



MAPLE HAVEN SCHOOL

PATHWAY 2-4

LITERACY



MAPLE HAVEN SCHOOL

Literacy Curriculum Overview

Foundation to Year 6 • informed by The Literacy Tree's Teach Through a Text approach

Purpose-led writing • whole-book reading • spelling and vocabulary in context • rich talk • cumulative assessment

1. Curriculum intent

This overview gives Maple Haven School leaders and teachers a coherent route through literacy from Foundation to Year 6. It translates Literacy Tree's public framework into a school-level curriculum architecture: high-quality literature drives purposeful writing, reading, spelling, vocabulary and oracy; knowledge and skills are revisited in increasingly demanding contexts; and assessment informs responsive teaching.

Core principles

Principle	What it means in practice
Stories that matter	Select diverse, ambitious books that help children see themselves and encounter lives, cultures and ideas beyond their own experience.
Experiences that inspire	Use drama, talk, debate, performance, play and authentic audiences to create reasons to read and write.
Learning that builds	Sequence and revisit knowledge so pupils gain control, fluency and independence rather than completing isolated activities.
Audience and purpose	Make the intended reader and communicative purpose explicit; teach composition and language choices in service of both.
Responsive assessment	Gather evidence during teaching, identify gaps and adjust modelling, practice, scaffolding and challenge.

The Literacy Tree resource architecture

Element	Main phase	Role
Story Saplings	Early Years	Flexible, immersive and language-rich learning through story, song, talk and play.
Writing Roots	Foundation/KS1-KS2	Book-based writing sequences with clear audiences, purposes and authentic outcomes.
Reading Leaves	KS1-KS2	Sequenced comprehension through whole books, poetry and high-quality non-fiction.
Spelling Seeds	KS1-KS2	Spelling investigated and applied in the context of the linked class text.
Vocabulary Vines	KS1-KS2	Vocabulary explored through context, word relationships, morphology and etymology.
RATE + progression tools	Whole school	Curriculum-aligned assessment, evidence capture, gap analysis and next-step planning.

Scope note

This is an implementation overview, not a reproduction of Literacy Tree's proprietary curriculum maps or lesson sequences. Schools should add the current member-selected texts, exact Writing Roots/Reading Leaves and statutory phonics programme to their operational long-term plans.

2. Whole-school progression at a glance

Year	Reading	Writing	Word study	Oracy & vocabulary
Foundation	Retell, predict and discuss characters/events using evidence from pictures and words	Oral composition; captions, labels and simple sentences for known purposes	Systematic synthetic phonics; segmenting and encoding	Story language, precise nouns/verbs, sentence rehearsal
Year 1	Develop fluency; retrieve, predict and explain simple responses	Sequence ideas; write sentences and short linked texts for a reader	Secure phonics; common exception words; basic suffixes	Oral retelling, vocabulary collection, sentence combining
Year 2	Build stamina and inference; discuss language and text organisation	Sustain short narratives and non-fiction; revise for clarity	Spelling patterns, suffixes, homophones and proofreading	Expanded noun phrases, conjunctions, performance and discussion
Year 3	Read longer texts; infer motives; summarise sections; discuss author choices	Shape paragraphs and viewpoints; broaden form and purpose	Prefixes, suffixes, word families and dictionary use	Tier 2 vocabulary, morphology and structured explanation
Year 4	Deepen inference; compare ideas; identify themes and justify interpretations	Control paragraphing, cohesion, description and information structure	Apply patterns accurately; apostrophes and proofreading strategies	Figurative language, etymology and formal discussion
Year 5	Analyse language, viewpoint and structure across demanding texts	Manipulate voice, register, cohesion and sentence structure	Morphology, etymology and independent editing	Nuanced vocabulary, debate, presentation and evidence-led response
Year 6	Evaluate, compare and synthesise; read critically and independently	Exercise deliberate authorial control across complex purposes and audiences	Accurate application, editing and personal error analysis	Academic vocabulary, rhetoric, formal presentation and critical dialogue

Non-negotiable entitlement

- Daily read-aloud and book talk; protected independent reading and access to a rich classroom library.
- Regular extended writing alongside shorter practice, sentence work and transcription.
- Explicit teacher modelling, shared construction, guided practice and purposeful independent application.
- Systematic synthetic phonics in Foundation, Key Stage 1 and where needed across other year groups.
- Spelling, handwriting, grammar and punctuation taught explicitly and applied in meaningful texts.
- Planned vocabulary and oracy: explain, justify, perform, debate, present and listen responsively.
- Inclusive scaffolds that maintain ambition: oral rehearsal, visuals, vocabulary support, chunking, models and assistive technology.

3. Suggested annual rhythm

Each term should contain a balanced mix of narrative, poetry and non-fiction. The emphases below describe increasing independence, not fixed genres; choose current Literacy Tree texts that match the school's context, wider curriculum and pupils' needs.

Year	Autumn: establish	Spring: deepen	Summer: apply independently
Foundation	Secure story language and sentence rehearsal	Develop simple narrative and information outcomes	Sustain independent ideas and reflect on learning
Year 1	Sentence control, oral retelling and familiar audiences	Narrative sequence, description and simple information	Greater stamina, independence and performance
Year 2	Re-establish fluency; coherent short texts	Paragraph-like grouping, inference and varied sentence links	Sustained outcomes, editing and evidence-led response
Year 3	Transition to KS2: paragraphing and richer vocabulary	Viewpoint, explanation and text structure	Sustained composition and independent revision
Year 4	Secure cohesion and inference across longer texts	Control tone, description, information and persuasion	Compare, evaluate and craft for effect
Year 5	Authorial choice, complex texts and deliberate register	Multiple viewpoints, argument and precise cohesion	Independent planning, crafting and substantial editing
Year 6	Diagnose gaps; establish mature reading/writing habits	Critical reading; controlled, purposeful composition	Synthesis, independence, transition and publication

A repeatable teaching sequence

Stage	Teaching focus
1. Immerse	Build context; read aloud; explore illustrations, themes and vocabulary; dramatise and discuss.
2. Read closely	Reread; retrieve; infer; summarise; analyse language, structure and viewpoint; justify with evidence.
3. Gather and practise	Collect ideas; investigate words and spelling; rehearse sentences; imitate useful patterns.
4. Model and compose	Clarify audience/purpose; model choices; co-construct success criteria; plan and draft.
5. Refine and publish	Reread as writer and reader; revise meaning; edit accuracy; perform, present or publish.
6. Assess and respond	Use observations and outcomes to identify strengths, gaps, next steps and appropriate support.

4. Year-group curriculum summaries

Foundation

- Intent: connect spoken language, phonics, reading and writing while preserving play, curiosity and story immersion.
- Core provision: Story Saplings/Writing Roots as appropriate; daily phonics; decodable reading; oral rehearsal; shared and independent sentence composition.
- Progress indicators: retells with story language; reads increasingly fluently at taught code; writes phonically plausible sentences; rereads for sense.

Year 1

- Intent: secure the alphabetic code and move from oral storytelling to coherent written outcomes.
- Core provision: daily phonics and decodable practice; high-quality read-aloud; linked Writing Roots and Spelling Seeds; short, frequent writing.
- Progress indicators: accurate decoding; simple inference; sequence and link sentences; use basic punctuation; apply taught spellings.

Year 2

- Intent: build reading fluency, composition stamina and conscious control of sentence-level choices.
- Core provision: fluency practice for those who need it; whole-text comprehension; purposeful narratives and non-fiction; explicit revision and proofreading.
- Progress indicators: discuss implicit meaning; organise a sustained short text; vary sentence openings/links; edit common errors with growing independence.

Year 3

- Intent: bridge into KS2 through longer texts, richer vocabulary, paragraphing and increasingly independent composition.
- Core provision: novels, poetry and non-fiction; explicit morphology; oral explanation; modelled planning and paragraph construction.
- Progress indicators: infer motives with evidence; summarise sections; group related ideas; sustain viewpoint; apply word families and prefixes/suffixes.

Year 4

- Intent: deepen interpretation and give pupils deliberate control over cohesion, description and information structure.
- Core provision: comparative talk; close language study; varied writing purposes; rehearsal of cohesion and sentence effects; systematic proofreading.
- Progress indicators: justify interpretations; recognise themes; link paragraphs; select vocabulary for effect; maintain accuracy across longer pieces.

Year 5

- Intent: develop critical, analytical readers and adaptable writers who can shift voice, register and structure.
- Core provision: demanding whole texts; debate and performance; study of author craft; sustained drafting and substantive revision.
- Progress indicators: analyse viewpoint and language; integrate evidence; manage cohesion; choose precise vocabulary; edit content and accuracy independently.

Year 6

- Intent: secure independent, reflective literacy for secondary transition while retaining creativity, reading pleasure and authentic publication.
- Core provision: critical comparison and synthesis; ambitious, varied writing; explicit control of rhetoric/register; personalised spelling and editing priorities.
- Progress indicators: evaluate texts; synthesise information; shape whole texts for impact; sustain register; revise strategically and explain authorial decisions.

5. Assessment and responsive teaching

Assessment should sit inside the teaching cycle. Literacy Tree's RATE tool and Steps in Progression can support consistent judgements, but evidence should remain broad: what pupils say, read, write, perform, revise and apply independently.

Point	Evidence to gather	Decision to make
Before a sequence	Review prior outcomes; sample fluency/phonics where relevant; identify vocabulary and knowledge barriers.	A small number of precise class and pupil priorities.
During immersion	Listen to discussion, retelling and oral rehearsal; check comprehension and word knowledge.	Immediate modelling, prompts, regrouping and pre-teaching.
During composition	Use conferencing, shared writing and short practice to diagnose composition and transcription needs.	Targeted feedback and next-step teaching, not excessive marking.
At the outcome	Evaluate impact on the intended audience, coherence, language choices and technical control.	A balanced judgement based on independent evidence.
Across the term	Moderate representative samples; use RATE/progression documents to review coverage and gaps.	Curriculum adjustments, intervention and professional development priorities.

Inclusion checkpoints

- Keep the same ambitious text and purpose wherever possible; change access, pacing, grouping and response mode before lowering the intellectual demand.
- Pre-teach essential concepts and vocabulary; use images, objects, drama, bilingual resources and first-language knowledge.
- Separate composition from transcription when diagnosing barriers. Allow oral recording, scribing, keyboarding or speech-to-text where appropriate.
- For pupils below age-related reading expectations, provide daily targeted code/fluency teaching alongside access to rich whole-class literature.
- Offer depth through interpretation, craft, independence and wider reading rather than simply more writing or harder vocabulary lists.

Leadership monitoring questions

- Do chosen texts provide breadth of authorship, culture, form, theme and challenge across the school?
- Can teachers explain how current learning builds on prior knowledge and prepares pupils for what follows?
- Is writing genuinely shaped by audience and purpose, and do pupils understand the effect of their choices?
- Are phonics, spelling, vocabulary and grammar applied beyond isolated exercises?
- Does assessment lead to visible changes in teaching, curriculum or support?

6. Long-term planning template

Duplicate the rows for each year group and populate them with the school's current Literacy Tree selections. Keep the overview concise; detailed lesson content belongs in the relevant member resources.

Half-term	Core text / resource	Final outcome: audience + purpose	Reading focus	Word study	Assessment / adaptation
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

Coverage check

Domain	Questions for the map
Text range	Narrative • poetry • literary non-fiction • information • diverse authors/illustrators • classic and contemporary
Writing purposes	Entertain • inform • explain • persuade • discuss • reflect; varied authentic audiences
Reading behaviours	Fluency • retrieval • inference • prediction • summarising • language/structure • comparison • evaluation
Language systems	Phonics • spelling • handwriting • vocabulary • grammar • punctuation • cohesion
Oracy	Recount • explain • question • justify • debate • perform • present • listen and respond
Equity	Representation • accessibility • scaffolding • intervention • challenge • pupil voice

Source and use

Prepared from publicly available Literacy Tree information accessed 18 September 2026. Resource availability, titles and member curriculum maps may change; check the current Literacy Tree platform before finalising the school's operational map.

- **Literacy Tree: homepage and overview:** <https://literacytree.com/>
- **Teach Through a Text pedagogy:** <https://literacytree.com/how-it-works/the-pedagogy>
- **Plan your curriculum:** <https://literacytree.com/what-you-get/plan-your-curriculum>
- **Writing Roots:** <https://literacytree.com/how-it-works/hiw-writing>
- **Reading Leaves:** <https://literacytree.com/how-it-works/hiw-reading>
- **Spelling Seeds:** <https://literacytree.com/how-it-works/hiw-spelling>
- **Vocabulary Vines:** <https://literacytree.com/how-it-works/hiw-vocabulary>
- **Story Saplings / Early Years:** <https://literacytree.com/how-it-works/early-years>
- **RATE and progress tracking:** <https://literacytree.com/what-you-get/track-your-progress>



Maple Haven School

Literacy Lesson Objectives

Foundation to Year 6

Complete objective bank and text-by-text curriculum coverage

168 texts • 374 objectives • 4,275 curriculum links

How to use this document

The document is organised by year group. Each section begins with the complete wording of the lesson objectives, grouped through the Area and Strand columns and assigned a unique code. The following coverage table lists every theme and book from the workbook and identifies all objectives linked to that text.

This structure preserves every book-to-objective link while avoiding repeated copies of the same objective wording. Use the objective codes to move between the coverage table and the complete objective bank for each year group.

Contents

Year group	Texts	Objectives
Foundation	21	30
Year 1	24	57
Year 2	24	63
Year 3	26	51
Year 4	23	51
Year 5	24	61
Year 6	26	61

Source: Maple Haven Lesson Objectives by Year Group workbook.

Foundation

21 texts • 30 objectives

Foundation objective bank

Code	Area	Strand	Lesson objective
F-01	Prime Area	Communication and Language > Listening, Attention & Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
F-02	Prime Area	Communication and Language > Listening, Attention & Understanding	Make comments about what they have heard and ask questions to clarify their understanding;
F-03	Prime Area	Communication and Language > Listening, Attention & Understanding	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
F-04	Prime Area	Communication and Language > Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
F-05	Prime Area	Communication and Language > Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
F-06	Prime Area	Communication and Language > Speaking	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
F-07	Prime Area	Literacy > Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
F-08	Prime Area	Literacy > Comprehension	Anticipate – where appropriate – key events in stories;
F-09	Prime Area	Literacy > Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
F-10	Prime Area	Literacy > Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs;
F-11	Prime Area	Literacy > Word Reading	Read words consistent with their phonic knowledge by sound-blending;
F-12	Prime Area	Literacy > Word Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
F-13	Prime Area	Literacy > Writing	Write recognisable letters, most of which are correctly formed;
F-14	Prime Area	Literacy > Writing	Spell words by identifying sounds in them and representing the sounds with a letter or letters;
F-15	Prime Area	Literacy > Writing	Write simple phrases and sentences that can be read by others.
F-16	SPECIFIC AREA	Understanding the World > Past and Present	Talk about the lives of the people around them and their roles in society;
F-17	SPECIFIC AREA	Understanding the World > Past and Present	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
F-18	SPECIFIC AREA	Understanding the World > Past and Present	Understand the past through settings, characters and events encountered in books read in class and storytelling.
F-19	SPECIFIC AREA	Understanding the World > People, Culture & Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
F-20	SPECIFIC AREA	Understanding the World > People, Culture & Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
F-21	SPECIFIC AREA	Understanding the World > People, Culture & Communities	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

Code	Area	Strand	Lesson objective
F-22	SPECIFIC AREA	Understanding the World > The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants;
F-23	SPECIFIC AREA	Understanding the World > The Natural World	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
F-24	SPECIFIC AREA	Understanding the World > The Natural World	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
F-25	SPECIFIC AREA	Expressive Arts and Design > Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
F-26	SPECIFIC AREA	Expressive Arts and Design > Creating with Materials	Share their creations, explaining the process they have used;
F-27	SPECIFIC AREA	Expressive Arts and Design > Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
F-28	SPECIFIC AREA	Expressive Arts and Design > Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher;
F-29	SPECIFIC AREA	Expressive Arts and Design > Being Imaginative and Expressive	Sing a range of well-known nursery rhymes and songs;
F-30	SPECIFIC AREA	Expressive Arts and Design > Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Foundation coverage by theme and text

Theme	Book	Objective codes
Outside Inside	Where the Wild Things Are	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Outside Inside	Bringing the Rain to Kapiti Plain	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Outside Inside	Anansi the Spider	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Knowing Yourself	Look Up!	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Knowing Yourself	Halibut Jackson	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Knowing Yourself	I am Henry Finch	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Knowing Yourself	Ning and the Night Pirates	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Talents & Powers	The Magic Paintbrush	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Talents & Powers	Little Red	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Talents & Powers	Super Milly and the Super School Day	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30

Theme	Book	Objective codes
Sowing a Seed	The Tiny Seed	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Sowing a Seed	I Will Not Ever Never Eat a Tomato	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Sowing a Seed	The Extraordinary Gardener	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Celebrating self	Weirdo	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Celebrating self	My Shadow is Pink	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Celebrating self	So Much	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Celebrating self	The Night Pirates	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Family & Friends	And Tango Makes Three	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Family & Friends	Hairy Maclary	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Family & Friends	Oi Frog	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30
Family & Friends	Izzy Gizmo	F-01, F-02, F-03, F-04, F-05, F-06, F-07, F-08, F-09, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17, F-18, F-19, F-20, F-21, F-22, F-23, F-24, F-25, F-26, F-27, F-28, F-29, F-30

Year 1

24 texts • 57 objectives

Year 1 objective bank

Code	Area	Strand	Lesson objective
Y1-01	Word Reading	Word Reading	Apply phonic knowledge and skills as the route to decode words
Y1-02	Word Reading	Word Reading	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
Y1-03	Word Reading	Word Reading	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Y1-04	Word Reading	Word Reading	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Y1-05	Word Reading	Word Reading	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
Y1-06	Word Reading	Word Reading	Read other words of more than one syllable that contain taught GPCs
Y1-07	Word Reading	Word Reading	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Y1-08	Word Reading	Word Reading	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading
Y1-09	Word Reading	Word Reading	Re-read these books to build up their fluency and confidence in word reading.
Y1-10	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Y1-11	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Being encouraged to link what they read or hear read to their own experiences
Y1-12	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Y1-13	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Recognising and joining in with predictable phrases
Y1-14	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Learning to appreciate rhymes and poems, and to recite some by heart
Y1-15	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Discussing word meanings, linking new meanings to those already known
Y1-16	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Drawing on what they already know or on background information and vocabulary provided by the teacher
Y1-17	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Checking that the text makes sense to them as they read and correcting inaccurate reading
Y1-18	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Discussing the significance of the title and events
Y1-19	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Making inferences on the basis of what is being said and done

Code	Area	Strand	Lesson objective
Y1-20	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Predicting what might happen on the basis of what has been read so far
Y1-21	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Participate in discussion about what is read to them, taking turns and listening to what others say
Y1-22	Reading Comprehension	Understand both the books they can already read accurately and fluently and those they listen to by	Explain clearly their understanding of what is read to them
Y1-23	Transcription	Transcription	Words containing each of the 40+ phonemes already taught
Y1-24	Transcription	Transcription	Common exception words
Y1-25	Transcription	Transcription	The days of the week and the letters of the alphabet in order
Y1-26	Transcription	Transcription	Using letter names to distinguish between alternative spellings of the same sound
Y1-27	Transcription	Transcription	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
Y1-28	Transcription	Transcription	Using the prefix un–
Y1-29	Transcription	Transcription	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
Y1-30	Transcription	Transcription	Apply simple spelling rules and guidance, as listed in English Appendix 1
Y1-31	Transcription	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Y1-32	Grammar Year 1	Grammar Year 1	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
Y1-33	Grammar Year 1	Grammar Year 1	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
Y1-34	Grammar Year 1	Grammar Year 1	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Y1-35	Grammar Year 1	Grammar Year 1	How words can combine to make sentences
Y1-36	Grammar Year 1	Grammar Year 1	Joining words and joining clauses using and
Y1-37	Grammar Year 1	Grammar Year 1	Sequencing sentences to form short narratives
Y1-38	Grammar Year 1	Grammar Year 1	Separation of words with spaces
Y1-39	Grammar Year 1	Grammar Year 1	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
Y1-40	Grammar Year 1	Grammar Year 1	Capital letters for names and for the personal pronoun I
Y1-41	Grammar Year 2	Grammar Year 2	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
Y1-42	Grammar Year 2	Grammar Year 2	Formation of adjectives using suffixes such as –ful, –less
Y1-43	Grammar Year 2	Grammar Year 2	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Y1-44	Grammar Year 2	Grammar Year 2	Subordination (using when, if, that, because) and co-ordination (using or, and, but)
Y1-45	Grammar Year 2	Grammar Year 2	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
Y1-46	Grammar Year 2	Grammar Year 2	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Code	Area	Strand	Lesson objective
Y1-47	Grammar Year 2	Grammar Year 2	Correct choice and consistent use of present tense and past tense throughout writing
Y1-48	Grammar Year 2	Grammar Year 2	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Y1-49	Grammar Year 2	Grammar Year 2	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Y1-50	Grammar Year 2	Grammar Year 2	Commas to separate items in a list
Y1-51	Grammar Year 2	Grammar Year 2	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Y1-52	Composition	Write sentences by	Saying out loud what they are going to write about
Y1-53	Composition	Write sentences by	Composing a sentence orally before writing it
Y1-54	Composition	Write sentences by	Sequencing sentences to form short narratives
Y1-55	Composition	Write sentences by	Re-reading what they have written to check that it makes sense
Y1-56	Composition	Write sentences by	Discuss what they have written with the teacher or other pupils
Y1-57	Composition	Write sentences by	Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 coverage by theme and text

Theme	Book	Objective codes
Journeys & exploration	Cave Baby	Y1-01, Y1-07, Y1-08, Y1-10, Y1-11, Y1-13, Y1-14, Y1-16, Y1-22, Y1-23, Y1-30, Y1-33, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-45, Y1-49, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56
Journeys & exploration	Naughty Bus	Y1-01, Y1-03, Y1-06, Y1-10, Y1-11, Y1-17, Y1-18, Y1-21, Y1-22, Y1-25, Y1-26, Y1-30, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-44, Y1-45, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Journeys & exploration	Astro Girl	Y1-03, Y1-04, Y1-08, Y1-10, Y1-11, Y1-15, Y1-16, Y1-18, Y1-19, Y1-20, Y1-30, Y1-31, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-45, Y1-49, Y1-52, Y1-53, Y1-54, Y1-55
Journeys & exploration	Sidney, Stella and the Moon	Y1-03, Y1-04, Y1-08, Y1-10, Y1-11, Y1-15, Y1-20, Y1-24, Y1-31, Y1-35, Y1-36, Y1-37, Y1-39, Y1-46, Y1-49, Y1-52, Y1-53, Y1-54, Y1-55
Helpful heroes	I Want My Hat Back	Y1-07, Y1-19, Y1-20, Y1-21, Y1-22, Y1-30, Y1-35, Y1-36, Y1-38, Y1-39, Y1-40, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56
Helpful heroes	Leo and the Octopus	Y1-04, Y1-05, Y1-11, Y1-15, Y1-18, Y1-19, Y1-20, Y1-21, Y1-22, Y1-24, Y1-25, Y1-27, Y1-29, Y1-36, Y1-38, Y1-39, Y1-40, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Helpful heroes	Dragon Post	Y1-03, Y1-10, Y1-11, Y1-15, Y1-16, Y1-19, Y1-20, Y1-21, Y1-22, Y1-23, Y1-26, Y1-32, Y1-35, Y1-36, Y1-38, Y1-39, Y1-40, Y1-44, Y1-52, Y1-53, Y1-55, Y1-56
Helpful heroes	Billy and the Beast	Y1-01, Y1-05, Y1-12, Y1-16, Y1-19, Y1-20, Y1-24, Y1-27, Y1-29, Y1-32, Y1-33, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Helpful heroes	Send for a Superhero	Y1-01, Y1-05, Y1-12, Y1-16, Y1-18, Y1-19, Y1-20, Y1-21, Y1-24, Y1-27, Y1-29, Y1-32, Y1-33, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-41, Y1-42, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Similarities & differences	The Comet	Y1-01, Y1-02, Y1-03, Y1-06, Y1-08, Y1-09, Y1-10, Y1-13, Y1-14, Y1-15, Y1-21, Y1-30, Y1-31, Y1-33, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-45, Y1-52, Y1-53, Y1-54, Y1-55, Y1-57

Theme	Book	Objective codes
Similarities & differences	Yeti and the Bird	Y1-04, Y1-05, Y1-11, Y1-15, Y1-16, Y1-18, Y1-19, Y1-20, Y1-29, Y1-30, Y1-35, Y1-36, Y1-40, Y1-43, Y1-44, Y1-45, Y1-47, Y1-51, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Similarities & differences	The Odd Egg	Y1-01, Y1-05, Y1-07, Y1-11, Y1-13, Y1-15, Y1-19, Y1-20, Y1-28, Y1-29, Y1-34, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Imagination & creativity	Dadaji's Paintbrush	Y1-02, Y1-07, Y1-11, Y1-16, Y1-19, Y1-20, Y1-21, Y1-22, Y1-23, Y1-30, Y1-35, Y1-36, Y1-38, Y1-39, Y1-40, Y1-44, Y1-47, Y1-51, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56
Imagination & creativity	Iggy Peck, Architect	Y1-07, Y1-19, Y1-20, Y1-21, Y1-22, Y1-23, Y1-29, Y1-30, Y1-35, Y1-36, Y1-38, Y1-39, Y1-40, Y1-44, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56
Imagination & creativity	The Magic Bed	Y1-04, Y1-05, Y1-08, Y1-11, Y1-13, Y1-15, Y1-18, Y1-23, Y1-25, Y1-27, Y1-32, Y1-35, Y1-36, Y1-37, Y1-40, Y1-44, Y1-45, Y1-47, Y1-48, Y1-49, Y1-51, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Imagination & creativity	Julian Is A Mermaid	Y1-05, Y1-07, Y1-19, Y1-20, Y1-21, Y1-22, Y1-23, Y1-29, Y1-30, Y1-35, Y1-36, Y1-38, Y1-39, Y1-40, Y1-44, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56
Friendship & kindness	Beegu	Y1-01, Y1-02, Y1-03, Y1-06, Y1-08, Y1-09, Y1-10, Y1-13, Y1-15, Y1-21, Y1-23, Y1-30, Y1-31, Y1-32, Y1-35, Y1-37, Y1-38, Y1-39, Y1-45, Y1-52, Y1-53, Y1-54, Y1-55, Y1-57
Friendship & kindness	Pig the Pug	Y1-03, Y1-07, Y1-19, Y1-20, Y1-21, Y1-22, Y1-23, Y1-26, Y1-35, Y1-36, Y1-39, Y1-40, Y1-44, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56
Friendship & kindness	Lost and Found	Y1-01, Y1-03, Y1-05, Y1-07, Y1-11, Y1-15, Y1-16, Y1-19, Y1-20, Y1-21, Y1-29, Y1-30, Y1-34, Y1-35, Y1-36, Y1-37, Y1-41, Y1-42, Y1-44, Y1-45, Y1-47, Y1-50, Y1-52, Y1-53, Y1-54, Y1-55
Friendship & kindness	Lubna and Pebble	Y1-01, Y1-03, Y1-07, Y1-11, Y1-15, Y1-16, Y1-17, Y1-19, Y1-20, Y1-21, Y1-28, Y1-29, Y1-30, Y1-34, Y1-35, Y1-36, Y1-37, Y1-40, Y1-44, Y1-45, Y1-47, Y1-49, Y1-50, Y1-52, Y1-53, Y1-54, Y1-55
Nature & environment	Stanley's Stick	Y1-01, Y1-02, Y1-03, Y1-05, Y1-08, Y1-09, Y1-10, Y1-11, Y1-12, Y1-15, Y1-19, Y1-20, Y1-23, Y1-29, Y1-30, Y1-31, Y1-33, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Nature & environment	Stella and the Seagull	Y1-01, Y1-05, Y1-10, Y1-12, Y1-16, Y1-19, Y1-20, Y1-23, Y1-27, Y1-29, Y1-32, Y1-33, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57
Nature & environment	Dinosaurs and All That Rubbish	Y1-05, Y1-08, Y1-10, Y1-11, Y1-15, Y1-16, Y1-18, Y1-19, Y1-21, Y1-23, Y1-29, Y1-33, Y1-35, Y1-36, Y1-37, Y1-39, Y1-51, Y1-52, Y1-53, Y1-54, Y1-56
Nature & environment	The Sea Saw	Y1-04, Y1-05, Y1-11, Y1-15, Y1-18, Y1-19, Y1-20, Y1-21, Y1-22, Y1-24, Y1-25, Y1-26, Y1-28, Y1-29, Y1-33, Y1-34, Y1-35, Y1-36, Y1-37, Y1-38, Y1-39, Y1-40, Y1-47, Y1-52, Y1-53, Y1-54, Y1-55, Y1-56, Y1-57

Year 2

24 texts • 63 objectives

Year 2 objective bank

Code	Area	Strand	Lesson objective
Y2-01	Word Reading	Word Reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
Y2-02	Word Reading	Word Reading	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
Y2-03	Word Reading	Word Reading	Read accurately words of two or more syllables that contain the same graphemes as above
Y2-04	Word Reading	Word Reading	Read words containing common suffixes
Y2-05	Word Reading	Word Reading	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Y2-06	Word Reading	Word Reading	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
Y2-07	Word Reading	Word Reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Y2-08	Word Reading	Word Reading	Re-read these books to build up their fluency and confidence in word reading
Y2-09	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Y2-10	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Discussing the sequence of events in books and how items of information are related
Y2-11	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Y2-12	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Being introduced to non-fiction books that are structured in different ways
Y2-13	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Recognising simple recurring literary language in stories and poetry
Y2-14	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Y2-15	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Discussing their favourite words and phrases
Y2-16	Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Y2-17	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Drawing on what they already know or on background information and vocabulary provided by the teacher

Code	Area	Strand	Lesson objective
Y2-18	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Checking that the text makes sense to them as they read and correcting inaccurate reading
Y2-19	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Making inferences on the basis of what is being said and done
Y2-20	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Answering and asking questions
Y2-21	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Predicting what might happen on the basis of what has been read so far
Y2-22	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Y2-23	Reading Comprehension	Understand both the books that they can already read accurately and fluently and those that they listen to by	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Y2-24	Transcription	Transcription	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
Y2-25	Transcription	Transcription	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
Y2-26	Transcription	Transcription	Learning to spell common exception words
Y2-27	Transcription	Transcription	Learning to spell more words with contracted forms
Y2-28	Transcription	Transcription	Learning the possessive apostrophe (singular) [for example, the girl's book]
Y2-29	Transcription	Transcription	Distinguishing between homophones and near-homophones
Y2-30	Transcription	Transcription	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
Y2-31	Transcription	Transcription	Apply spelling rules and guidance, as listed in English Appendix 1
Y2-32	Transcription	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Y2-33	Grammar Year 1	Grammar Year 1	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
Y2-34	Grammar Year 1	Grammar Year 1	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
Y2-35	Grammar Year 1	Grammar Year 1	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Y2-36	Grammar Year 1	Grammar Year 1	How words can combine to make sentences
Y2-37	Grammar Year 1	Grammar Year 1	Joining words and joining clauses using and
Y2-38	Grammar Year 1	Grammar Year 1	Sequencing sentences to form short narratives
Y2-39	Grammar Year 1	Grammar Year 1	Separation of words with spaces
Y2-40	Grammar Year 1	Grammar Year 1	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Code	Area	Strand	Lesson objective
Y2-41	Grammar Year 1	Grammar Year 1	Capital letters for names and for the personal pronoun I
Y2-42	Grammar Year 2	Grammar Year 2	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
Y2-43	Grammar Year 2	Grammar Year 2	Formation of adjectives using suffixes such as –ful, –less
Y2-44	Grammar Year 2	Grammar Year 2	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Y2-45	Grammar Year 2	Grammar Year 2	Subordination (using when, if, that, because) and co-ordination (using or, and, but)
Y2-46	Grammar Year 2	Grammar Year 2	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
Y2-47	Grammar Year 2	Grammar Year 2	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Y2-48	Grammar Year 2	Grammar Year 2	Correct choice and consistent use of present tense and past tense throughout writing
Y2-49	Grammar Year 2	Grammar Year 2	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Y2-50	Grammar Year 2	Grammar Year 2	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Y2-51	Grammar Year 2	Grammar Year 2	Commas to separate items in a list
Y2-52	Grammar Year 2	Grammar Year 2	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Y2-53	Composition	Develop positive attitudes towards and stamina for writing by	Writing narratives about personal experiences and those of others (real and fictional)
Y2-54	Composition	Develop positive attitudes towards and stamina for writing by	Writing about real events
Y2-55	Composition	Develop positive attitudes towards and stamina for writing by	Writing poetry
Y2-56	Composition	Develop positive attitudes towards and stamina for writing by	Writing for different purposes
Y2-57	Composition	Consider what they are going to write before beginning by	Planning or saying out loud what they are going to write about
Y2-58	Composition	Consider what they are going to write before beginning by	Writing down ideas and/or key words, including new vocabulary
Y2-59	Composition	Consider what they are going to write before beginning by	Encapsulating what they want to say, sentence by sentence
Y2-60	Composition	Consider what they are going to write before beginning by	Evaluating their Writing with the teacher and other pupils
Y2-61	Composition	Consider what they are going to write before beginning by	Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Y2-62	Composition	Consider what they are going to write before beginning by	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
Y2-63	Composition	Consider what they are going to write before beginning by	Read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 coverage by theme and text

Theme	Book	Objective codes
Bravery & pride	The Bear Under the Stairs	Y2-01, Y2-02, Y2-05, Y2-06, Y2-07, Y2-10, Y2-12, Y2-13, Y2-16, Y2-19, Y2-20, Y2-25, Y2-27, Y2-29, Y2-37, Y2-38, Y2-40, Y2-41, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-53, Y2-54, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62
Bravery & pride	The Minpins	Y2-01, Y2-04, Y2-10, Y2-19, Y2-22, Y2-28, Y2-30, Y2-37, Y2-44, Y2-45, Y2-46, Y2-47, Y2-48, Y2-49, Y2-51, Y2-53, Y2-56, Y2-57, Y2-58, Y2-60, Y2-61
Bravery & pride	The Proudest Blue	Y2-01, Y2-02, Y2-03, Y2-04, Y2-07, Y2-09, Y2-11, Y2-13, Y2-15, Y2-17, Y2-19, Y2-20, Y2-22, Y2-23, Y2-24, Y2-27, Y2-30, Y2-31, Y2-34, Y2-36, Y2-37, Y2-38, Y2-40, Y2-41, Y2-43, Y2-44, Y2-45, Y2-46, Y2-47, Y2-48, Y2-49, Y2-50, Y2-52, Y2-53, Y2-55, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62, Y2-63
Bravery & pride	The Bear and the Piano	Y2-01, Y2-02, Y2-05, Y2-06, Y2-07, Y2-13, Y2-16, Y2-17, Y2-19, Y2-21, Y2-24, Y2-26, Y2-27, Y2-30, Y2-37, Y2-45, Y2-46, Y2-47, Y2-53, Y2-56, Y2-59, Y2-61, Y2-62
A Twist in the Tale	Goldilocks using three different versions	Y2-02, Y2-04, Y2-05, Y2-09, Y2-11, Y2-17, Y2-19, Y2-20, Y2-26, Y2-33, Y2-41, Y2-45, Y2-46, Y2-48, Y2-49, Y2-50, Y2-52, Y2-53, Y2-56, Y2-57, Y2-60
A Twist in the Tale	Me and You	Y2-02, Y2-04, Y2-05, Y2-09, Y2-11, Y2-17, Y2-19, Y2-20, Y2-26, Y2-34, Y2-36, Y2-37, Y2-38, Y2-40, Y2-41, Y2-45, Y2-46, Y2-47, Y2-48, Y2-49, Y2-50, Y2-52, Y2-53, Y2-56, Y2-57, Y2-58, Y2-60, Y2-62
A Twist in the Tale	Wolves	Y2-01, Y2-02, Y2-03, Y2-09, Y2-11, Y2-12, Y2-14, Y2-17, Y2-20, Y2-23, Y2-25, Y2-32, Y2-45, Y2-46, Y2-48, Y2-50, Y2-53, Y2-54, Y2-56, Y2-58, Y2-59, Y2-60
A Twist in the Tale	Jim and the Beanstalk	Y2-01, Y2-06, Y2-11, Y2-13, Y2-17, Y2-19, Y2-20, Y2-21, Y2-24, Y2-31, Y2-32, Y2-34, Y2-37, Y2-38, Y2-44, Y2-48, Y2-49, Y2-53, Y2-56, Y2-57, Y2-60, Y2-61, Y2-63
Creation & conservation	The Journey Home	Y2-02, Y2-04, Y2-05, Y2-09, Y2-11, Y2-12, Y2-14, Y2-17, Y2-20, Y2-23, Y2-30, Y2-31, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-51, Y2-53, Y2-56, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62
Creation & conservation	We Are Water Protectors	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-13, Y2-14, Y2-20, Y2-24, Y2-27, Y2-30, Y2-31, Y2-41, Y2-43, Y2-45, Y2-46, Y2-47, Y2-48, Y2-49, Y2-50, Y2-51, Y2-52, Y2-55, Y2-56, Y2-59, Y2-62
Creation & conservation	Dear Earth	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-10, Y2-12, Y2-13, Y2-14, Y2-17, Y2-20, Y2-22, Y2-23, Y2-24, Y2-28, Y2-30, Y2-31, Y2-42, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-51, Y2-52, Y2-54, Y2-55, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62, Y2-63
Creation & conservation	House Held Up By Trees	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-10, Y2-12, Y2-13, Y2-14, Y2-17, Y2-20, Y2-22, Y2-23, Y2-24, Y2-28, Y2-30, Y2-31, Y2-41, Y2-43, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-51, Y2-52, Y2-54, Y2-55, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62, Y2-63
Change & relationships	The Owl and the Pussy-cat	Y2-01, Y2-02, Y2-03, Y2-04, Y2-08, Y2-09, Y2-13, Y2-14, Y2-20, Y2-24, Y2-26, Y2-30, Y2-31, Y2-41, Y2-43, Y2-45, Y2-46, Y2-47, Y2-48, Y2-49, Y2-50, Y2-51, Y2-52, Y2-55, Y2-56, Y2-59, Y2-62
Change & relationships	Tadpole's Promise	Y2-01, Y2-02, Y2-07, Y2-10, Y2-12, Y2-13, Y2-21, Y2-24, Y2-27, Y2-28, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-52, Y2-53, Y2-56, Y2-57, Y2-59, Y2-61
Change & relationships	Grandad's Camper	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-10, Y2-14, Y2-15, Y2-17, Y2-19, Y2-20, Y2-21, Y2-22, Y2-28, Y2-45, Y2-46, Y2-47, Y2-48, Y2-49, Y2-50, Y2-52, Y2-53, Y2-55, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62, Y2-63
Change & relationships	If All the World Were	Y2-01, Y2-02, Y2-03, Y2-04, Y2-08, Y2-09, Y2-13, Y2-14, Y2-20, Y2-24, Y2-30, Y2-31, Y2-41, Y2-43, Y2-45, Y2-46, Y2-47, Y2-50, Y2-55, Y2-56, Y2-59, Y2-62

Theme	Book	Objective codes
Fictional worlds & fantasy	Lizzy and the Cloud	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-10, Y2-12, Y2-14, Y2-17, Y2-20, Y2-22, Y2-23, Y2-24, Y2-30, Y2-31, Y2-43, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-51, Y2-54, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62, Y2-63
Fictional worlds & fantasy	The Dragon Machine	Y2-01, Y2-05, Y2-10, Y2-15, Y2-17, Y2-19, Y2-21, Y2-22, Y2-23, Y2-26, Y2-30, Y2-31, Y2-32, Y2-42, Y2-45, Y2-46, Y2-47, Y2-50, Y2-51, Y2-53, Y2-56, Y2-57, Y2-58, Y2-60, Y2-61, Y2-62
Fictional worlds & fantasy	Ocean Meets Sky	Y2-01, Y2-04, Y2-05, Y2-10, Y2-15, Y2-17, Y2-19, Y2-21, Y2-23, Y2-28, Y2-30, Y2-42, Y2-45, Y2-46, Y2-47, Y2-50, Y2-51, Y2-53, Y2-56, Y2-57, Y2-58, Y2-60, Y2-61, Y2-62
Fictional worlds & fantasy	Toys in Space	Y2-01, Y2-04, Y2-05, Y2-09, Y2-10, Y2-15, Y2-17, Y2-19, Y2-21, Y2-23, Y2-26, Y2-30, Y2-40, Y2-45, Y2-46, Y2-47, Y2-48, Y2-53, Y2-57, Y2-61, Y2-62, Y2-63
Urban metropolis	Rosie Revere, Engineer	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-10, Y2-12, Y2-13, Y2-14, Y2-17, Y2-20, Y2-22, Y2-23, Y2-24, Y2-30, Y2-31, Y2-40, Y2-41, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-51, Y2-52, Y2-56, Y2-57, Y2-58, Y2-59, Y2-62, Y2-63
Urban metropolis	A Walk in London	Y2-01, Y2-02, Y2-03, Y2-04, Y2-09, Y2-10, Y2-12, Y2-14, Y2-17, Y2-20, Y2-22, Y2-23, Y2-24, Y2-30, Y2-31, Y2-43, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-51, Y2-52, Y2-54, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62, Y2-63
Urban metropolis	The Great Fire of London	Y2-01, Y2-05, Y2-10, Y2-12, Y2-14, Y2-17, Y2-19, Y2-21, Y2-23, Y2-26, Y2-27, Y2-30, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-53, Y2-54, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62
Urban metropolis	Last Stop on Market Street	Y2-01, Y2-05, Y2-10, Y2-12, Y2-14, Y2-17, Y2-18, Y2-19, Y2-21, Y2-23, Y2-26, Y2-27, Y2-42, Y2-44, Y2-45, Y2-46, Y2-47, Y2-48, Y2-50, Y2-53, Y2-54, Y2-56, Y2-57, Y2-58, Y2-59, Y2-60, Y2-61, Y2-62

Year 3

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Year 3 objective bank

Code	Area	Strand	Lesson objective
Y3-01	Word Reading	Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Y3-02	Word Reading	Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Y3-03	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Y3-04	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Reading books that are structured in different ways and reading for a range of purposes
Y3-05	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Using dictionaries to check the meaning of words that they have read
Y3-06	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Y3-07	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Identifying themes and conventions in a wide range of books
Y3-08	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Y3-09	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Discussing words and phrases that capture the reader's interest and imagination
Y3-10	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Recognising some different forms of poetry [for example, free verse, narrative poetry]
Y3-11	Reading Comprehension	Understand what they read, in books they can read independently, by	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Y3-12	Reading Comprehension	Understand what they read, in books they can read independently, by	Asking questions to improve their understanding of a text
Y3-13	Reading Comprehension	Understand what they read, in books they can read independently, by	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Y3-14	Reading Comprehension	Understand what they read, in books they can read independently, by	Predicting what might happen from details stated and implied
Y3-15	Reading Comprehension	Understand what they read, in books they can read independently, by	Identifying main ideas drawn from more than one paragraph and summarising these
Y3-16	Reading Comprehension	Understand what they read, in books they can read independently, by	Identifying how language, structure, and presentation contribute to meaning
Y3-17	Reading Comprehension	Understand what they read, in books they can read independently, by	Retrieve and record information from non-fiction

Code	Area	Strand	Lesson objective
Y3-18	Reading Comprehension	Understand what they read, in books they can read independently, by	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Y3-19	Transcription	Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1)
Y3-20	Transcription	Transcription	Spell further homophones
Y3-21	Transcription	Transcription	Spell words that are often misspelt (English Appendix 1)
Y3-22	Transcription	Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
Y3-23	Transcription	Transcription	Use the first two or three letters of a word to check its spelling in a dictionary
Y3-24	Transcription	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Y3-25	Grammar Year 3	Grammar Year 3	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
Y3-26	Grammar Year 3	Grammar Year 3	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
Y3-27	Grammar Year 3	Grammar Year 3	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Y3-28	Grammar Year 3	Grammar Year 3	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Y3-29	Grammar Year 3	Grammar Year 3	Introduction to paragraphs as a way to group related material
Y3-30	Grammar Year 3	Grammar Year 3	Headings and sub-headings to aid presentation
Y3-31	Grammar Year 3	Grammar Year 3	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Y3-32	Grammar Year 3	Grammar Year 3	Introduction to inverted commas to punctuate direct speech
Y3-33	Grammar Year 4	Grammar Year 4	The grammatical difference between plural and possessive –s
Y3-34	Grammar Year 4	Grammar Year 4	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Y3-35	Grammar Year 4	Grammar Year 4	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Y3-36	Grammar Year 4	Grammar Year 4	Fronted adverbials [for example, Later that day, I heard the bad news.]
Y3-37	Grammar Year 4	Grammar Year 4	Use of paragraphs to organise ideas around a theme
Y3-38	Grammar Year 4	Grammar Year 4	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Y3-39	Grammar Year 4	Grammar Year 4	Use of inverted commas and other punctuation to indicate direct speech
Y3-40	Grammar Year 4	Grammar Year 4	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Y3-41	Grammar Year 4	Grammar Year 4	Use of commas after fronted adverbials
Y3-42	Composition	Plan their writing by	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Y3-43	Composition	Plan their writing by	Discussing and recording ideas

Code	Area	Strand	Lesson objective
Y3-44	Composition	Draft and write by	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
Y3-45	Composition	Draft and write by	Organising paragraphs around a theme
Y3-46	Composition	Draft and write by	In narratives, creating settings, characters and plot
Y3-47	Composition	Draft and write by	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Y3-48	Composition	Evaluate and edit by	Assessing the effectiveness of their own and others' writing and suggesting improvements
Y3-49	Composition	Evaluate and edit by	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Y3-50	Composition	Evaluate and edit by	Proof-read for spelling and punctuation errors
Y3-51	Composition	Evaluate and edit by	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 3 coverage by theme and text

Theme	Book	Objective codes
Magic & wonder	Leon and the Place Between	Y3-01, Y3-02, Y3-04, Y3-06, Y3-07, Y3-09, Y3-13, Y3-15, Y3-23, Y3-24, Y3-28, Y3-32, Y3-35, Y3-36, Y3-37, Y3-38, Y3-41, Y3-42, Y3-43, Y3-44, Y3-45, Y3-46, Y3-49
Magic & wonder	The Wilderness	Y3-01, Y3-02, Y3-03, Y3-08, Y3-09, Y3-11, Y3-13, Y3-19, Y3-28, Y3-30, Y3-31, Y3-35, Y3-36, Y3-41, Y3-42, Y3-43, Y3-44, Y3-47, Y3-48, Y3-49, Y3-50, Y3-51
Magic & wonder	The Tin Forest	Y3-01, Y3-03, Y3-04, Y3-06, Y3-09, Y3-12, Y3-13, Y3-14, Y3-18, Y3-19, Y3-28, Y3-29, Y3-35, Y3-38, Y3-42, Y3-43, Y3-48, Y3-49, Y3-50
Magic & wonder	The Heart and the Bottle	Y3-01, Y3-02, Y3-04, Y3-06, Y3-07, Y3-09, Y3-12, Y3-13, Y3-18, Y3-19, Y3-21, Y3-27, Y3-28, Y3-31, Y3-32, Y3-41, Y3-42, Y3-43, Y3-44, Y3-45, Y3-46, Y3-48
Magic & wonder	The First Drawing	Y3-01, Y3-03, Y3-06, Y3-09, Y3-13, Y3-14, Y3-15, Y3-19, Y3-20, Y3-28, Y3-29, Y3-35, Y3-36, Y3-38, Y3-39, Y3-41, Y3-42, Y3-43, Y3-44, Y3-45, Y3-46, Y3-48, Y3-49, Y3-50
Dreams & curiosity	The BFG	Y3-01, Y3-02, Y3-06, Y3-07, Y3-09, Y3-19, Y3-23, Y3-28, Y3-35, Y3-36, Y3-38, Y3-41, Y3-42, Y3-43, Y3-44, Y3-45, Y3-46, Y3-49
Dreams & curiosity	The Seed of Doubt	Y3-01, Y3-02, Y3-03, Y3-07, Y3-09, Y3-10, Y3-13, Y3-14, Y3-18, Y3-21, Y3-22, Y3-28, Y3-31, Y3-32, Y3-35, Y3-36, Y3-39, Y3-40, Y3-42, Y3-43, Y3-44, Y3-45, Y3-47, Y3-48, Y3-49, Y3-50, Y3-51
Dreams & curiosity	The Barnabus Project	Y3-01, Y3-02, Y3-03, Y3-07, Y3-09, Y3-13, Y3-14, Y3-19, Y3-23, Y3-28, Y3-29, Y3-31, Y3-32, Y3-35, Y3-36, Y3-42, Y3-43, Y3-44, Y3-45, Y3-47, Y3-48, Y3-49, Y3-50, Y3-51
Dreams & curiosity	The Tear Thief	Y3-01, Y3-02, Y3-07, Y3-09, Y3-13, Y3-14, Y3-19, Y3-26, Y3-27, Y3-28, Y3-31, Y3-32, Y3-36, Y3-39, Y3-40, Y3-41, Y3-43, Y3-45, Y3-47, Y3-49, Y3-50
Inspiration & strength	Cloud Tea Monkeys	Y3-01, Y3-02, Y3-07, Y3-09, Y3-13, Y3-14, Y3-19, Y3-26, Y3-27, Y3-28, Y3-29, Y3-30, Y3-31, Y3-43, Y3-45, Y3-47, Y3-49
Inspiration & strength	Cinderella of the Nile	Y3-01, Y3-02, Y3-07, Y3-09, Y3-13, Y3-14, Y3-19, Y3-28, Y3-29, Y3-31, Y3-43, Y3-45, Y3-49
Inspiration & strength	Small in the City	Y3-01, Y3-02, Y3-07, Y3-09, Y3-13, Y3-19, Y3-28, Y3-29, Y3-31, Y3-32, Y3-36, Y3-38, Y3-39, Y3-40, Y3-41, Y3-42, Y3-43, Y3-44, Y3-45, Y3-46, Y3-48, Y3-49, Y3-50, Y3-51

Theme	Book	Objective codes
Inspiration & strength	Black Dog	Y3-01, Y3-07, Y3-09, Y3-13, Y3-14, Y3-16, Y3-18, Y3-22, Y3-28, Y3-32, Y3-33, Y3-35, Y3-36, Y3-38, Y3-39, Y3-40, Y3-41, Y3-42, Y3-44, Y3-46
Inspiration & strength	Sparky	Y3-01, Y3-02, Y3-07, Y3-09, Y3-13, Y3-14, Y3-23, Y3-24, Y3-28, Y3-35, Y3-36, Y3-38, Y3-41, Y3-42, Y3-43, Y3-46, Y3-49
Hope & resilience	The Search for the Giant Arctic Jellyfish	Y3-01, Y3-02, Y3-07, Y3-09, Y3-11, Y3-12, Y3-13, Y3-18, Y3-28, Y3-30, Y3-43, Y3-44, Y3-47, Y3-48, Y3-49, Y3-50, Y3-51
Hope & resilience	Nen and the Lonely Fisherman	Y3-01, Y3-02, Y3-07, Y3-09, Y3-11, Y3-12, Y3-13, Y3-14, Y3-19, Y3-23, Y3-28, Y3-31, Y3-36, Y3-38, Y3-42, Y3-43, Y3-45, Y3-46, Y3-49, Y3-50, Y3-51
Hope & resilience	The Last Garden	Y3-01, Y3-02, Y3-06, Y3-07, Y3-09, Y3-18, Y3-19, Y3-21, Y3-22, Y3-23, Y3-24, Y3-28, Y3-35, Y3-36, Y3-38, Y3-39, Y3-41, Y3-42, Y3-43, Y3-44, Y3-45, Y3-46, Y3-48, Y3-49
Hope & resilience	The Pied Piper	Y3-01, Y3-02, Y3-06, Y3-07, Y3-09, Y3-21, Y3-22, Y3-23, Y3-24, Y3-26, Y3-28, Y3-29, Y3-30, Y3-36, Y3-37, Y3-41, Y3-42, Y3-45, Y3-47
From mystery to discovery	Escape from Pompeii	Y3-01, Y3-03, Y3-04, Y3-06, Y3-09, Y3-12, Y3-13, Y3-14, Y3-18, Y3-19, Y3-24, Y3-28, Y3-29, Y3-32, Y3-35, Y3-36, Y3-38, Y3-39, Y3-41, Y3-42, Y3-43, Y3-46, Y3-48, Y3-49, Y3-50
From mystery to discovery	The Mysteries of Harris Burdick	Y3-01, Y3-03, Y3-04, Y3-06, Y3-09, Y3-12, Y3-13, Y3-14, Y3-18, Y3-19, Y3-28, Y3-29, Y3-31, Y3-32, Y3-35, Y3-36, Y3-38, Y3-39, Y3-42, Y3-43, Y3-44, Y3-46, Y3-48, Y3-49, Y3-50
From mystery to discovery	Flotsam	Y3-01, Y3-04, Y3-07, Y3-12, Y3-13, Y3-14, Y3-15, Y3-16, Y3-21, Y3-28, Y3-35, Y3-36, Y3-37, Y3-38, Y3-41, Y3-42, Y3-43, Y3-45, Y3-46, Y3-49
From mystery to discovery	Our Tower	Y3-01, Y3-03, Y3-04, Y3-07, Y3-09, Y3-13, Y3-14, Y3-19, Y3-26, Y3-27, Y3-28, Y3-29, Y3-31, Y3-32, Y3-35, Y3-36, Y3-42, Y3-43, Y3-45, Y3-46, Y3-48, Y3-50, Y3-51
Confidence & caution	The Thames and Tide Club	Y3-01, Y3-03, Y3-04, Y3-06, Y3-09, Y3-12, Y3-13, Y3-14, Y3-18, Y3-19, Y3-26, Y3-28, Y3-29, Y3-31, Y3-32, Y3-35, Y3-36, Y3-38, Y3-39, Y3-42, Y3-43, Y3-44, Y3-46, Y3-48, Y3-49, Y3-50
Confidence & caution	How to Live Forever	Y3-01, Y3-03, Y3-05, Y3-07, Y3-09, Y3-11, Y3-12, Y3-13, Y3-14, Y3-18, Y3-23, Y3-25, Y3-27, Y3-28, Y3-32, Y3-35, Y3-36, Y3-39, Y3-42, Y3-43, Y3-44, Y3-46, Y3-48, Y3-51
Confidence & caution	The Zebra's Great Escape	Y3-02, Y3-03, Y3-07, Y3-08, Y3-09, Y3-11, Y3-13, Y3-15, Y3-18, Y3-22, Y3-28, Y3-29, Y3-32, Y3-33, Y3-35, Y3-36, Y3-38, Y3-39, Y3-40, Y3-42, Y3-43, Y3-44, Y3-46, Y3-48, Y3-50, Y3-51
Confidence & caution	Jim, A Cautionary Tale	Y3-02, Y3-03, Y3-08, Y3-10, Y3-11, Y3-14, Y3-21, Y3-28, Y3-36, Y3-38, Y3-42, Y3-43, Y3-46, Y3-48, Y3-51

Year 4

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Year 4 objective bank

Code	Area	Strand	Lesson objective
Y4-01	Word Reading	Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Y4-02	Word Reading	Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Y4-03	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Y4-04	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Reading books that are structured in different ways and reading for a range of purposes
Y4-05	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Using dictionaries to check the meaning of words that they have read
Y4-06	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Y4-07	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Identifying themes and conventions in a wide range of books
Y4-08	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Y4-09	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Discussing words and phrases that capture the reader's interest and imagination
Y4-10	Reading Comprehension	Develop positive attitudes to reading and understanding of what they read by	Recognising some different forms of poetry [for example, free verse, narrative poetry]
Y4-11	Reading Comprehension	Understand what they read, in books they can read independently, by	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Y4-12	Reading Comprehension	Understand what they read, in books they can read independently, by	Asking questions to improve their understanding of a text
Y4-13	Reading Comprehension	Understand what they read, in books they can read independently, by	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Y4-14	Reading Comprehension	Understand what they read, in books they can read independently, by	Predicting what might happen from details stated and implied
Y4-15	Reading Comprehension	Understand what they read, in books they can read independently, by	Identifying main ideas drawn from more than one paragraph and summarising these
Y4-16	Reading Comprehension	Understand what they read, in books they can read independently, by	Identifying how language, structure, and presentation contribute to meaning
Y4-17	Reading Comprehension	Understand what they read, in books they can read independently, by	Retrieve and record information from non-fiction

Code	Area	Strand	Lesson objective
Y4-18	Reading Comprehension	Understand what they read, in books they can read independently, by	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Y4-19	Transcription	Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1)
Y4-20	Transcription	Transcription	Spell further homophones
Y4-21	Transcription	Transcription	Spell words that are often misspelt (English Appendix 1)
Y4-22	Transcription	Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
Y4-23	Transcription	Transcription	Use the first two or three letters of a word to check its spelling in a dictionary
Y4-24	Transcription	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Y4-25	Grammar Year 3	Grammar Year 3	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
Y4-26	Grammar Year 3	Grammar Year 3	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
Y4-27	Grammar Year 3	Grammar Year 3	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Y4-28	Grammar Year 3	Grammar Year 3	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Y4-29	Grammar Year 3	Grammar Year 3	Introduction to paragraphs as a way to group related material
Y4-30	Grammar Year 3	Grammar Year 3	Headings and sub-headings to aid presentation
Y4-31	Grammar Year 3	Grammar Year 3	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Y4-32	Grammar Year 3	Grammar Year 3	Introduction to inverted commas to punctuate direct speech
Y4-33	Grammar Year 4	Grammar Year 4	The grammatical difference between plural and possessive –s
Y4-34	Grammar Year 4	Grammar Year 4	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Y4-35	Grammar Year 4	Grammar Year 4	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Y4-36	Grammar Year 4	Grammar Year 4	Fronted adverbials [for example, Later that day, I heard the bad news.]
Y4-37	Grammar Year 4	Grammar Year 4	Use of paragraphs to organise ideas around a theme
Y4-38	Grammar Year 4	Grammar Year 4	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Y4-39	Grammar Year 4	Grammar Year 4	Use of inverted commas and other punctuation to indicate direct speech
Y4-40	Grammar Year 4	Grammar Year 4	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Y4-41	Grammar Year 4	Grammar Year 4	Use of commas after fronted adverbials
Y4-42	Composition	Plan their writing by	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Y4-43	Composition	Plan their writing by	Discussing and recording ideas

Code	Area	Strand	Lesson objective
Y4-44	Composition	Draft and write by	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
Y4-45	Composition	Draft and write by	Organising paragraphs around a theme
Y4-46	Composition	Draft and write by	In narratives, creating settings, characters and plot
Y4-47	Composition	Draft and write by	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Y4-48	Composition	Evaluate and edit by	Assessing the effectiveness of their own and others' writing and suggesting improvements
Y4-49	Composition	Evaluate and edit by	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Y4-50	Composition	Evaluate and edit by	Proof-read for spelling and punctuation errors
Y4-51	Composition	Evaluate and edit by	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 4 coverage by theme and text

Theme	Book	Objective codes
Taking courage	The Baker by the Sea	Y4-01, Y4-02, Y4-03, Y4-07, Y4-08, Y4-09, Y4-11, Y4-12, Y4-13, Y4-17, Y4-19, Y4-21, Y4-27, Y4-28, Y4-29, Y4-30, Y4-31, Y4-35, Y4-36, Y4-37, Y4-41, Y4-42, Y4-43, Y4-45, Y4-47, Y4-48
Taking courage	Shackleton's Journey	Y4-01, Y4-03, Y4-05, Y4-06, Y4-13, Y4-14, Y4-15, Y4-17, Y4-19, Y4-25, Y4-28, Y4-29, Y4-30, Y4-31, Y4-32, Y4-35, Y4-36, Y4-37, Y4-39, Y4-41, Y4-42, Y4-43, Y4-45, Y4-47, Y4-48, Y4-50
Taking courage	The Matchbox Diary	Y4-01, Y4-03, Y4-05, Y4-07, Y4-09, Y4-11, Y4-12, Y4-13, Y4-14, Y4-15, Y4-18, Y4-20, Y4-21, Y4-23, Y4-24, Y4-28, Y4-32, Y4-36, Y4-38, Y4-39, Y4-41, Y4-42, Y4-43, Y4-44, Y4-45, Y4-47, Y4-48, Y4-49, Y4-50, Y4-51
Taking courage	The Lion and the Unicorn	Y4-01, Y4-02, Y4-03, Y4-06, Y4-07, Y4-08, Y4-09, Y4-12, Y4-13, Y4-14, Y4-16, Y4-17, Y4-18, Y4-19, Y4-20, Y4-22, Y4-28, Y4-30, Y4-31, Y4-33, Y4-34, Y4-35, Y4-36, Y4-37, Y4-39, Y4-40, Y4-42, Y4-44, Y4-45, Y4-46, Y4-48, Y4-49
Darkness & light	Frindleswylde	Y4-01, Y4-02, Y4-06, Y4-07, Y4-08, Y4-09, Y4-12, Y4-13, Y4-14, Y4-15, Y4-16, Y4-18, Y4-28, Y4-35, Y4-36, Y4-37, Y4-39, Y4-41, Y4-42, Y4-43, Y4-44, Y4-45, Y4-46, Y4-48, Y4-49, Y4-50, Y4-51
Darkness & light	The Crown	Y4-01, Y4-02, Y4-03, Y4-06, Y4-07, Y4-08, Y4-09, Y4-10, Y4-11, Y4-12, Y4-13, Y4-14, Y4-15, Y4-16, Y4-18, Y4-21, Y4-23, Y4-28, Y4-29, Y4-30, Y4-31, Y4-32, Y4-35, Y4-37, Y4-38, Y4-39, Y4-42, Y4-43, Y4-44, Y4-45, Y4-47, Y4-48, Y4-49, Y4-50, Y4-51
Darkness & light	Winter's Child	Y4-01, Y4-06, Y4-07, Y4-09, Y4-10, Y4-12, Y4-13, Y4-14, Y4-15, Y4-16, Y4-18, Y4-22, Y4-28, Y4-29, Y4-32, Y4-35, Y4-36, Y4-37, Y4-38, Y4-39, Y4-40, Y4-42, Y4-43, Y4-44, Y4-45, Y4-48, Y4-49, Y4-50
Darkness & light	The Selfish Giant	Y4-01, Y4-03, Y4-06, Y4-07, Y4-09, Y4-13, Y4-14, Y4-15, Y4-19, Y4-28, Y4-32, Y4-35, Y4-36, Y4-37, Y4-38, Y4-39, Y4-41, Y4-42, Y4-44, Y4-45, Y4-46, Y4-49
Freedom & flight	The Mermaid of Zennor	Y4-01, Y4-03, Y4-04, Y4-06, Y4-09, Y4-14, Y4-15, Y4-22, Y4-28, Y4-31, Y4-32, Y4-36, Y4-38, Y4-39, Y4-40, Y4-41, Y4-42, Y4-43, Y4-44, Y4-45, Y4-46, Y4-47, Y4-48, Y4-49, Y4-50
Freedom & flight	Kites & Lemonade	Y4-01, Y4-02, Y4-07, Y4-09, Y4-11, Y4-12, Y4-13, Y4-14, Y4-15, Y4-27, Y4-28, Y4-31, Y4-32, Y4-35, Y4-36, Y4-39, Y4-41, Y4-42, Y4-43, Y4-44, Y4-46, Y4-48, Y4-50, Y4-51

Theme	Book	Objective codes
Freedom & flight	FArTHER	Y4-01, Y4-06, Y4-07, Y4-09, Y4-12, Y4-18, Y4-20, Y4-28, Y4-29, Y4-37, Y4-38, Y4-42, Y4-43, Y4-44, Y4-46, Y4-48
Freedom & flight	Tar Beach	Y4-01, Y4-02, Y4-04, Y4-07, Y4-13, Y4-15, Y4-18, Y4-19, Y4-22, Y4-27, Y4-28, Y4-29, Y4-32, Y4-35, Y4-36, Y4-37, Y4-40, Y4-41, Y4-42, Y4-44, Y4-45, Y4-46, Y4-48, Y4-51
Window to the world	The Lion, the Witch and the Wardrobe	Y4-01, Y4-02, Y4-03, Y4-07, Y4-09, Y4-15, Y4-19, Y4-28, Y4-35, Y4-36, Y4-39, Y4-42, Y4-46, Y4-48, Y4-49, Y4-50, Y4-51
Window to the world	Granny Came Here on the Empire Windrush	Y4-01, Y4-03, Y4-07, Y4-09, Y4-13, Y4-15, Y4-19, Y4-26, Y4-28, Y4-34, Y4-35, Y4-36, Y4-39, Y4-40, Y4-42, Y4-45, Y4-47, Y4-48, Y4-49, Y4-50, Y4-51
Window to the world	Jabberwocky	Y4-01, Y4-03, Y4-07, Y4-08, Y4-09, Y4-10, Y4-11, Y4-13, Y4-14, Y4-15, Y4-19, Y4-28, Y4-35, Y4-38, Y4-42, Y4-44, Y4-46, Y4-48, Y4-49
Window to the world	Pride: Story of Harvey Milk & the Rainbow Flag	Y4-01, Y4-03, Y4-04, Y4-07, Y4-12, Y4-14, Y4-15, Y4-17, Y4-18, Y4-19, Y4-23, Y4-27, Y4-28, Y4-30, Y4-35, Y4-36, Y4-37, Y4-38, Y4-41, Y4-42, Y4-43, Y4-45, Y4-47, Y4-48, Y4-49, Y4-50, Y4-51
Unearthing civilisations	Riddle of the Runes	Y4-01, Y4-02, Y4-06, Y4-07, Y4-09, Y4-13, Y4-14, Y4-18, Y4-23, Y4-24, Y4-28, Y4-32, Y4-35, Y4-36, Y4-38, Y4-39, Y4-41, Y4-43, Y4-44, Y4-45, Y4-46, Y4-48, Y4-49, Y4-50, Y4-51
Unearthing civilisations	Weslandia	Y4-01, Y4-03, Y4-05, Y4-07, Y4-09, Y4-11, Y4-12, Y4-13, Y4-14, Y4-17, Y4-19, Y4-23, Y4-27, Y4-28, Y4-29, Y4-30, Y4-35, Y4-36, Y4-37, Y4-41, Y4-42, Y4-43, Y4-45, Y4-47, Y4-48, Y4-51
Unearthing civilisations	The Ever-Changing Earth	Y4-02, Y4-03, Y4-04, Y4-05, Y4-06, Y4-07, Y4-08, Y4-09, Y4-11, Y4-12, Y4-13, Y4-14, Y4-15, Y4-16, Y4-17, Y4-23, Y4-28, Y4-29, Y4-30, Y4-31, Y4-35, Y4-36, Y4-37, Y4-38, Y4-41, Y4-43, Y4-44, Y4-45, Y4-46, Y4-47, Y4-48, Y4-49, Y4-50, Y4-51
Unearthing civilisations	The Story of Tutankhamun	Y4-01, Y4-03, Y4-04, Y4-05, Y4-06, Y4-13, Y4-14, Y4-15, Y4-17, Y4-18, Y4-19, Y4-28, Y4-29, Y4-30, Y4-31, Y4-32, Y4-35, Y4-36, Y4-41, Y4-42, Y4-43, Y4-45, Y4-47, Y4-49
Progress & innovation	Varmints	Y4-01, Y4-03, Y4-05, Y4-07, Y4-09, Y4-11, Y4-13, Y4-17, Y4-24, Y4-28, Y4-29, Y4-30, Y4-36, Y4-37, Y4-38, Y4-39, Y4-42, Y4-45, Y4-46, Y4-47, Y4-49
Progress & innovation	Until I Met Dudley	Y4-01, Y4-04, Y4-09, Y4-15, Y4-19, Y4-22, Y4-23, Y4-25, Y4-27, Y4-28, Y4-30, Y4-33, Y4-35, Y4-36, Y4-37, Y4-38, Y4-40, Y4-41, Y4-42, Y4-43, Y4-45, Y4-47, Y4-48, Y4-49, Y4-50, Y4-51
Progress & innovation	The Iron Man	Y4-01, Y4-02, Y4-03, Y4-07, Y4-09, Y4-13, Y4-14, Y4-15, Y4-16, Y4-18, Y4-21, Y4-22, Y4-32, Y4-35, Y4-36, Y4-38, Y4-39, Y4-40, Y4-41, Y4-42, Y4-43, Y4-45, Y4-46, Y4-48, Y4-49, Y4-50, Y4-51

Year 5

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Year 5 objective bank

Code	Area	Strand	Lesson objective
Y5-01	Word Reading	Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Y5-02	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Y5-03	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Reading books that are structured in different ways and reading for a range of purposes
Y5-04	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Y5-05	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Recommending books that they have read to their peers, giving reasons for their choices
Y5-06	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Identifying and discussing themes and conventions in and across a wide range of writing
Y5-07	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Making comparisons within and across books
Y5-08	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Learning a wider range of poetry by heart
Y5-09	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Y5-10	Reading Comprehension	Understand what they read by	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Y5-11	Reading Comprehension	Understand what they read by	Asking questions to improve their understanding
Y5-12	Reading Comprehension	Understand what they read by	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Y5-13	Reading Comprehension	Understand what they read by	Predicting what might happen from details stated and implied
Y5-14	Reading Comprehension	Understand what they read by	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Y5-15	Reading Comprehension	Understand what they read by	Identifying how language, structure and presentation contribute to meaning
Y5-16	Reading Comprehension	Understand what they read by	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Y5-17	Reading Comprehension	Understand what they read by	Distinguish between statements of fact and opinion
Y5-18	Reading Comprehension	Understand what they read by	Retrieve, record and present information from non-fiction
Y5-19	Reading Comprehension	Understand what they read by	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Y5-20	Reading Comprehension	Understand what they read by	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Code	Area	Strand	Lesson objective
Y5-21	Reading Comprehension	Understand what they read by	Provide reasoned justifications for their views
Y5-22	Transcription	Transcription	Use further prefixes and suffixes and understand the guidance for adding them
Y5-23	Transcription	Transcription	Spell some words with 'silent' letters [for example, knight, psalm, solemn]
Y5-24	Transcription	Transcription	Continue to distinguish between homophones and other words which are often confused
Y5-25	Transcription	Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Y5-26	Transcription	Transcription	Use dictionaries to check the spelling and meaning of words
Y5-27	Transcription	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Y5-28	Transcription	Transcription	Use a thesaurus.
Y5-29	Grammar Year 5	Grammar Year 5	Using expanded noun phrases to convey complicated information concisely
Y5-30	Grammar Year 5	Grammar Year 5	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
Y5-31	Grammar Year 5	Grammar Year 5	Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Y5-32	Grammar Year 5	Grammar Year 5	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Y5-33	Grammar Year 5	Grammar Year 5	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Y5-34	Grammar Year 5	Grammar Year 5	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
Y5-35	Grammar Year 5	Grammar Year 5	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Y5-36	Grammar Year 5	Grammar Year 5	Brackets, dashes or commas to indicate parenthesis
Y5-37	Grammar Year 5	Grammar Year 5	Use of commas to clarify meaning or avoid ambiguity
Y5-38	Grammar Year 6	Grammar Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
Y5-39	Grammar Year 6	Grammar Year 6	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Y5-40	Grammar Year 6	Grammar Year 6	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]
Y5-41	Grammar Year 6	Grammar Year 6	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Y5-42	Grammar Year 6	Grammar Year 6	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
Y5-43	Grammar Year 6	Grammar Year 6	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Y5-44	Grammar Year 6	Grammar Year 6	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Code	Area	Strand	Lesson objective
Y5-45	Grammar Year 6	Grammar Year 6	Use of the colon to introduce a list and use of semi-colons within lists
Y5-46	Grammar Year 6	Grammar Year 6	Punctuation of bullet points to list information
Y5-47	Grammar Year 6	Grammar Year 6	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Y5-48	Composition	Plan their writing by	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Y5-49	Composition	Plan their writing by	Noting and developing initial ideas, drawing on reading and research where necessary
Y5-50	Composition	Plan their writing by	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Y5-51	Composition	Draft and write by	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Y5-52	Composition	Draft and write by	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Y5-53	Composition	Draft and write by	Précising longer passages
Y5-54	Composition	Draft and write by	Using a wide range of devices to build cohesion within and across paragraphs
Y5-55	Composition	Draft and write by	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Y5-56	Composition	Evaluate and edit by	Assessing the effectiveness of their own and others' writing
Y5-57	Composition	Evaluate and edit by	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Y5-58	Composition	Evaluate and edit by	Ensuring the consistent and correct use of tense throughout a piece of writing
Y5-59	Composition	Evaluate and edit by	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and Writing and choosing the appropriate register
Y5-60	Composition	Evaluate and edit by	Proof-read for spelling and punctuation errors
Y5-61	Composition	Evaluate and edit by	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Year 5 coverage by theme and text

Theme	Book	Objective codes
Ambition & aspiration	Robot Girl	Y5-01, Y5-03, Y5-04, Y5-06, Y5-07, Y5-10, Y5-12, Y5-13, Y5-14, Y5-16, Y5-20, Y5-21, Y5-22, Y5-29, Y5-32, Y5-33, Y5-35, Y5-37, Y5-39, Y5-41, Y5-48, Y5-50, Y5-51, Y5-52, Y5-53, Y5-54, Y5-57
Ambition & aspiration	Firebird	Y5-01, Y5-04, Y5-07, Y5-11, Y5-14, Y5-15, Y5-22, Y5-25, Y5-29, Y5-30, Y5-33, Y5-34, Y5-35, Y5-39, Y5-41, Y5-48, Y5-51, Y5-52, Y5-53, Y5-54, Y5-56, Y5-58
Ambition & aspiration	Hidden Figures	Y5-01, Y5-03, Y5-04, Y5-07, Y5-10, Y5-12, Y5-13, Y5-14, Y5-16, Y5-20, Y5-21, Y5-29, Y5-32, Y5-33, Y5-34, Y5-35, Y5-36, Y5-37, Y5-39, Y5-41, Y5-48, Y5-50, Y5-51, Y5-52, Y5-54, Y5-56, Y5-57
Belonging & equality	The Lost Thing	Y5-01, Y5-03, Y5-11, Y5-15, Y5-16, Y5-21, Y5-22, Y5-24, Y5-29, Y5-30, Y5-32, Y5-33, Y5-35, Y5-38, Y5-41, Y5-43, Y5-48, Y5-49, Y5-50, Y5-52, Y5-54, Y5-55, Y5-56
Belonging & equality	The Island	Y5-01, Y5-06, Y5-07, Y5-10, Y5-12, Y5-13, Y5-19, Y5-22, Y5-29, Y5-33, Y5-37, Y5-38, Y5-40, Y5-48, Y5-49, Y5-51, Y5-52, Y5-54, Y5-56, Y5-57, Y5-58, Y5-59, Y5-60, Y5-61

Theme	Book	Objective codes
Belonging & equality	The Lizzie and Belle Mysteries	Y5-01, Y5-02, Y5-04, Y5-06, Y5-11, Y5-12, Y5-13, Y5-14, Y5-15, Y5-16, Y5-21, Y5-22, Y5-25, Y5-29, Y5-32, Y5-33, Y5-34, Y5-35, Y5-36, Y5-37, Y5-38, Y5-46, Y5-47, Y5-48, Y5-49, Y5-51, Y5-52, Y5-54, Y5-56, Y5-58, Y5-60
Belonging & equality	Freedom Bird	Y5-01, Y5-02, Y5-04, Y5-06, Y5-11, Y5-12, Y5-13, Y5-14, Y5-15, Y5-16, Y5-21, Y5-22, Y5-25, Y5-29, Y5-32, Y5-33, Y5-37, Y5-40, Y5-41, Y5-48, Y5-49, Y5-51, Y5-52, Y5-54, Y5-56, Y5-58, Y5-60
Legends & folklore	The Whale	Y5-01, Y5-03, Y5-04, Y5-06, Y5-07, Y5-10, Y5-12, Y5-13, Y5-14, Y5-16, Y5-21, Y5-22, Y5-24, Y5-29, Y5-32, Y5-33, Y5-34, Y5-35, Y5-36, Y5-37, Y5-39, Y5-41, Y5-48, Y5-50, Y5-51, Y5-52, Y5-53, Y5-54, Y5-56, Y5-57
Legends & folklore	Rumaysa: A Fairy Tale	Y5-01, Y5-03, Y5-04, Y5-07, Y5-10, Y5-11, Y5-12, Y5-13, Y5-14, Y5-16, Y5-21, Y5-27, Y5-29, Y5-32, Y5-33, Y5-34, Y5-35, Y5-36, Y5-37, Y5-39, Y5-41, Y5-50, Y5-51, Y5-52, Y5-53, Y5-54, Y5-56, Y5-57, Y5-60
Legends & folklore	Beowulf	Y5-01, Y5-03, Y5-04, Y5-07, Y5-10, Y5-12, Y5-13, Y5-14, Y5-16, Y5-21, Y5-25, Y5-26, Y5-27, Y5-28, Y5-29, Y5-32, Y5-33, Y5-34, Y5-35, Y5-36, Y5-37, Y5-38, Y5-39, Y5-48, Y5-50, Y5-51, Y5-52, Y5-54, Y5-56, Y5-57
Legends & folklore	The Lost Happy Endings	Y5-01, Y5-12, Y5-13, Y5-16, Y5-17, Y5-19, Y5-22, Y5-23, Y5-24, Y5-26, Y5-29, Y5-32, Y5-33, Y5-35, Y5-37, Y5-41, Y5-44, Y5-48, Y5-51, Y5-54, Y5-56, Y5-57
Lessons from history	Kaspar, Prince of Cats	Y5-01, Y5-04, Y5-11, Y5-12, Y5-13, Y5-14, Y5-22, Y5-25, Y5-26, Y5-29, Y5-33, Y5-35, Y5-37, Y5-40, Y5-43, Y5-46, Y5-48, Y5-49, Y5-53, Y5-56, Y5-60
Lessons from history	Children of the Benin Kingdom	Y5-01, Y5-02, Y5-04, Y5-06, Y5-07, Y5-10, Y5-11, Y5-12, Y5-13, Y5-14, Y5-15, Y5-19, Y5-25, Y5-26, Y5-28, Y5-32, Y5-33, Y5-35, Y5-36, Y5-38, Y5-39, Y5-40, Y5-43, Y5-46, Y5-47, Y5-48, Y5-49, Y5-55, Y5-60
Lessons from history	Alte Zachen	Y5-01, Y5-04, Y5-06, Y5-07, Y5-10, Y5-11, Y5-12, Y5-14, Y5-15, Y5-21, Y5-22, Y5-25, Y5-33, Y5-34, Y5-35, Y5-36, Y5-39, Y5-41, Y5-48, Y5-49, Y5-51, Y5-52, Y5-53, Y5-54, Y5-56, Y5-57, Y5-58
Lessons from history	Anne Frank	Y5-01, Y5-04, Y5-06, Y5-07, Y5-14, Y5-15, Y5-22, Y5-25, Y5-33, Y5-34, Y5-35, Y5-39, Y5-41, Y5-48, Y5-51, Y5-52, Y5-54, Y5-56, Y5-58
Lessons from history	Otto, Autobiography of a Teddy-bear	Y5-01, Y5-04, Y5-06, Y5-07, Y5-11, Y5-14, Y5-15, Y5-22, Y5-25, Y5-33, Y5-34, Y5-35, Y5-39, Y5-41, Y5-48, Y5-51, Y5-52, Y5-53, Y5-54, Y5-56, Y5-58
Power vs. principles	The Tempest	Y5-01, Y5-02, Y5-04, Y5-06, Y5-08, Y5-09, Y5-10, Y5-12, Y5-19, Y5-21, Y5-22, Y5-29, Y5-32, Y5-33, Y5-36, Y5-39, Y5-48, Y5-50, Y5-51, Y5-52, Y5-56, Y5-57, Y5-61
Power vs. principles	The Odyssey	Y5-01, Y5-02, Y5-03, Y5-04, Y5-10, Y5-11, Y5-12, Y5-13, Y5-14, Y5-15, Y5-16, Y5-18, Y5-19, Y5-22, Y5-25, Y5-26, Y5-28, Y5-29, Y5-33, Y5-36, Y5-37, Y5-44, Y5-45, Y5-48, Y5-49, Y5-50, Y5-51, Y5-52, Y5-54, Y5-56, Y5-57, Y5-58, Y5-59, Y5-60
Power vs. principles	The Man Who Walked Between the Towers	Y5-01, Y5-10, Y5-11, Y5-12, Y5-13, Y5-15, Y5-19, Y5-22, Y5-25, Y5-29, Y5-32, Y5-33, Y5-37, Y5-40, Y5-41, Y5-48, Y5-49, Y5-51, Y5-52, Y5-56, Y5-60
Power vs. principles	Percy Jackson	Y5-01, Y5-12, Y5-16, Y5-17, Y5-19, Y5-22, Y5-23, Y5-24, Y5-26, Y5-29, Y5-32, Y5-33, Y5-37, Y5-44, Y5-48, Y5-51, Y5-54, Y5-56, Y5-57
Mystery & truth	High Rise Mystery	Y5-01, Y5-03, Y5-04, Y5-07, Y5-10, Y5-12, Y5-13, Y5-14, Y5-16, Y5-21, Y5-22, Y5-23, Y5-24, Y5-26, Y5-28, Y5-29, Y5-32, Y5-33, Y5-34, Y5-35, Y5-36, Y5-37, Y5-39, Y5-41, Y5-48, Y5-50, Y5-51, Y5-52, Y5-54, Y5-56, Y5-57
Mystery & truth	The Cave Explorer	Y5-01, Y5-02, Y5-03, Y5-06, Y5-07, Y5-10, Y5-11, Y5-13, Y5-14, Y5-15, Y5-18, Y5-20, Y5-21, Y5-22, Y5-25, Y5-26, Y5-28, Y5-29, Y5-32, Y5-33, Y5-41, Y5-42, Y5-44, Y5-48, Y5-49, Y5-51, Y5-55, Y5-56, Y5-57, Y5-58, Y5-60

Theme	Book	Objective codes
Mystery & truth	The Strange Case of Origami Yoda	Y5-01, Y5-02, Y5-03, Y5-17, Y5-19, Y5-21, Y5-22, Y5-25, Y5-30, Y5-34, Y5-41, Y5-42, Y5-44, Y5-46, Y5-49, Y5-51, Y5-54, Y5-55, Y5-56, Y5-57
Mystery & truth	Curiosity	Y5-01, Y5-10, Y5-11, Y5-14, Y5-15, Y5-18, Y5-19, Y5-22, Y5-25, Y5-26, Y5-27, Y5-28, Y5-29, Y5-32, Y5-33, Y5-36, Y5-37, Y5-40, Y5-48, Y5-49, Y5-51, Y5-54, Y5-55, Y5-56, Y5-57, Y5-58, Y5-60

Year 6

26 texts • 61 objectives

Year 6 objective bank

Code	Area	Strand	Lesson objective
Y6-01	Word Reading	Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Y6-02	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Y6-03	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Reading books that are structured in different ways and reading for a range of purposes
Y6-04	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Y6-05	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Recommending books that they have read to their peers, giving reasons for their choices
Y6-06	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Identifying and discussing themes and conventions in and across a wide range of writing
Y6-07	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Making comparisons within and across books
Y6-08	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Learning a wider range of poetry by heart
Y6-09	Reading Comprehension	Maintain positive attitudes to reading and understanding of what they read by	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Y6-10	Reading Comprehension	Understand what they read by	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Y6-11	Reading Comprehension	Understand what they read by	Asking questions to improve their understanding
Y6-12	Reading Comprehension	Understand what they read by	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Y6-13	Reading Comprehension	Understand what they read by	Predicting what might happen from details stated and implied
Y6-14	Reading Comprehension	Understand what they read by	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Y6-15	Reading Comprehension	Understand what they read by	Identifying how language, structure and presentation contribute to meaning
Y6-16	Reading Comprehension	Understand what they read by	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Y6-17	Reading Comprehension	Understand what they read by	Distinguish between statements of fact and opinion
Y6-18	Reading Comprehension	Understand what they read by	Retrieve, record and present information from non-fiction
Y6-19	Reading Comprehension	Understand what they read by	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Y6-20	Reading Comprehension	Understand what they read by	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Code	Area	Strand	Lesson objective
Y6-21	Reading Comprehension	Understand what they read by	Provide reasoned justifications for their views
Y6-22	Transcription	Transcription	Use further prefixes and suffixes and understand the guidance for adding them
Y6-23	Transcription	Transcription	Spell some words with 'silent' letters [for example, knight, psalm, solemn]
Y6-24	Transcription	Transcription	Continue to distinguish between homophones and other words which are often confused
Y6-25	Transcription	Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Y6-26	Transcription	Transcription	Use dictionaries to check the spelling and meaning of words
Y6-27	Transcription	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Y6-28	Transcription	Transcription	Use a thesaurus
Y6-29	Grammar Year 5	Grammar Year 5	Using expanded noun phrases to convey complicated information concisely
Y6-30	Grammar Year 5	Grammar Year 5	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
Y6-31	Grammar Year 5	Grammar Year 5	Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Y6-32	Grammar Year 5	Grammar Year 5	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Y6-33	Grammar Year 5	Grammar Year 5	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Y6-34	Grammar Year 5	Grammar Year 5	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
Y6-35	Grammar Year 5	Grammar Year 5	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Y6-36	Grammar Year 5	Grammar Year 5	Brackets, dashes or commas to indicate parenthesis
Y6-37	Grammar Year 5	Grammar Year 5	Use of commas to clarify meaning or avoid ambiguity
Y6-38	Grammar Year 6	Grammar Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
Y6-39	Grammar Year 6	Grammar Year 6	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Y6-40	Grammar Year 6	Grammar Year 6	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]
Y6-41	Grammar Year 6	Grammar Year 6	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Y6-42	Grammar Year 6	Grammar Year 6	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
Y6-43	Grammar Year 6	Grammar Year 6	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Y6-44	Grammar Year 6	Grammar Year 6	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Code	Area	Strand	Lesson objective
Y6-45	Grammar Year 6	Grammar Year 6	Use of the colon to introduce a list and use of semi-colons within lists
Y6-46	Grammar Year 6	Grammar Year 6	Punctuation of bullet points to list information
Y6-47	Grammar Year 6	Grammar Year 6	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Y6-48	Composition	Plan their writing by	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Y6-49	Composition	Plan their writing by	Noting and developing initial ideas, drawing on reading and research where necessary
Y6-50	Composition	Plan their writing by	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Y6-51	Composition	Draft and write by	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Y6-52	Composition	Draft and write by	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Y6-53	Composition	Draft and write by	Précising longer passages
Y6-54	Composition	Draft and write by	Using a wide range of devices to build cohesion within and across paragraphs
Y6-55	Composition	Draft and write by	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Y6-56	Composition	Evaluate and edit by	Assessing the effectiveness of their own and others' writing
Y6-57	Composition	Evaluate and edit by	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Y6-58	Composition	Evaluate and edit by	Ensuring the consistent and correct use of tense throughout a piece of writing
Y6-59	Composition	Evaluate and edit by	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Y6-60	Composition	Evaluate and edit by	Proof-read for spelling and punctuation errors
Y6-61	Composition	Evaluate and edit by	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Year 6 coverage by theme and text

Theme	Book	Objective codes
Journeys & migration	The Arrival	Y6-01, Y6-10, Y6-11, Y6-12, Y6-13, Y6-14, Y6-15, Y6-26, Y6-29, Y6-32, Y6-33, Y6-40, Y6-41, Y6-51
Journeys & migration	The Invention of Hugo Cabret	Y6-01, Y6-02, Y6-06, Y6-07, Y6-11, Y6-12, Y6-19, Y6-21, Y6-22, Y6-25, Y6-26, Y6-32, Y6-33, Y6-40, Y6-41, Y6-43, Y6-46, Y6-47, Y6-48, Y6-49, Y6-50, Y6-52, Y6-54, Y6-55, Y6-56, Y6-59
Journeys & migration	Leila and the Blue Fox	Y6-01, Y6-06, Y6-07, Y6-10, Y6-11, Y6-12, Y6-13, Y6-14, Y6-15, Y6-19, Y6-26, Y6-27, Y6-28, Y6-29, Y6-32, Y6-33, Y6-34, Y6-35, Y6-37, Y6-38, Y6-39, Y6-40, Y6-41, Y6-42, Y6-43, Y6-44, Y6-48, Y6-49, Y6-51, Y6-52, Y6-54, Y6-55, Y6-56, Y6-57, Y6-58, Y6-59, Y6-60, Y6-61
Journeys & migration	Windrush Child	Y6-01, Y6-02, Y6-04, Y6-08, Y6-09, Y6-10, Y6-11, Y6-12, Y6-13, Y6-18, Y6-19, Y6-20, Y6-21, Y6-22, Y6-27, Y6-28, Y6-29, Y6-33, Y6-37, Y6-41, Y6-45, Y6-46, Y6-48, Y6-49, Y6-51, Y6-54, Y6-55, Y6-56, Y6-57, Y6-58, Y6-59, Y6-60, Y6-61

Theme	Book	Objective codes
Evolution & inheritance	The Promise	Y6-01, Y6-06, Y6-09, Y6-11, Y6-12, Y6-15, Y6-16, Y6-19, Y6-20, Y6-25, Y6-27, Y6-28, Y6-29, Y6-33, Y6-37, Y6-39, Y6-44, Y6-51, Y6-52, Y6-53, Y6-56, Y6-57, Y6-60, Y6-61
Evolution & inheritance	Can We Save the Tiger	Y6-01, Y6-02, Y6-03, Y6-08, Y6-09, Y6-11, Y6-14, Y6-16, Y6-17, Y6-18, Y6-19, Y6-20, Y6-21, Y6-22, Y6-25, Y6-28, Y6-31, Y6-32, Y6-33, Y6-34, Y6-35, Y6-36, Y6-37, Y6-38, Y6-39, Y6-41, Y6-42, Y6-43, Y6-44, Y6-47, Y6-48, Y6-49, Y6-51, Y6-53, Y6-54, Y6-55, Y6-56, Y6-57, Y6-60, Y6-61
Evolution & inheritance	The Last Bear	Y6-01, Y6-02, Y6-03, Y6-06, Y6-10, Y6-11, Y6-12, Y6-13, Y6-14, Y6-16, Y6-18, Y6-21, Y6-25, Y6-26, Y6-27, Y6-28, Y6-29, Y6-32, Y6-33, Y6-37, Y6-40, Y6-41, Y6-46, Y6-48, Y6-49, Y6-51, Y6-54, Y6-55, Y6-56, Y6-57, Y6-58, Y6-59, Y6-60
Evolution & inheritance	The Hidden Forest	Y6-01, Y6-02, Y6-03, Y6-12, Y6-15, Y6-18, Y6-19, Y6-25, Y6-33, Y6-36, Y6-41, Y6-48, Y6-54, Y6-55, Y6-56, Y6-57
Utopia vs. dystopia	Paradise Sands	Y6-01, Y6-03, Y6-05, Y6-11, Y6-12, Y6-15, Y6-17, Y6-21, Y6-27, Y6-32, Y6-34, Y6-36, Y6-40, Y6-41, Y6-42, Y6-47, Y6-48, Y6-49, Y6-51, Y6-52, Y6-57, Y6-58, Y6-60
Utopia vs. dystopia	The Three Little Pigs Project	Y6-01, Y6-11, Y6-12, Y6-13, Y6-17, Y6-21, Y6-27, Y6-32, Y6-34, Y6-35, Y6-36, Y6-37, Y6-38, Y6-40, Y6-41, Y6-42, Y6-43, Y6-47, Y6-48, Y6-51, Y6-54, Y6-55, Y6-57, Y6-58, Y6-60
Utopia vs. dystopia	The Boy in the Tower	Y6-01, Y6-02, Y6-06, Y6-07, Y6-11, Y6-12, Y6-19, Y6-21, Y6-22, Y6-25, Y6-26, Y6-31, Y6-32, Y6-33, Y6-36, Y6-40, Y6-41, Y6-43, Y6-44, Y6-49, Y6-54, Y6-56, Y6-59
Utopia vs. dystopia	The Last Wild	Y6-01, Y6-02, Y6-06, Y6-07, Y6-11, Y6-12, Y6-19, Y6-21, Y6-22, Y6-25, Y6-26, Y6-31, Y6-32, Y6-33, Y6-36, Y6-40, Y6-41, Y6-43, Y6-44, Y6-49, Y6-54, Y6-56, Y6-59
Protest & activism	Resist	Y6-01, Y6-02, Y6-03, Y6-04, Y6-05, Y6-06, Y6-07, Y6-10, Y6-11, Y6-12, Y6-13, Y6-14, Y6-15, Y6-16, Y6-19, Y6-21, Y6-22, Y6-25, Y6-26, Y6-27, Y6-28, Y6-29, Y6-32, Y6-33, Y6-34, Y6-35, Y6-36, Y6-37, Y6-40, Y6-41, Y6-42, Y6-43, Y6-48, Y6-49, Y6-50, Y6-51, Y6-54, Y6-56, Y6-57, Y6-58, Y6-59, Y6-60, Y6-61
Protest & activism	Suffragette: The Battle for Equality	Y6-01, Y6-02, Y6-04, Y6-06, Y6-10, Y6-12, Y6-19, Y6-21, Y6-25, Y6-26, Y6-32, Y6-33, Y6-34, Y6-35, Y6-36, Y6-37, Y6-38, Y6-41, Y6-42, Y6-52, Y6-53, Y6-56, Y6-57, Y6-61
Protest & activism	Stonewall	Y6-01, Y6-02, Y6-03, Y6-06, Y6-12, Y6-14, Y6-17, Y6-18, Y6-19, Y6-20, Y6-21, Y6-25, Y6-26, Y6-38, Y6-39, Y6-40, Y6-41, Y6-42, Y6-43, Y6-46, Y6-48, Y6-49, Y6-51, Y6-53, Y6-54, Y6-55, Y6-56, Y6-57, Y6-58, Y6-59, Y6-60, Y6-61
Protest & activism	The Templeton Twins Have an Idea	Y6-01, Y6-02, Y6-03, Y6-05, Y6-07, Y6-17, Y6-28, Y6-31, Y6-33, Y6-35, Y6-46, Y6-50, Y6-52, Y6-56, Y6-59
Fate vs. free will	Grimm Tales for Young and Old	Y6-01, Y6-04, Y6-06, Y6-12, Y6-19, Y6-33, Y6-35, Y6-38, Y6-48, Y6-49, Y6-61
Fate vs. free will	The Wind in the Wall	Y6-01, Y6-02, Y6-03, Y6-04, Y6-05, Y6-06, Y6-07, Y6-10, Y6-11, Y6-12, Y6-13, Y6-14, Y6-15, Y6-16, Y6-17, Y6-19, Y6-20, Y6-21, Y6-22, Y6-25, Y6-26, Y6-27, Y6-28, Y6-29, Y6-33, Y6-36, Y6-37, Y6-40, Y6-41, Y6-44, Y6-47, Y6-48, Y6-49, Y6-50, Y6-51, Y6-52, Y6-53, Y6-54, Y6-55, Y6-56, Y6-57, Y6-58, Y6-59, Y6-60, Y6-61
Fate vs. free will	Romeo and Juliet	Y6-01, Y6-02, Y6-04, Y6-06, Y6-08, Y6-09, Y6-10, Y6-12, Y6-19, Y6-21, Y6-33, Y6-36, Y6-38, Y6-48, Y6-50, Y6-51, Y6-52, Y6-56, Y6-57, Y6-61
Fate vs. free will	The Final Year	Y6-01, Y6-02, Y6-03, Y6-04, Y6-06, Y6-09, Y6-10, Y6-11, Y6-12, Y6-13, Y6-15, Y6-16, Y6-19, Y6-20, Y6-22, Y6-26, Y6-28, Y6-29, Y6-33, Y6-36, Y6-38, Y6-43, Y6-46, Y6-48, Y6-49, Y6-50, Y6-51, Y6-56, Y6-57, Y6-60, Y6-61
Fate vs. free will	Rain Player	Y6-01, Y6-03, Y6-04, Y6-06, Y6-12, Y6-13, Y6-15, Y6-18, Y6-19, Y6-20, Y6-21, Y6-22, Y6-25, Y6-33, Y6-35, Y6-38, Y6-40, Y6-42, Y6-43, Y6-44, Y6-49, Y6-51, Y6-52, Y6-54, Y6-55, Y6-56, Y6-57, Y6-59

Theme	Book	Objective codes
Fate vs. free will	The Princess Blankets	Y6-01, Y6-04, Y6-12, Y6-13, Y6-15, Y6-16, Y6-22, Y6-26, Y6-28, Y6-32, Y6-33, Y6-38, Y6-39, Y6-48, Y6-50, Y6-51, Y6-52, Y6-53, Y6-54, Y6-56, Y6-57, Y6-60
Crossing borders	The Unforgotten Coat	Y6-01, Y6-10, Y6-11, Y6-12, Y6-13, Y6-14, Y6-15, Y6-19, Y6-22, Y6-32, Y6-33, Y6-37, Y6-39, Y6-40, Y6-45, Y6-50, Y6-51, Y6-52, Y6-53, Y6-56, Y6-57
Crossing borders	Some Places More Than Others	Y6-01, Y6-09, Y6-11, Y6-12, Y6-13, Y6-14, Y6-15, Y6-16, Y6-19, Y6-20, Y6-25, Y6-26, Y6-29, Y6-33, Y6-37, Y6-44, Y6-45, Y6-48, Y6-51, Y6-53, Y6-54, Y6-56, Y6-57, Y6-59, Y6-60
Crossing borders	Night Mail	Y6-01, Y6-08, Y6-09, Y6-13, Y6-15, Y6-16, Y6-25, Y6-26, Y6-29, Y6-51, Y6-52, Y6-53, Y6-56, Y6-57, Y6-61
Crossing borders	A Beautiful Lie	Y6-01, Y6-02, Y6-04, Y6-06, Y6-11, Y6-14, Y6-19, Y6-20, Y6-21, Y6-25, Y6-26, Y6-27, Y6-34, Y6-35, Y6-38, Y6-42, Y6-48, Y6-49, Y6-50, Y6-51, Y6-52, Y6-54, Y6-58, Y6-59, Y6-61

Reception

Theme/ Term	Outside Inside - Autumn 1			Choose: 		Knowing Yourself - Autumn 2				Choose: 						
Writing Root/Spelling Seed Text		Where the Wild Things Are Maurice Sendak		Bringing the Rain to Kapiti Plain Verna Aardema		Anansi the Spider Gerald McDermott		Look Up! Nathan Bryon and Dapo Adeola		Halibut Jackson David Lucas		Ning and the Night Spirits Adriana Fong		I Am Henry Finch Alexis Deacon		
Length	10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks			
Outcomes	Own version wild thing narrative Labels, captions, oral re-telling, developing a new character		Tourist information leaflet Labels and captions, re-tellings, simple explanations		Booklet about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations		Narrative own version Signs and labels, thought bubbles, flyers, letters of advice		Narrative sequel Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice		Information text about night spirits Posters, letters of advice, party invitations		Guidebook - How to Think Timetables, thought bubbles, lists, commands, letters of advice			
Theme/ Term	Talents & powers - Spring 1					Choose: 		Sowing a seed - Spring 2			Choose: 					
Writing Root/Spelling Seed Text		The Magic Paintbrush Julia Donaldson		Little Red Lynn Roberts		Super Milly and the Super School Day Stephanie Clarkson		The Tiny Seed Eric Carle		I Will Not Ever Never Eat A Tomato Lauren Child		The Extraordinary Gardener Sam Boughton				
Length	10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 3 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks					
Outcomes	Own version overcoming tale Thought bubbles, labels, oral retelling, writing in role, thank you letters		Alternative character version Labels, notes of advice, adverts		Alternative character version Letters of encouragement; a retelling; song lyrics and job applications		Advice leaflet Labels and captions, re-telling, writing in role, narrative, letter		Own story about a fussy eater Statements, writing in role, lists		Narrative inspired by the original text Labels, letters of advice, instructions, narratives					
Theme/ Term	Celebrating self - Summer 1					Choose: 		Family & friends - Summer 2				Choose: 				
Writing Root/Spelling Seed Text		Weirdo Zadie Smith and Nick Laird		My Shadow is Pink Scott Stuart		So Much Trish Cooke		The Night Pirates Pete Harris and Deborah Allwright		And Tango Makes Three Justin Richardson and Peter Parnell		Hairy Maclary from Donaldson's Dairy Lynley Dodd		Oi Frog! Kes Gray and Jim Field		Izzy Gizmo Pip Jones
Length	10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		10 Sessions, 2 Weeks		15 Sessions, 3 Weeks	
Outcomes	Instructional leaflet on being yourself and accepting others Posters, notes, badges, letters, writing in role, leaflets		Leaflet Innovated spoken rhymes, questions, notes of advice, lists, instructions		Own So Much narrative poem Past tense sentences, writing in role, performance/narrative poetry		How to be a pirate guide Writing in role, letters, labels and captions		Alternative version narrative Signs and lists, writing in role, letters of advice, 'new baby' cards		Alternative version narrative Character description, writing in role, letters, leaflet		Own version rhyming narrative Rhyming flip-books, questions, captions and labels		Simple explanation Signage, letters of advice, lists, labelled diagrams	

Year 1

Theme/ Term	Journeys & exploration - Autumn 1				Choose: 
Writing Root/Spelling Seed Text	 Cave Baby Julia Donaldson	 Naughty Bus Jan Oke	 Astro Girl Ken Wilson-Max	 Sidney, Stella and the Moon Emma Yarlett	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	11 Sessions, 2 Weeks	
Outcomes	Narrative re-telling Labels and captions, posters, informal letters	Own adventure story Letters, diaries, captions, fact file on buses	Fact file about being an astronaut Writing in role, commands, how to guides	Fact file about the moon Lost poster, labels, glossaries	
Theme/ Term	Imagination & creativity - Spring 1				Choose: 
Writing Root/Spelling Seed Text	 Dadaji's Paintbrush Rashmi Sirdeshpande	 Iggy Peck, Architect Andrea Beaty	 The Magic Bed John Burningham	 Julian is a Mermaid Jessica Love	
Length	10 Sessions, 2 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	
Outcomes	Guide book Labels, captions, character comparisons, thought and speech bubbles, a fact file	Fact file about famous buildings Labels, character comparisons, character descriptions, building descriptions, posters	Own version fantasy story Setting description, additional scene, description of magical piece of furniture, lists	Three-verse poem Wishes, commands, thought bubbles, labels and adverts	
Theme/ Term	Friendship & kindness - Summer 1				Choose: 
Writing Root/Spelling Seed Text	 Lost and Found Oliver Jeffers	 Lubna and Pebble Wendy Meddour	 Beegu Alexis Deacon		
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks		
Outcomes	Own version losing/finding narrative Character descriptions, retellings, advice letter, instructions, fact-file	Own version friendship / gifting narrative Labels, thank you notes, speech bubbles, advice postcards, instructions	Own version alien narrative Posters, guides, captions, letters, speech bubbles, retellings, short report		
Theme/ Term	Helpful heroes - Autumn 2				Choose: 
Writing Root/Spelling Seed Text	 Dragon Post Emma Yarlett	 I Want My Hat Back Jon Klassen	 Billy and the Beast Nadia Shireen	 Leo and the Octopus Isabelle Marinov	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	
Outcomes	Guide on how to look after a dragon Letter asking for help, note of advice, instructions, menu, speech bubble, journey map, thought bubble	Story sequel Questions, speech bubbles, letters, lists	Own version 'defeat a monster' narrative Wanted poster, summary, emails, character description, recipes	Fact file This is me! Posters, letters of advice, factual descriptions, logbooks, scripts	
Theme/ Term	Similarities & differences - Spring 2				Choose: 
Writing Root/Spelling Seed Text	 The Comet Joe Todd-Stanton	 Yeti and the Bird Nadia Shireen	 The Odd Egg Emily Gravett		
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks		
Outcomes	Own version narrative Posters, letters of advice, poems, descriptions, writing in role, recipes	Own version narrative about an unlikely friendship List of rules, letters, postcards, character descriptions	Egg-spotter's guide (non-fiction report) Short guide, thought bubbles, awards, letter, predictions, congratulations cards		
Theme/ Term	Nature & environment - Summer 2				Choose: 
Writing Root/Spelling Seed Text	 Stella and the Seagull Georgina Stevens	 Stanley's Stick John Hegley	 Dinosaurs and all that Rubbish Michael Foreman	 The Sea Saw Tom Percival	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	
Outcomes	Own version narrative about helping the environment Lists, thought bubbles, speech bubbles, posters, guide, instructions	Own version narrative Book of sticks' entry, speech bubble, thought bubble, postcard	Pamphlet Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters	Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks	

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 2

Theme/ Term	Bravery & Pride - Autumn 1				Choose:  
Writing Root/Spelling Seed Text	 The Bear Under the Stairs Helen Cooper				
Length	15 Sessions, 3 Weeks				
Outcomes	Information text File of fears entry, letters seeking and giving advice, oral retellings				
Reading Leaf Text	 The Minpins Roald Dahl				
Length	15 Sessions, 3 Weeks				
Outcomes	Own version adventure narrative Danger posters, setting descriptions, information reports, postcards				
Reading Leaf Text	 The Bear and the Piano David Litchfield				
Length	15 Sessions, 3 Weeks				
Outcomes	First-person narrative Adverts, packing lists, fact files, letters of support, poems, speeches, character descriptions, diary entries				
Reading Leaf Text	 The Prouddest Blue: A Story of Hijab and Family Ibtihaj Muhammad and S. K. Ali				
Length	15 Sessions, 3 Weeks				
Outcomes					
Reading Leaf Text	 Rabbit and Bear Julian Gough and Jim Field				
Length	15 Sessions, 3 Weeks				
Outcomes					
Reading Leaf Text	 A Book of Bears Katie Viggers				
Length	12 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 Hotel Flamingo Alex Milway				
Length	15 Sessions, 3 Weeks				
Outcomes					

Theme/ Term	A twist in the tale - Autumn 2				Choose:  
Writing Root/Spelling Seed Text	 Me and You Anthony Browne				
Length	15 Sessions, 3 Weeks				
Outcomes	Sequel story Wanted posters, letters, retellings, speech bubbles, retellings from another point of view				
Reading Leaf Text	 Wolves Emily Gravett				
Length	15 Sessions, 3 Weeks				
Outcomes	Non-chronological leaflet Captions, information writing, letters, warning poster, labels				
Reading Leaf Text	 Jim and the Beanstalk Raymond Briggs				
Length	15 Sessions, 3 Weeks				
Outcomes	Sequel story Narrative re-telling (including dialogue), thought bubbles, informal letters				
Reading Leaf Text	 The Spider and the Fly Mary Howitt and Tony DiTerlizzi				
Length	10 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 After the Fall Dan Santat				
Length	15 Sessions, 3 Weeks				
Outcomes					
Reading Leaf Text	 Cinderella: An Art Deco Fairy Tale Lynn Roberts-Maloney and David Roberts				
Length	10 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 Dixie O'Day: In the Fast Lane Shirley Hughes & Clara Vulliamy				
Length	15 Sessions, 3 Weeks				
Outcomes					

Theme/ Term	Change & relationships - Spring 1				Choose:  
Writing Root/Spelling Seed Text	 The Owl and the Pussy-cat Edward Lear				
Length	10 Sessions, 2 Weeks				
Outcomes	Rhyming poem Letters, interviews, lists, instructions				
Reading Leaf Text	 Tadpole's Promise Jeanne Willis				
Length	15 Sessions, 3 Weeks				
Outcomes	Own version narrative / extended explanation Simple explanations, speech bubbles, setting descriptions, thought bubbles				
Reading Leaf Text	 Grandad's Camper Harry Woodgate				
Length	15 Sessions, 3 Weeks				
Outcomes	Sequel narrative Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards				
Reading Leaf Text	 If All the World Were... Joseph Coelho				
Length	10 Sessions, 2 Weeks				
Outcomes	Non-narrative read-aloud poem Writing in role, optional diary, letter of advice, short explanation				
Reading Leaf Text	 Too Small Tola Atinuke				
Length	12 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 Fanatical About Frogs Owen Davey				
Length	12 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 The Magic Finger Roald Dahl				
Length	12 Sessions, 2 Weeks				
Outcomes					

Theme/ Term	Creation & conservation - Spring 2				Choose:  
Writing Root/Spelling Seed Text	 The Journey Home Frann Preston-Gannon				
Length	15 Sessions, 3 Weeks				
Outcomes	Persuasive letter Posters, lists, postcards, wanted posters, information report, short stories				
Reading Leaf Text	 We Are Water Protectors Carole Lindstrom				
Length	15 Sessions, 3 Weeks				
Outcomes	Environmental campaign List poems, non-chronological reports (animals), chronological reports (life-cycles), character descriptions, protest signs				
Reading Leaf Text	 Dear Earth Isabel Otter and Clara Anganuzzi				
Length	15 Sessions, 3 Weeks				
Outcomes	Informative leaflet Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters				
Reading Leaf Text	 House Held Up By Trees Ted Kooser				
Length	15 Sessions, 3 Weeks				
Outcomes	Factual report Factual descriptions, advertisements, explanations, poetry				
Reading Leaf Text	 There's a Rang-Tan in my Bedroom James Sellick and Frann Preston-Gannon				
Length	10 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 Lost Species Jess French and Daniel Long				
Length	12 Sessions, 2 Weeks				
Outcomes					
Reading Leaf Text	 RHS The Magic and Mystery of Trees Jen Green				
Length	15 Sessions, 3 Weeks				
Outcomes					

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 2

Theme/ Term	Fictional worlds & fantasy - Summer 1				Urban metropolis - Summer 2			
Writing Root/Spelling Seed Text	Choose: x2 x2				Choose: x2 x2			
Length								
Outcomes								
Reading Leaf Text								
Length								

Writing Root/Spelling Seed Text	Fictional worlds & fantasy - Summer 1				Urban metropolis - Summer 2			
	Choose: x2 x2				Choose: x2 x2			
	15 Sessions, 3 Weeks				15 Sessions, 3 Weeks			
	Own version dragon story Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role				Explanation text Short explanation, advertisement, letter of advice, school report card (character description), invention description			
Reading Leaf Text	12 Sessions, 2 Weeks				12 Sessions, 2 Weeks			
	15 Sessions, 3 Weeks				15 Sessions, 3 Weeks			
	10 Sessions, 2 Weeks				15 Sessions, 3 Weeks			
	15 Sessions, 3 Weeks				15 Sessions, 3 Weeks			

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 3

Theme/ Term		Magic & wonder - Autumn 1				Choose:  		Dreams & curiosity - Autumn 2				Choose:  							
Writing Root/Spelling Seed Text		 Leon and the Place Between Angela McAllister		 The Tin Forest Helen Ward		 The Wilderness Steve McCarthy		 The First Drawing Mordcai Gerstein		 The BFG Roald Dahl		 The Barnabus Project The Fan Brothers		 The Tear Thief Carol Ann Duffy		 The Seed of Doubt Irena Brignull			
Length		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		10 Sessions, 2 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks			
Outcomes		Own version fantasy narrative Persuasive poster, performance reviews, setting description, thought bubbles / diary entry, dialogue		Persuasive information leaflet Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions		A guide to enjoying the wilderness Character introductions, letter of advice, descriptive poem, SOS message, identification label		Own historical narrative Character description, diary entry, recount		Own version narrative (fantasy) Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters		Brochure Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue		Newspaper Article Shared poem, diary entry, persuasive poster, letter of explanation, discussion		A motivational leaflet about future dreams and aspirations Poetry, future dreams and aspirations, setting description, letter of advice, paper aeroplane message, character description, speech			
Reading Leaf Text		 The Lost Spells Robert Macfarlane and Jackie Morris						 Arthur and the Golden Rope Joe Todd Stanton						 The BFG Roald Dahl					
Length		10 Sessions, 2 Weeks						12 Sessions, 2 Weeks						15 Sessions, 3 Weeks					
Theme/ Term		Hope & resilience - Spring 1				Choose:  		Inspiration & strength - Spring 2				Choose:  							
Writing Root/Spelling Seed Text		 The Pied Piper of Hamelin Michael Morpurgo		 Nen and the Lonely Fisherman Ian Eagleton		 The Search for the Giant Arctic Jellyfish Chloe Savage		 The Last Garden Rachel Ip		 Cloud Tea Monkeys Mal Peet		 Small in the City Sydney Smith		 Black Dog Levi Pinfold		 Cinderella of the Nile Beverley Naidoo			
Length		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		10 Sessions, 2 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks			
Outcomes		Own version myth/legend Writing in role, information reports, adverts, formal letters		Own version of the narrative with a twist on the original tale Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description		Non-chronological report Expedition proposals, persuasive letters, letters, diary entries, poetry, speech bubbles		Own version extended narrative Setting descriptions, advertisement/poster, retelling, instructional flyer, online response, dialogue		Non-chronological report Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion		Extended narrative from an alternative point of view Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters		Own version 'suspense' narrative Postcard, dialogue, retelling, description		Own version traditional tale Short news report, diary entry, character description, advert			
Reading Leaf Text		 The Pied Piper of Hamelin (Narrative Poem) Robert Browning						 Mr Penguin and the Lost Treasure Alex T. Smith						 Old Possum's Book of Practical Cats T. S. Elliot		 Africa, Amazing Africa Atinuke		 The White Fox Jackie Morris	
Length		11 Sessions, 2 Weeks						15 Sessions, 3 Weeks						12 Sessions, 2 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks	

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 3

Theme/ Term	From mystery to discovery - Summer 1				Choose:  		Confidence & caution - Summer 2				Choose:  	
Writing Root/Spelling Seed Text												
Length												
Outcomes												
Reading Leaf Text												
Length												

	The Mysteries of Harris Burdick Chris Van Allsberg		Escape from Pompeii Christina Balit		Our Tower Joseph Coelho		Flotsam David Wiesner		The Thames and Tide Club Katya Balen		Jim, A Cautionary Tale Hilaire Belloc & Mini Grey		The Zebra's Great Escape Katherine Rundell		How to Live Forever Colin Thompson
	15 Sessions, 3 Weeks		16 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks
	Extended fantasy narrative Setting description, short first person narrative, dialogue, action scene		Newspaper report Setting descriptions, diaries, letters, thought bubbles		Extended fantasy narrative Poems, setting descriptions, diary entries, dialogue, letters of thanks		Sequel (mystery narrative) Postcards, setting descriptions, non- chronological reports, message in a bottle letters		Own version fantasy narrative Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue		Narrative poem Warning poster, warning announcement, alternative ending, performance poetry, letter of apology		Own version 'great escape' narrative Detective notes, 'wanted' poster, letter, action scene, poetry, dialogue		Praguel Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning

	Earth Shattering Events Robin Jacobs and Sophie Williams		New and Collected Poems for Children by Carol-Ann Duffy Carol-Ann Duffy		A Necklace of Raindrops Joan Aiken		Adventuremice: Otter Chaos! Philip Reeve and Sarah McIntyre
	12 Sessions, 2 Weeks		10 Sessions, 2 Weeks		15 Sessions, 3 Weeks		15 Sessions, 3 Weeks

Whole School Curriculum Map

Choose:

 Writing Root books

 Reading Leaf books

Year 4

Theme/ Term	Taking courage - Autumn 1				Darkness & light - Autumn 2			
Writing Root/Spelling Seed Text	Choose:  				Choose:  			
Length								
Outcomes								
Reading Leaf Text								
Length								
Theme/ Term	Window to the world - Spring 1			Choose:  	Freedom & flight - Spring 2			
Writing Root/Spelling Seed Text								
Length								
Outcomes								
Reading Leaf Text								
Length								

Whole School Curriculum Map

Choose:

x2

Writing Root books

x2

Reading Leaf books

Year 4

Theme/ Term	Unearthing civilisations - Summer 1				Progress & innovation - Summer 2		
Writing Root/Spelling Seed Text	Choose:  				Choose:  		
Length							
Outcomes							
Reading Leaf Text							
Length							
	 Weslandia Paul Fleischman	 The Ever-Changing Earth Grahame Baker-Smith	 The Story of Tutankhamun Patricia Cleveland-Peck	 Riddle of the Runes Janina Ramirez	 Varmints Helen Ward	 The Iron Man Ted Hughes	 Until I Met Dudley Roger McGough & Chris Riddell
	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	16 Sessions, 3 Weeks	18 Sessions, 3 Weeks	10 Sessions, 2 Weeks
	Non-chronological report Retelling, character description, book review	Narrative sequel as a class book Informal letters, explanatory leaflets, list poems, dictionary of terms, postcard predictions, comparison texts	Biography of Howard Carter Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters	Historical fiction narrative (alternative ending) Character and setting descriptions, dialogue, instructions (directions), letter	Explanation of a life cycle Diary entry, instructions, letter, description, speech	Mystery narrative Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry	Two explanation texts - formal and informal Explanatory poster, letter, short explanatory paragraph
	 The Humans Jonny Marx and Charlie Davis	 The Fossil Hunter Kate Winter	 Viking Voyagers Jack Tite	 Norse Myths Kevin Crossley-Holland	 The Wild Robot Peter Brown	 Skygazing Anna Claybourne	
	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks	20 Sessions, 4 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	

Whole School Curriculum Map

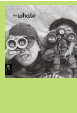
Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 5

Theme/ Term	Ambition & aspiration - Autumn 1			Choose:  	Belonging & equality - Autumn 2			Choose:  
Writing Root/Spelling Seed Text	 Robot Girl Malorie Blackman	 Hidden Figures Margot Lee Shetterly	 Firebird Saviour Pirotta		 The Lost Thing Shaun Tan	 The Lizzie and Belle Mysteries: Drama and Danger J.T. Williams	 Freedom Bird Jerdine Nolen	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks		15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	
Outcomes	Science-fiction narrative Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review	Non-chronological report on the life and achievements of the women and history of NASA/NACA Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces	Fairytale narrative Formal letters, retellings, character descriptions		Own version narrative about a 'lost thing' Diary entries, formal letters, guides / non-chronological reports, adverts, official paperwork, lost tags	Biography of Ignatius Sancho Posters, diary entries, case notes, letters, dialogue (quotations), character descriptions, fact files, persuasive speeches	Biography Short/'instant' non-narrative poem, explanation, dialogue, postcard, letter of advice, description in the form of a letter, recount, narrative poem	
Reading Leaf Text	 Cosmic Frank Cottrell-Boyce	 Hidden Figures Young Readers' Edition Margot Lee Shetterly	 When the Stars Come Out Nicola Edwards and Lucy Cartwright		 Me, My Dad and the End of the Rainbow Benjamin Dean	 Bright Stars of Black British History J.T. Williams	 The Secret of Haven Point Lisette Auton	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	12 Sessions, 2 Weeks		15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	17 Sessions, 3 Weeks	

Theme/ Term	Lessons from history - Spring 1				Choose:  	Legends & folklore - Spring 2				Choose:  
Writing Root/Spelling Seed Text	 Children of the Benin Kingdom Dinah Orji	 Kaspar, Prince of Cats Michael Morpurgo	 Anne Frank Josephine Poole	 Alte Zachen: Old Things Ziggy Hanaor		 Rumaysa: A Fairy Tale Radiya Hafiza	 The Whale Ethan and Vita Murrow	 Beowulf Michael Morpurgo	 The Lost Happy Endings Carol Ann Duffy	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks	15 Sessions, 3 Weeks		15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	
Outcomes	Non-chronological report Informal letters, contrasting diary entries, survival guides, eyewitness reports, story summaries	Newspaper article Character descriptions, reports, letters, advertising leaflet, balanced report	Newspaper article Letters, short descriptions, extended diary entries, obituary, optional opinion piece	Analytical essay on what we can learn from other generations Character descriptions, flashbacks, diary entries in role, short autobiographies		Fairy tale reworking (prequel) Warning poster, diary entry, dialogue, villain's lair advert, character description, missing narrative	Film pitch Reported speech, speech and thought bubbles, description, recount in role, letter to a newspaper editor	Own version legend or missing chapter Epitaph, glossary, letter of advice, dialogue, recount, chracter and setting description, summarising captions, obituary	Prequel- alternative perspective Letter, poetry, passage of direct speech, diary entry, story ending	
Reading Leaf Text	 The Story of Titanic for Children Joe Fullman	 When Hitler Stole Pink Rabbit Judith Kerr	 Poems from the Second World War Gaby Morgan	 Letters from the Lighthouse Emma Carroll		 Sir Gawain and the Green Knight Michael Morpurgo	 The Listeners Walter De La Mare	 Who Let the Gods Out? Maz Evans		
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	18 Sessions, 4 Weeks		15 Sessions, 3 Weeks	10 Sessions, 2 Weeks	17 Sessions, 3 Weeks		

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 5

Theme/ Term	Power vs principles - Summer 1				Mystery & truth - Summer 2			
Writing Root/Spelling Seed Text	Choose:  				Choose:  			
Length								
Outcomes								
Reading Leaf Text								
Length								

 The Man Who Walked Between the Towers Modcai Gerstein				 The Island Armin Greder				 The Odyssey Gillian Cross				 The Tempest William Shakespeare			
15 Sessions, 3 Weeks				15 Sessions, 3 Weeks				20 Sessions, 4 Weeks				17 Sessions, 3 Weeks			
Biography Fact files, journalistic writing, setting descriptions, letters of advice, persuasive speeches				Narrative sequel from a different character's perspective Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation				Epic adventure story Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement				Playscript Setting description, character descriptions /comparisons, diary entry, dialogue			
 The Good Thieves Katherine Rundell				 Cogheart Peter Bunzl				 Mythologica Stephen P Kershaw							
15 Sessions, 3 Weeks				15 Sessions, 3 Weeks				15 Sessions, 3 Weeks							

 High Rise Mystery Sharna Jackson				 The Strange Case of Origami Yoda Tom Angleberger				 Curiosity: The Story of a Mars Rover Markus Motum				 The Cave Explorer Kate Winter			
15 Sessions, 3 Weeks				15 Sessions, 3 Weeks				15 Sessions, 3 Weeks				15 Sessions, 3 Weeks			
Extended Narrative Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter				Discussion text Instructions, persuasion, recount (diary entry)				Expanded explanation for a new rover Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report				Tourist Leaflet for the Lascaux Caves Debate, opinion piece (blog post), diary entry, newspaper report, non-chronological report, poetry			
 Overheard in a Tower Block Joseph Coelho				 The Polar Bear Explorers' Club Alex Bell				 Real-life Mysteries: Can you explain the unexplained? Susan Martineau							
15 Sessions, 3 Weeks				18 Sessions, 4 Weeks				15 Sessions, 3 Weeks							

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 6

Theme/ Term	Journeys & migration - Autumn 1				Choose:  	Evolution & inheritance - Autumn 2				Choose:  
Writing Root/Spelling Seed Text	 The Arrival Shaun Tan	 The Invention of Hugo Cabret Brian Selznick	 Leila and the Blue Fox Kiran Millwood-Hargrave	 Windrush Child Benjamin Zephaniah		 The Promise Nicola Davies	 Can We Save the Tiger? Martin Jenkins	 The Last Bear Hannah Gold	 The Hidden Forest Jeannie Baker	
Length	17 Sessions, 3 Weeks	17 Sessions, 3 Weeks	20 Sessions, 4 Weeks	15 Sessions, 3 Weeks		15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	16 Sessions, 3 Weeks	
Outcomes	Narrative retelling (extended) Letters, character descriptions, diaries, poster, short playscripts, short report	Biography Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique	Extended blog entry Poetry, informal message, formal letter, short information text, diary entry, narrative and action scenes, tweet	Persuasive pitch to the local council Informal letter, diary entry, formal letter, advice, (optional poem and personal response)		Sequel to continue the cyclical story in the form of a narrative poem Promises, extended thought bubble, diary entry, leaves for a 'mood tree', letter in role, figurative captions, poem to summarise the story	Discussion text Letter, explanation, persuasive poster, persuasive speech, simple poem	Newspaper article Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report	Balanced discussion Artwork description, thought bubble, diary entry, research notes, non-chronological report (in letter form)	
Reading Leaf Text	 Fly Me Home Polly Ho-Yen	 The Invention of Hugo Cabret Brian Selznick	 On the Move: Poems about Migration Michael Rosen	 A World Full of Journeys and Migrations Martin Howard		 Beetle Boy M.G Leonard	 The Tiger Rising Kate DiCamillo	 Darwin's Voyage of Discovery Jake Williams	 On the Origin of Species Sabina Radeva	
Length	15 Sessions, 3 Weeks	17 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks		17 Sessions, 3 Weeks	16 Sessions, 3 Weeks	12 Sessions, 2 Weeks	12 Sessions, 2 Weeks	
Theme/ Term	Protest & activism - Spring 1				Choose:  	Utopia vs dystopia - Spring 2				Choose:  
Writing Root/Spelling Seed Text	 Resist Tom Palmer	 Suffragette, The Battle for Equality David Roberts	 Stonewall Rob Sanders and Jamey Christoph		 Paradise Sands Levi Pinfold	 The Three Little Pigs Project The Guardian	 Boy in the Tower Polly Ho-Yen	 The Last Wild Piers Torday		
Length	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks	15 Sessions, 3 Weeks		15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	16 Sessions, 3 Weeks		
Outcomes	A biography of Audrey Hepburn Resistance recruitment posters, diary entries, journalistic pieces, persuasive leaflets, fictional biographical paragraph	Persuasive campaign Formal letters, diary entries, balanced arguments, speeches, short news report	Visitor's guide to the Stonewall Inn National Historic Landmark Adverts, short news reports, protest banners, writing in role		Narrative prequel Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review	A collection of letters to a newspaper expressing a range of different opinions on the same issue Newspaper headlines, news report, persuasive speeches, diary narratives from a particular point of view, diaries, debate	Own version narrative (past and present tense) Warning posters, packing lists, journalistic writing, formal letters, non-chronological reports, narrative retellings	Own version dystopian narrative Poster, retellings, formal report, character descriptions, diary entries, formal letters		
Reading Leaf Text	 Malala: My story of standing up for girls' rights Malala Yousafzai	 The Little Match Girl Strikes Back Lauren Child	 Politics for Beginners Louie Stowell	 Black and British: a Short, Essential History David Olusoga	 Caged Bird (within Poetry for Young People) Maya Angelou		 The Wolves of Willoughby Chase Joan Aiken			
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	12 Sessions, 2 Weeks		15 Sessions, 3 Weeks			

Whole School Curriculum Map

Choose:

x2 Writing Root books

x2 Reading Leaf books

Year 6

Theme/ Term	Fate vs free will - Summer 1				Crossing borders - Summer 2			
Writing Root/Spelling Seed Text	 Grimm Tales for Young and Old Philip Pullman	 The Wind in the Wall Sally Gardner	 Romeo and Juliet William Shakespeare	 Rain Player David Wisniewski	 The Unforgotten Coat Frank Cottrell Boyce	 Some Places More Than Others Renee Watson	 A Beautiful Lie Irfan Master	 The Final Year Matt Goodfellow
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks
Outcomes	Own version traditional tale Retelling from a particular viewpoint, analyses, dialogue	Extended Gothic narrative Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue	Balanced argument Police report, diaries, letters, narratives, dialogue, setting descriptions, advice notes, character descriptions, oral debate	Analytical essay about The Maya Instructions, poster, missing scene, diary, newspaper, debate	Own version 'issues and dilemmas' narrative Diary entries, explanations (sci experiment), dialogue, non-chronological reports	A range of writing for the 'Suitcase project' Letters, diaries, information leaflets, instructions	New chapters Prologue, writing in role, journalistic writing, recounts, discussion texts	Own version verse poem of 'The Final Poem' Verse poems, letter of advice, diary entry, guide for teachers
Reading Leaf Text	 Grimm Tales for Young and Old Philip Pullman	 Poetry for Kids: William Shakespeare illustrated edition William Shakespeare	 The Explorer Katherine Rundell	 The Final Year Matt Goodfellow	 Incredible Journeys Levison Wood	 Poetry for Young People: Langston Hughes Langston Hughes	 After the War: From Auschwitz to Ambleside Tom Palmer	 The Final Year Matt Goodfellow
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	20 Sessions, 4 Weeks	10 Sessions, 2 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks