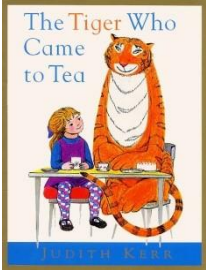
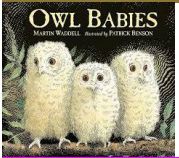

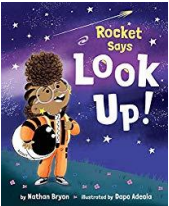


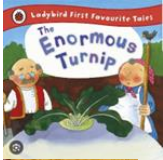
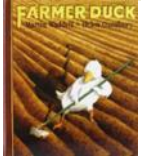


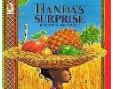
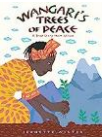


John Blandy Primary School Key Texts and Long-Term Overview.

Reception

Archaic Non-linear time sequence Narratively complex Complexity of plot/ symbol Resistant Texts

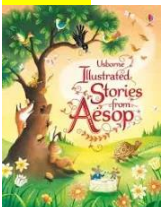

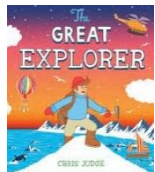
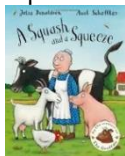
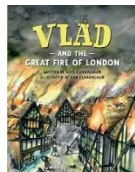

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All About me	Shining Bright	Once upon a time	Growing	Beasts	Africa
Suggested Texts	  <p>The Tiger who Came to Tea Owl Babies</p>	  <p>How To Catch a Star Look Up!</p>	  <p>The Three Little Pigs The Little Red Hen The Gingerbread Man The Three Billy Goats Gruff</p>	  <p>The Enormous Turnip Farmer Duck The Odd Egg</p>	  <p>Zog The Very Hungry Caterpillar</p>	  <p>Handa's Surprise Wangari's Tree of Peace</p>
Nursery rhymes	Two little Dickie Birds I'm A Little Teapot Pattercake Pattercake Hickory Dickory Dock Owl & the Pussycat	Twinkl, twinkle Five Little Men in a Flying Saucer Jingle Bells	This little piggy.... Polly Put the Kettle On Little Bo Peep	One Potato, Two Potato Five Little Ducks Ba Ba Black Sheep	Mary, Mary Ladybird Labybird Incy Wincy Spider	Five Little Monkeys Row Row Row Your Boat
Writing outcomes	Draw using a range of shapes for their pictures.	Draw with growing detail. Give meaning to their marks.	Write with a purpose in mind. Listen for key sounds in words and put these in their	Begin to write a wider range of words with more phonetic accuracy. Use simple	Write simple sentences with phonetic accuracy and include red words.	Write at more length using phonetically plausible and red words.

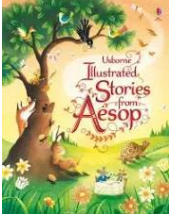

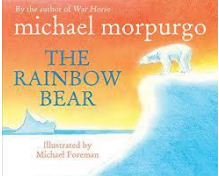



	Understand that writing carries meaning. Begin to write their own messages using a range of letter like shapes and strings of familiar letters. Beginning to form the letters they are learning. Learn to write their name.	Make links between sounds and graphemes. Begin to write across a page. Write the letters they are learning. Writing name independently.	writing using the corresponding letter. Write simple words using more sounds (e.g. cvc words) Know the text goes from left to right and write lists down the page. Children will learn letter formation.	red words in their writing. Write simple captions/ sentences using their phonic knowledge and red words. Begin to read their writing back.	Write multisyllabic words by breaking them into smaller 'chunks' Begin to space their words out on the page.	They will check their writing by reading it back to themselves. Beginning to use capital letters at the start of sentences and full stops at the end.
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### Key Stage 1 – Year ½ Year A

Archaic Non-linear time sequence Narratively complex Complexity of plot/ symbol Resistant Texts

Inform Entertain

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey 1 - Humans and animals	Learning Journey 1 – Fireworks	Learning Journey 1 – Polar Regions	Learning Journey 1 Down of the Farm	Learning Journey 1 – The Great Fire of London/ Fear	Learning Journey 1 – Continents and oceans
Text: Fables – Hare and the tortoise  Outcome: labels, lists and captions	Text: Fireworks Poetry – Firework Night by Enid Blyton  Outcome: senses poems	Text: The Great Explorer by Chris Judd  Outcome: letter writing recounting trip Outcome: Poetry 'In an Explorer's Pocket..'	Text: A Squash and a Squeeze  Outcome: narrative – retell from perspective of old lady	Text: Vlad and The Great Fire of London  Outcome: Leaflet/ non-chronological report on TGFOL	Text: The Pirates Next Door  Outcome: narrative – Character description of a pirate.
Learning Journey 2 - Humans and animals	Learning Journey 2 – Nocturnal animals and habitats	Learning Journey 2 – Polar regions	Learning Journey 2 – Down on the fam	Learning Journey 2 – Exploring feelings	Learning Journey 2 – Continents and Oceans

<p>Text - Fables – The Boy Who Cried Wolf</p>  <p>Outcome: Narrative – retell Outcome - Harvest Poetry</p>	<p>Text: The Owl Who Was Afraid of the Dark</p>  <p>Outcome: Fact file a nocturnal animal. Outcome: Character Description</p>	<p>Text: The Rainbow Bear by Michael Morpurgo</p>  <p>Outcome: Narrative – story writing Outcome: Non chronological report on polar animals</p>	<p>Text: Fantastic Mr Fox</p>  <p>Outcome: Character description Outcome: Recount – farm trip</p>	<p>Text: Ruby's worry and books by Tom Percival</p>  <p>Outcome: narrative. Stories about feelings</p>	<p>Text – Poem Meet the Pirates</p>  <p>Outcome: Performance poetry</p>
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**Key Stage 1 – Year 1/2- Year B**

Archaic Non-linear time sequence Narratively complex Complexity of plot/ symbol Resistant Texts

Inform Entertain

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey 1 – Homes	Learning Journey 1 – Local area	Learning Journey 1 – Childhood in the past	Learning Journey 1 Into the Woods	Learning Journey 1 –Castles	Learning Journey – 1 Australia
<p>Text: The Invisible by Tom Percival</p>  <p>Outcome: diary entry</p>	<p>Text: I want my hat back by Jon Klassen</p>  <p>Outcome: narrative – write an ending</p>	<p>Text: Traction Man by Mini Grey</p>  <p>Outcome: Non chronological report on toys</p>	<p>Text: Little Red By Bevan Woolvin</p>  <p>Outcome: narrative Outcome Spring/Easter poetry</p>	<p>Text: Prince Cinders by Babette Cole</p>  <p>Outcome: narrative</p>	<p>Text: The Koala Who Could One Day</p>  <p>Outcome: Fact files on Australian animals</p>
Learning Journey 2 – Homes	Learning Journey 2 – Local area	Learning Journey 2 – Childhood in the past	Learning Journey 2 – Into the Woods	Learning Journey 2 – Castles	Learning Journey 2 - Australia

-Text: Our Tower by Joesph Coelho



Outcome: Setting description

Text: a variety of leaflets



Outcome: To write a leaflet about our local area.

Text: Toys in Space by Mini Grey



Outcome: Character description

Text: Goldilocks and Just One Bear by Leigh Hodgkinson



Outcome: recount in character

Text: Tell me a Dragon



Outcome: Non chronological report about a dragon. Trip recount.

Text: Kenning poems

a worm-eater  
a nest-maker  
a cushion-filler  
a seed-muncher  
a fish-guzzler  
a fast-flier  
a cat-escaper  
a tree-liver  
an acrobatic-glider  
an adventurous-swooper  
a tweeting-singer

put these together,  
I'm a bird!

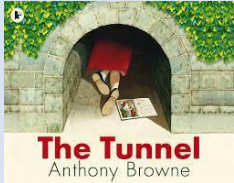

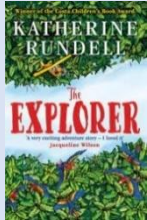



Outcome: Kennings and riddles about Australian animals

## Lower KS2 – Year 3/4- Year A

Archaic
Non-linear time sequence
Narratively complex
Complexity of plot/ symbol
Resistant Texts

Persuade     Inform     Entertain

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Key text: The Tunnel by Anthony Browne</p> 	<p>Focus: local area study Key Text: The Girl who Stole an Elephant by Nizrana Farook</p> 		<p>Focus: Mayan and rainforests Key Text: The Explorer by Katherine Rundell</p>  <p>Chocolate Cake by Michael Rosen</p>  <p style="color: orange;">Outcome: Performance poetry</p>	
<p>Learning journey 1 <span style="color: blue;">Outcome:</span> Letters to persuade (informal)</p>	<p>Learning journey 3: <span style="color: orange;">Outcome:</span> narrative (where could the tunnel lead to?)</p>	<p>Learning journey 1 <span style="color: blue;">Outcome:</span> Letters to persuade (formal)</p>	<p>Learning journey 3 <span style="color: red;">Outcome:</span> non-chronological report (Sri Lankan elephants)</p>	<p>Learning journey 1: <span style="color: red;">Outcome:</span> Explanation text – fair trade</p>	<p>Learning journey 3: <span style="color: orange;">Outcome:</span> narrative</p>
<p>Learning journey 2 <span style="color: red;">Outcome:</span> Life in a workhouse</p>	<p>Learning journey 4: <span style="color: orange;">Outcome:</span> Song lyrics</p>	<p>Learning journey 2 <span style="color: red;">Outcome:</span> instructions</p>	<p>Learning journey 4: <span style="color: orange;">Outcome:</span> narrative (alternative ending)</p>	<p>Learning journey 2: <span style="color: red;">Outcome:</span> biography: writing a biography for an explorer (Attenborough?)</p>	<p>Learning journey 4: <span style="color: blue;">Outcome:</span> deforestation debate</p>



## Lower KS2 – Year 3/4- Year B

Archaic Non-linear time sequence Narratively complex Complexity of plot/ symbol Resistant Texts

Persuade Inform Entertain


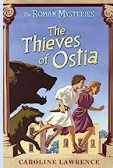
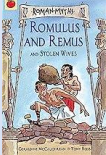
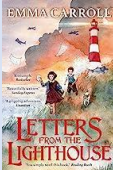
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Text: Stone Age Boy by Satoshi Kitamura Text: How to wash a woolly mammoth Text: How the Camel Got his Hump Text: The Emperor's New Clothes</p> 		<p>Text: Greek myths</p> 	<p>Text: The Last Bear by Hannah Gold</p> 	<p>Text: Secrets of a Sun King by Emma Carroll</p>  <p>Text: The Magic Box by Kit Wright</p> 	
<p>Learning journey 1 <b>Outcome:</b> Instructions</p>	<p>Learning journey 4 <b>Outcome:</b> A letter to persuade the emperor to wear clothes</p>	<p><b>Outcome:</b> Narrative – Writing own myth</p>	<p><b>Outcome:</b> Setting description</p>	<p><b>Outcome:</b> Biography about Harold Carter</p>	<p><b>Outcome:</b> Character description</p>
<p>Learning journey 2 <b>Outcome:</b> Narrative – diary writing</p>	<p>Learning journey 5 <b>Outcome:</b> Narrative – Just so</p>	<p><b>Outcome:</b> Non-chronological report on Gods/ Ancient Greece/ mythical creatures</p>	<p><b>Outcome:</b> inform about global warming</p>	<p><b>Outcome:</b> Recount – newspaper report</p>	<p><b>Outcome:</b> poetry</p>
<p>Learning journey 3 <b>Outcome:</b> Non-chronological report: living in the Stone Age</p>	<p>Learning journey 6 <b>Outcome:</b> Poetry – Haiku's</p>				<p><b>Outcome:</b> explanation text – how are shadows formed?</p>



## Upper KS2 – Year 5/6- Year A

Archaic
Non-linear time sequence
Narratively complex
Complexity of plot/ symbol
Resistant Texts




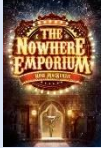
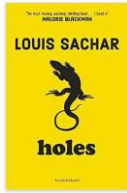
Persuade    
 Inform    
 Entertain    
 Discuss

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key text: <span style="background-color: cyan;">The London Eye Mystery by Siobhan Dowd</span> 		Key Text: <span style="background-color: yellow;">The Thieves of Ostia – Caroline Lawrence</span> Romulus and Remus  		Key Text: Letters From The Light House by Emma Carroll 	
Learning Journey 1  <span style="color: red;">Outcome:</span> Recount – diary entry	Learning journey 2  <span style="color: blue;">Outcome:</span> Persuasive letter	Learning Journey 1  <span style="color: red;">Outcome:</span> Recount - Diary entry	Learning journey 2  <span style="color: orange;">Outcome:</span> Poetry - Limericks	Learning Journey 1  <span style="color: orange;">Outcome:</span> Film narrative	Learning journey 2  <span style="color: orange;">Outcome:</span> Setting description
Learning journey 2  <span style="color: red;">Outcome:</span> Recount – witness statement	Learning journey 4  <span style="color: blue;">Outcome:</span> TV adverts?	Learning journey 3  <span style="color: orange;">Outcome:</span> Narrative – legends	Learning journey 4  <span style="color: red;">Outcome</span> Instructions	Learning journey 3  Outcome: Balanced argument	Learning journey 4  <span style="color: red;">Outcome:</span> Informal letter
Learning journey 5  <span style="color: orange;">Outcome:</span> Poetry – cinquains		Learning journey 5  <span style="color: orange;">Outcome:</span> Choral poetry		Learning journey 5  <span style="color: red;">Outcome:</span> Non-chronological report	

Upper KS2 – Year 5/6- Year B

Archaic Non-linear time sequence Narratively complex Complexity of plot/ symbol Resistant Texts

Persuade Inform Entertain Discuss

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>War Horse by Michael Morpugo War Poetry (various) The Christmas Truce- Video</p>  		<p>Macbeth (abridged) by William Shakespeare The Nowhere Emporium by Ross Mackenzie</p>  		<p>Holes by Louis Sachar</p> 	
<p>Learning Journey 1</p> <p><b>Outcome:</b> Diary Entry</p>	<p>Learning journey 2</p> <p><b>Outcome:</b> Setting Description</p>	<p>Learning Journey 1</p> <p><b>Outcome:</b> Room Description</p>	<p>Learning journey 2</p> <p><b>Outcome:</b> Discussion text</p>	<p>Learning Journey 1</p> <p><b>Outcome:</b> Setting description</p>	<p>Learning journey 2</p> <p><b>Outcome:</b> Instructions Letter</p>
<p>Learning journey 3</p> <p><b>Outcome:</b> Informal letter</p>	<p>Learning journey 4</p> <p><b>Outcome</b> War poetry</p>	<p>Learning journey 3</p> <p><b>Outcome:</b> Continued narrative</p>	<p>Learning journey 4</p> <p>Outcome Newspaper</p>	<p>Learning journey 3</p> <p>Outcome:</p>	<p>Learning journey 4</p> <p><b>Outcome:</b> Balanced argument</p>
<p>Learning journey 5</p> <p><b>Outcome:</b> Non-chronological report</p>	<p>Learning journey 6</p> <p><b>Outcome:</b> Narrative</p>	<p>Learning journey 5</p> <p><b>Outcome:</b> Biography</p>	<p>Learning journey 6</p> <p><b>Outcome:</b> Diary entry</p>		



<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Recount Letter Instruction		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review