	<p>Wangari's Tree of Peace</p>  <p><u>Themes:</u> Nature's beauty and importance; Friendship and co-operation; Courage and determination; Taking care of the earth; making a difference, kindness; hope.</p>	<p>Bubbles (Literacy Shed Film)</p>  <p><u>Themes:</u> Imagination and creativity; friendship; adventure; magic; the environment; new beginnings.</p>
<p>Key Vocabulary</p>	<p>Trees; peace; environment; planting; forest; conservation; Kenya; Nobel Peace Prize; activist; community; empowerment; equality; diversity; nature; hope</p>	<p>Bubble; float; drift; shimmer; flutter; cascade; magical; wander</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Letter to Wangari Maathai – thoughts on her work and why trees are important?</p> <p>Story of a seed - Children could write a creative story from the perspective of a seed, detailing its journey from being planted in the ground to growing into a mighty tree, like the ones Wangari Maathai planted.</p>	<p>Bubble adventure journal Setting description Creative story writing (inc. journey map) where would the bubble take you next? Bubble dialogue</p>

<p>Poetry</p>	<p>Creative poetry linked to science and materials e.g. 'What if' our tables were jelly? Or if our shoes weremade of chocolate? Classic poems that tell a story</p>	
<p>VR Headsets</p>	<p>Africa – Kenyan village Trees and the Environment</p>	<p>Ocean environments</p>
<p>Other Reading Texts</p>	<p>Handa's Surprise – Eileen Browne</p>  <p>Themes: Friendship; adventure; nature and diversity; appreciation.</p> <p>Outcomes: Instructions on how to make a fruit salad</p>	<p>The Boy who unplugged the sea – Paul Brown</p>  <p>Themes: The Environment; responsibility and consequences</p> <p>Outcomes: Story; Instructions: How to be an 'Eco-Warrior'; appreciation of nature; courage and determination</p>  <p>We are all Wonders – RC Palacio</p>

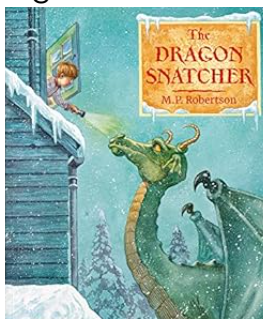
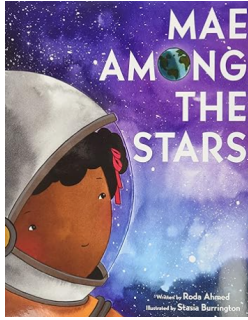
		<p style="text-align: right;"><u>Themes:</u></p> <p>Empathy; kindness; inclusion; self-confidence; celebrating diversity; over-coming challenges; standing up to bullying</p> <p>Writing outcomes: Thank you letter to someone who has shown kindness; kindness journal; anti-bullying poster; character profile</p>
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Year 2 - Reading and Writing Spine SUMMER

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



**THE ST. MARY'S
PARTNERSHIP**

Year 2	SUMMER 1	SUMMER 2
<p>Picture Books - Writing Stimuli</p>	<p>The Dragon Snatcher – M.P Robertson</p>  <p>Themes: Friendship, Bravery and Courage, Empathy and Understanding, Acceptance and Diversity, Overcoming Prejudice.</p>	<p>Mae Among the Stars – Roda Ahmed</p>  <p>Themes: Perseverance and Determination, Belief in oneself, Diversity and Inclusion, Imagination, Creativity Support and Encouragement.</p>
<p>Key Vocabulary</p>	<p>Key Vocab: Dragon, Snatcher, Adventure, Quest, Friendship, Bravery, Rescue, Magic, Treasure, Peril, Enchantment.</p>	<p>Key Vocab: Astronaut, Space, Rocket, Orbit, Gravity, Galaxy, Universe, Telescope, Dream, Imagine, Courage, Inspiration.</p>

<p>Writing Outcomes from Picture Book Texts</p>	<p>Descriptive Writing: Setting Description/Character Description about dragon from the story.</p> <p>Instruction Text: How to make a dragon.</p> <p>Narrative: Create their own story of the dragon snatcher, what else/alternative ending could the boy face.</p>	<p>Character Profiles: Ask students to choose a character from the book (such as Mae or her family members) and create a character profile. They can describe the character's appearance, personality traits, likes, dislikes, and motivations.</p> <p>Descriptive Writing: Encourage students to use descriptive language to write about space. They can imagine what it would be like to travel to space and describe what they see, hear, and feel.</p> <p>Letter Writing: Have students write a letter to Mae, offering her words of encouragement and support as she follows her dreams. They can also write letters from Mae to her family, expressing her excitement about her future as an astronaut.</p> <p>Creative Stories: Ask students to write their own stories inspired by Mae's journey. They can create characters who have big dreams and face challenges, just like Mae did, and write about how they overcome obstacles to achieve their goals.</p>
<p>Poetry</p>	<p>Descriptive poetry about dragons linked to Vikings/History. Descriptive poetry about Space linked to Solar System/Science.</p>	
<p>VR Headsets</p>	<p>Trip through time – Early Civilization – Vikings - Dragons</p>	<p>Space Exploration Simulation - Rocket Building and Launching - Virtual Visit to NASA - Space Station Tour</p>
<p>Other Reading Texts</p>	<p><u>George's Marvellous Medicine – Roald Dahl</u> Themes: Creativity, Rebellion against Authority, Consequences of Actions, Power Dynamics and Humor.</p>	<p><u>The Twits – Roald Dahl</u></p>



Key Vocab: Marvellous, Wonderful, fantastic medicine, grandmother, ingredients, gigantic, fizzing, froth, noxious, poisonous, tremendous, gargantuan, enormous

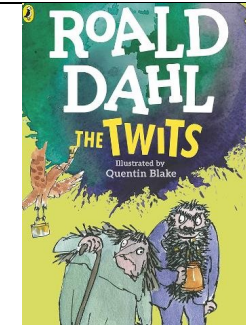
Writing Outcomes:

Character Descriptions: Have students write descriptive paragraphs about the main characters in the story, such as George, Grandma, and the animals. Encourage them to use adjectives to describe their appearance, personality traits, and behaviors.

Letter Recipe Writing: Ask students to create their own "marvellous medicine" recipes inspired by the book. They can brainstorm ingredients and write step-by-step instructions for making the medicine, using descriptive language and imaginative ingredients to a friend or teacher.

Recount: Children to write from George to his friend describing his adventures with the marvellous medicine. They can recount the events, share excitement and fears, and reflect on the consequences of George's actions.

Narrative Writing: Children write alternative endings to the story or create their own "marvellous medicine" adventures.



Themes: Appearance vs. Reality, The Consequences of Cruelty, Justice and Revenge, The Power of Unity, The Importance of Kindness.

Key Vocab: Twits, Muggle-Wumps, Revolting, Disgusting, Scheming, Repulsive, Pranks, Filthy, Ghastly, Squelchy

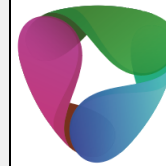
Writing Outcomes:

To Entertain: Two descriptive/creative writing pieces in role as The Twits. Children will create a new prank and continue the story/produce a new chapter of the book.

Non-Fiction To Inform: Formal letter writing to the RSPCA

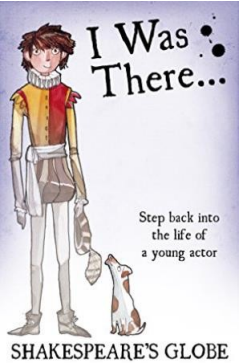
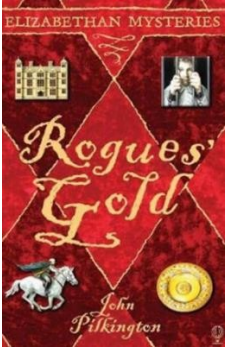
Year 3 - Reading and Writing Spine SUMMER

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)

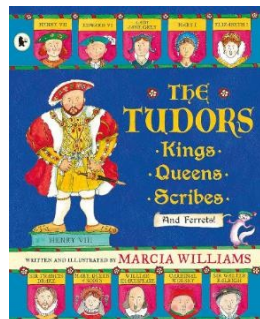


THE ST. MARY'S PARTNERSHIP

Year 3	SUMMER 1	SUM 2
<p>Picture Books</p> <p>Writing Stimuli</p>	<div data-bbox="589 395 882 679" data-label="Image"> </div> <p data-bbox="340 756 985 791">Maybe Something Beautiful – Isabel Campoy</p> <p data-bbox="674 831 801 866"><u>Themes:</u></p> <p data-bbox="340 911 1099 1070">Community empowerment, creativity and expression, unity and diversity, social change and activism, beautification and renewal, resilience and hope, cooperation.</p>	<div data-bbox="1464 384 1805 687" data-label="Image"> </div> <p data-bbox="1384 762 1939 794">The Tree and the River – Aaron Becker</p> <p data-bbox="1570 836 1697 871"><u>Themes:</u></p> <p data-bbox="1133 916 2047 991">The Natural World and encouraging environmental stewardship, Adventure and exploration.</p>
<p>Key Vocabulary</p>	<p data-bbox="371 1091 1106 1331">Maybe Something Beautiful: Community Art, Neighbourhood, Transform, Inspire, Mural, Collaboration, Unity, Diversity, Creativity, Empowerment, Beautification, Expression, Activism, Resilience</p>	<p data-bbox="1133 1091 2029 1209">The Tree and the River: Tree, River, Nature, Forest, Adventure, Friendship, Imagination, Exploration, Discovery, Curiosity, Creativity, Wonder, Beauty, Adventure</p>

Writing Outcomes from Picture Book Texts	Letter, diary Portal Story: inverted commas to punctuate speech Playscript Poem	Letter, diary, poem
Poetry	Sonnet 18	
VR Headsets	Trip through land and time Age of Exploration Shakespeare's Globe	
Other Reading Texts	<p style="text-align: center;">Shakespeare's Globe – I Was There – Valerie Wilding</p> <div style="text-align: center;">  </div> <p>Themes: importance of live performances, socio-political and cultural context of Elizabethan England, diversity, emotions, enduring impact of Shakespeare, relationships, censorship.</p>	<p style="text-align: center;">Rogue's Gold – John Pickington</p> <div style="text-align: center;">  </div> <p>Themes: Adventure, exploration, risk taking, friendship, loyalty, betrayal, conflict, redemption, forgiveness, survival, power of knowledge.</p>

The Tudors – Kings, Queens, Scribes and Ferrets –
Marcia Williams



**Key
Vocabulary**

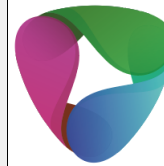
Shakespeare's Globe - I was there: Groundlings, Thrust Stage, Tiring House, Gallants, The Lord Chamberlain's Men, Original Practices, Elizabethan/Jacobean, Historical Context, The Canon, Bardolatry, Renaissance Theatre, Masters of Revels, Playbill, Original Pronunciation, Bardic Themes

Rogues' Gold:

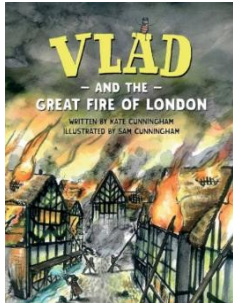
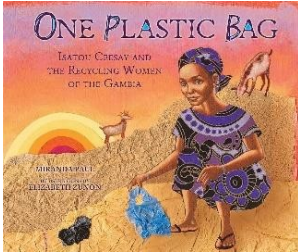
Rogues, Gold, Treasure, Pirate, Adventure, Crew, Map, Island, Exploration, Rival, Compass, Sword, Danger, Ships, Cave

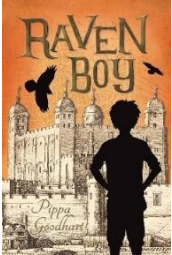

Year 4 - Reading and Writing Spine SUMMER

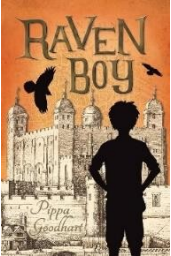
Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



THE ST. MARY'S PARTNERSHIP

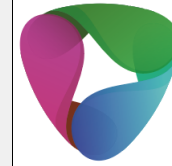
Year 4	SUMMER 1	SUMMER 2
<p>Picture Books - Writing Stimuli</p>	 <p>Vlad and the Great Fire of London – Kate Cunningham</p> <p>Themes: Friendship, cooperation, courage, resilience, history events, environmental awareness</p>	 <p>One Plastic Bag – Miranda Paul</p> <p>Themes: Environmental conservation, community, female leadership, global impact, innovation and creativity</p>
<p>Key Vocabulary</p>	<p>London, vampire, flames, ashes, blaze, smoke, inferno, embers</p>	<p>Dump, recycling, plastic, creativity, innovation, entrepreneur, community, leadership, women's group, initiative, environmentalism</p>
<p>Writing Outcomes from Picture Book Texts</p>	<p>Narrative – eye-witness account of the burning of London (setting description throughout)</p> <p>Diary Entry – from a person who lived through the great fire of London</p> <p>Information text about London in 1666 about the Plague and Great fire of London</p>	<p>Persuasive letter - write a persuasive letter or poster advocating for the reduction of plastic waste in their own community. Encourage them to use persuasive language.</p> <p>Informal letter – imagine being one of the characters in the book (e.g., Isatou Ceesay) and ask them to write a letter to a friend or family member, sharing their experiences and thoughts about the plastic bag problem and their efforts to solve it.</p> <p>Character description - choose one or more characters from the book (such as Isatou Ceesay) and create a character profile. They can describe the character's appearance, personality traits, motivations, and actions</p>

VR Headsets	The Great Fire of London	
Other Reading texts	Raven Boy – Pippa Goodheart 	The Last Bear – Hannah Gold 

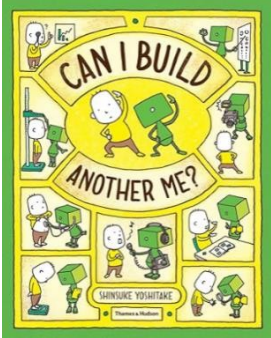
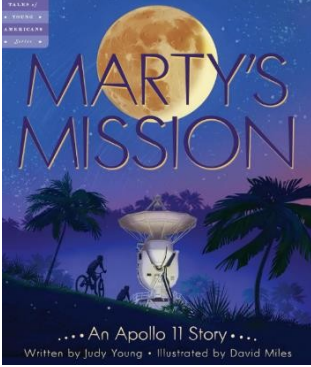


Year 5 - Reading and Writing Spine SUMMER

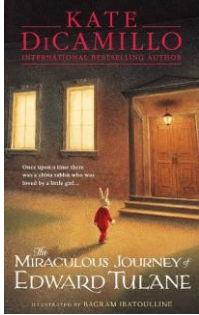
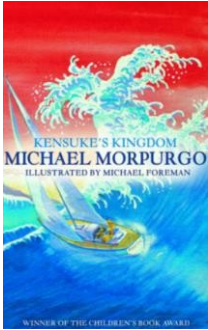
Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



**THE ST. MARY'S
PARTNERSHIP**

Year 5	SUMMER 1	SUMMER 2
<p>Picture Books - Writing Stimuli</p>	<p>Can I build another me? – Shinsuke Yoshitake</p>  <p>Themes: Individuality, Self-awareness, Curiosity, Evolution, Experiment</p>	<p>Marty's Mission – Judy Young</p>  <p>Themes:</p>
<p>Key Vocabulary</p>	<p>Identity, Individuality, Clone, Experiment, Unique, Personality, Characteristics, Doppelganger, Traits, Mimic, Curiosity, Reflection, Copy, Diversity, Self-awareness, Similarities, Differences, Imaginative, Creativity, Acceptance.</p>	<p>Astronomy, Hypothesis, Observation, Innovation, Exploration, Technology, Expedition, Adventure, Obstacle, Voyage, Courage, Determination, Perseverance, Friendship, Loyalty, Hope, Resolution, Investigation.</p>

<p>Writing Outcomes from Picture Book Texts</p>	<p>Creative writing – Children can engage in creative writing inspired by events from the book. Imagine scenarios where they create clones of themselves and explore the consequences. This encourages imaginative thinking and storytelling skills.</p> <p>Setting description – Where the cloning takes place.</p> <p>Persuasive letter – To the young boy who wants to clone himself, explain what makes him special and to be happy with who he is.</p>	<p>Character profile – Create a detailed character profile for Marty, describing his personality traits, motivations and how he changes throughout the story. Use evidence from the text to support descriptions.</p> <p>Alternate ending – Rewrite the ending of the story, provide a different outcome for Marty’s mission. Consider how changing certain events might impact the characters and the overall message of the story.</p> <p>Journal entry – Children to imagine they are keeping a journal during Marty’s journey. Write from Marty’s perspective, reflecting on experiences, emotions and any challenges he faces.</p> <p>Comic strip – Children to create a comic strip retelling a key scene or chapter from Marty’s mission. This visual representation allows children to demonstrate their understanding of the plot and characters while incorporating artistic skills.</p>
<p>Poetry</p>	<p>Through reading lessons, children to create poems around self-love and being proud of the skin/body you’re in.</p>	<p>Through reading lessons, Children to create poems inspired by Marty’s adventure or the natural world depicted in the book. They can experiment with different poetic forms and techniques to convey the themes of the story creatively.</p>

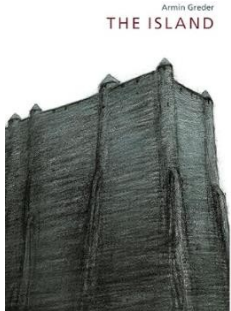
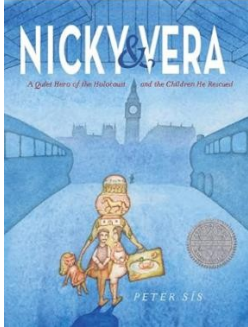
<p>Other Reading Texts</p>	<p>The Miraculous Journey of Edward Tulane – Kate Di Camillo</p>  <p>Themes: Love, loss and recovery. Kindness and compassion and the journey to self-discovery.</p>	<p>Kensuke's Kingdom – Michael Morpurgo</p>  <p>Themes: Love, loss, hope, forgiveness, redemption.</p>
<p>Writing Outcomes from Reading Texts</p>	<p>To Inform: Informal Letter in role - Children write a letter to Abilene in role as Edward recounting everything that he has been through. To inform: Newspaper Report – about Edward Tulane's Miraculous Journey Poetry - Children create the first verse of a poem about how Edward Tulane learnt to love.</p>	<p>To Persuade - Based on Ch1 Kensuke's Kingdom – formal letter to the owner of the Brick Factory persuading them to not shut it down To Entertain – Setting Description of the Island or Character Description of Kensuke To Inform – Informal Letter from Michael to Eddie about his time on the island so far. The letter could start with the loss of the football and end with being reunited. Give higher sets a choice. OR a blog entry. Diary entry from Kensuke's perspective on either a) when the second group of men came to the island or b) When Kensuke found Michael in the Water</p>

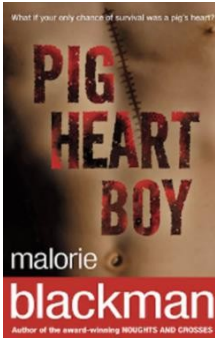
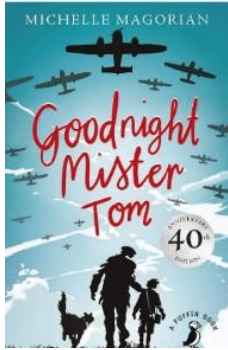
Year 6 - Reading and Writing Spine SUMMER

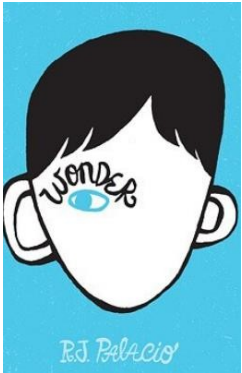
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THE ST. MARY'S PARTNERSHIP

Year 6	SUMMER 1	SUMMER 2
Picture Books - Writing Stimuli	<p data-bbox="546 368 943 400">The Island by Armin Greder</p>  <p data-bbox="685 424 815 456">Armin Greder THE ISLAND</p> <p data-bbox="685 767 808 799">Themes</p> <p data-bbox="365 807 1128 882">refugees, xenophobia, multiculturalism, social politics and human rights.</p>	<p data-bbox="1218 368 2069 400">Nicky & Vera: A Quiet Hero from the Holocaust by Peter Sis</p>  <p data-bbox="1514 432 1760 759">NICKY & VERA A Quiet Hero of the Holocaust and the Children He Rescued PETER SIS</p> <p data-bbox="1581 807 1704 839">Themes</p> <p data-bbox="1173 847 2114 879">Holocaust, surviving, bravery, justice, identity, courage, resilience.</p>

Key Vocabulary	Refugee, acceptance, difference, island, stranger, discrimination.	Holocaust, Nazi, Czechoslovakia, Europe, concentration camp, evacuated, Jewish, permits, refugee.
Writing Outcomes from Picture Book Texts	<p>Entertain: Short narrative: from viewpoint of stranger arriving at the island.</p> <p>Setting description: (possible mini-writing outcome)</p> <p>Inform: Balanced argument of why/ why not the island should have taken the stranger in</p>	<p>Diary entry: writing as a child who has escaped</p> <p>Narrative: telling the story of the escape of a child</p> <p>Inform: Biography about the main character and the impact he made on the lives of many children.</p>
Poetry	War poetry	
VR Headsets	Circulatory system, human heart	Birkenau Concentration Camp Entrance; Berlin Holocaust Memorial
Other Reading Texts	<p><u>Pig Heart Boy – Malorie Blackman</u></p> 	<p><u>Goodnight Mister Tom - Michelle Magorian</u></p> 

	<p style="text-align: center;"><u>Themes</u></p> <p style="text-align: center;">Resilience, medicine, acceptance, differences, family, friendship</p> <p style="text-align: center;">Wonder – RC Palacio (span x2 half terms – link to Transition)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Themes: Kindness, friendship, family, same but different, appearance, coming of age, popularity, identity.</p>	<p style="text-align: center;"><u>Themes</u></p> <p style="text-align: center;">War, evacuation, loneliness, friendship, difference, loss, kindness, acceptance, community.</p>
<p style="text-align: center;">Writing outcomes from Reading Texts</p>	<p style="text-align: center;">Entertain: Diary entry as main character</p> <p>Entertain: Write the next chapter- decide whether the main character gets the pig-heart or not (possible just dialogue)</p> <p>Inform: Non-chronological report on circulatory system (Set 3- writing as a red-blood cell moving through the body- video hook)</p>	<p style="text-align: center;">Entertain:</p> <p style="text-align: center;">Short narrative exploring main characters set at the liberation of the camps</p> <p style="text-align: center;">Inform: Information text on World War 2 (link to history) Diary: written as main character arriving in England.</p> <p style="text-align: center;"><u>Goodnight Mr Tom</u></p> <p style="text-align: center;">Character/Setting description – Mr Tom/Mr Tom’s house/front room</p>

	<p>Persuade: Letter to mother to persuade for transplant Foundation links: Incan Diary/myth/newspaper report</p> <p style="text-align: center;">Wonder:</p> <p style="text-align: center;">Inform – Discussion Text/Balanced Argument: Should Auggie go to school?</p> <p style="text-align: center;">Diary Entries – contrasting between Julian the Bad Boy and Julian the Misunderstood Boy</p> <p style="text-align: center;">Comparison – Book and Film</p> <p style="text-align: center;">Entertain: Character Description - choice</p>	<p>Inform: Non-chronological report on evacuated children. Diary – evacuation day in role of Willie Narrative Writing Non-fiction – Writing a Political Public Address</p> <p style="text-align: center;">Shackleton’s Journey: link to Antarctica – The Lost Explorer (Literacy Shed Link and link to previous Spring Term learning through Katherine Rundell’s - The Explorer)</p> <p style="text-align: center;">Information Text – Antarctica. Compare and contrast Antarctica to the Amazon Rainforest – the latter links back to Year 5 geography learning OR compare and contrast to the 4 seasons of the UK.</p> <p style="text-align: center;">Newspaper Report Non-fiction explanatory voice Recount – Diary Entry in role as Shackleton.</p>
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