

English Long Term Plan

Reading & Writing Spine

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be on your guard; stand firm in the faith; be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

Rationale from English Policy:

Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.

Professor Becky Francis, *Improving Literacy in Key Stage 1 Guidance Report*, EEF

In the schools visited, teaching children to be literate was the cornerstone of an effective curriculum.

Bold Beginnings, Ofsted

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Primary National Curriculum, Department for Education

A high-quality education in English is essential, not just for educational success but for access to wider society and for the sheer pleasure of reading and writing both as a child and as an adult. Ensuring children leave school prepared for wider life, exposed to a wide range of texts to give a bedrock of cultural capital, able to communicate well both written and orally, and with a love of English itself, all form part of the civic duty of all educators. It is a responsibility that we, as a school, take very seriously.

English education is not simply limited to a daily lesson per day but is part of everything we do in school. From high quality modelled language by staff, to texts read during snack time, to skills taught in every single subject, English is embedded throughout school life.

It is difficult to overstate its importance: a broad and balanced curriculum is increasingly difficult to access without a core foundation of strong literacy skills. Similarly, the school recognises its role in giving children a good literacy education as part of its religious duty: children can better experience the richness and diversity of God's creation through strong English skills.

For ever since the world was created, people have seen the earth and sky. Through everything God made, they can clearly see his invisible qualities—his eternal power and divine nature. So they have no excuse for not knowing God.

Romans 1:20

At Archbishop Runcie CE First School, we aim for children, through an excellent English education, to be able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary and an explicit understanding of grammar and knowledge of conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborating and explaining their ideas

Key for Reading Spine:

Text type:	Colour code:	
Cultural capital texts		CC (EYFS only)
Non-fiction texts		
Poetry (inc. nursery rhymes)		
Key text	Bold text (EYFS only)	

Nursery Reading Spine



Nursery	Autumn Term	
Quality and Core Texts (No Rising 3s)	<p>The Colour Monster by Anna Llenas</p> <p>Goldilocks and the Three Bears (CC) A Chair for Baby Bear by Kaye Umansky Happy Birthday Hugless Douglas by David Melling The Magic Porridge Pot by Alan MacDonald Who's been eating MY porridge? by Nick Ward</p> <p><i>Topic texts (Autumn Season):</i> Leaf Man by Lois Ehlert Penguin and Pumpkin by Salina Yoon We're going on a leaf hunt by Steve Metzger The Helpful Hedgehog by Rosie Wellesley</p>	<p>Penguin and Pinecone by Salina Yoon Penguin's Big Adventure by Salina Yoon Who's there? Beware! by Patricia Hegarty Night Monkey, Day Monkey by Julia Donaldson</p> <p><i>Topic texts (Christmas):</i> Dear Santa The Nativity (CC) Range of festive stories</p> <p><i>Topic texts (Diwali):</i> Sparks in the Sky (CC) Dipal's Diwali (CC) Lighting a Lamp by Jonny Zucker</p>
	Autumnal books	Remembrance Day
	Cup of Tea – Poetry Basket Falling Apples – Poetry Basket When Goldilocks went to the House of the Bears 6 key nursery rhymes	I can build a snowman – Poetry Basket His hair is white - Poetry Basket Penguin Song Christmas Songs 6 key nursery rhymes
Phonics books	<p>Phonological Awareness General sound discrimination - Environmental sounds, Instrumental sounds, Body Percussion</p> <p><i>Books:</i> The very Noisy House Ding Dong Bag What's that Noise? Baby Band The Jazz Man Clap your Hands The Animal Boogie Doing the Animal Bop</p>	<p>Phonological Awareness Rhythm and Rhyme</p> <p><i>Books:</i> Tanka Tanka Skunk Big Blue Train</p> <p><i>Rhyme</i> Oi Frog Oi Nursery Foggy, Foggy Forest Gorilla loves Vanilla Alliteration</p> <p>Stanley's Stick Hippo has a Hat Pass the jam Jim Nursery Alliteration book</p>

Nursery	Spring Term	
First Year Cycle Quality and Core Texts	<p>The Gingerbread Man</p> <p>Dinosaur Roar by Henrietta Stickland and Paul Stickland Ten Little Dinosaurs by Michael Brownlow Dinosaur Rumpus by Tony Mitton Dinosaurs Galore! by Giles Andreae Dinosaur Farm by Penny Dale</p> <p><i>Topic texts (Christianity):</i> The Journey Home by Frann Preston-Gannon</p> <p><i>Topic texts (Chinese New Year):</i> Dragon Dance by Joan Holub Lanterns and Firecrackers by Jonny Zucker The Runaway Wok by Ying Chang Compestine</p>	<p>Dear Zoo by Rod Campbell Noisy Farm by Rod Campbell Driving my Tractor by Jan Dobbins The Pig in the Pond by Jill Barton and Martin Waddell A squash and a squeeze by Julia Donaldson Farmyard Hullabaloo by Giles Andreae Farmer Duck by Martin Waddell Monkey Puzzle by Julia Donaldson What pet to get? by Emma Dodd</p> <p><i>Topic texts (Shrove Tuesday):</i> Mr Wolf's Pancakes by Jan Fearnley Mama Panya's pancakes by Mary and Rich Chamberlin (CC)</p> <p><i>Topic texts (Easter):</i> Easter Stories (CC)</p>
	Dinosaurs Fossils Chinese New Year	Look Inside a Farm by Katie Daynes Farmer (people who help us)
	Gingerbread Man – Poetry Basket I want to be a Dinosaur – Poetry Basket Dinosaur Stomp 5 Little Dinosaurs 6 key nursery rhymes	Pancakes – Poetry Basket Mrs Bluebird – Poetry Basket Old McDonald had a Farm 6 key nursery rhymes
Second Year Cycle Quality and Core Texts	<p>The Gingerbread Man (CC)</p> <p>Supertato by Paul Linnet and Sue Hendra A Superhero like you by Ranj Singh (CC) Super Daisy by Kes Gray (CC) Ten Little Superheros by Michael Brownlow</p> <p><i>Topic texts (Chinese New Year):</i> Dragon Dance by Joan Holub Lanterns and Firecrackers by Jonny Zucker The Runaway Wok by Ying Chang Compestine</p>	<p>The Three Little Pigs (CC)</p> <p>Rumble in the Jungle by Giles Andreae Noisy Farm by Rod Campbell Giraffes Can't Dance by Giles Andreae (CC) Egg to Chicken by Camilla de la Bedoyere Walking through the Jungle by Julie Lacome Farmer Duck by Martin Waddell</p> <p><i>Topic texts (Shrove Tuesday):</i> Mr Wolf's Pancakes by Jan Fearnley Mama Panya's Pancakes by Mary and Rich Chamberlin (CC)</p> <p><i>Topic texts (Easter):</i></p>

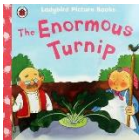

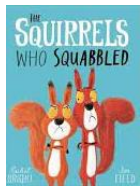
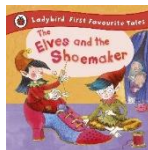

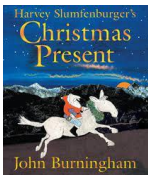
		Easter Stories
	Chinese New Year	Look inside a farm Farmer (people who help us) From egg to chicken
	Gingerbread Man – Poetry Basket Supertato – Poetry Basket Zero superhero Fiver Superheros 6 key nursery rhymes	Hungry Birdies – Poetry Basket Wild Beast– Poetry Basket Old McDonald had a Farm Easter songs 6 key nursery rhymes
Phonics books	Phonological Awareness Voice Sounds <i>Books:</i> Harold finds a Voice Peace at Last	Phonological Awareness Oral Blending and Segmenting <i>Books:</i> No Bot Quack Quack Quentin

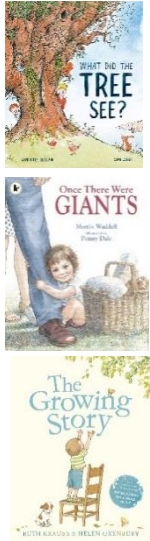
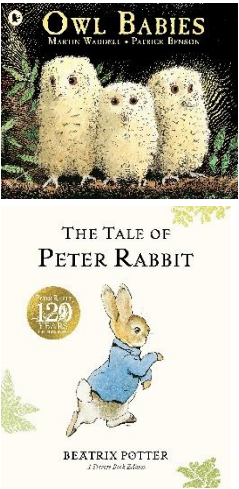
Nursery	Summer Term	
First Year Cycle Quality and Core Texts	<p>The Very Hungry Caterpillar by Eric Carle (CC)</p> <p>Jasper's Beanstalk by Nick Butterworth Jack and the Beanstalk (CC) Oliver's vegetables by Vivian French Titch by Pat Hutchins The Tiny Seed by Eric Carle</p> <p><i>Topic texts</i> Lifecycles Seed to Sunflower Sam's Sunflower</p>	<p>Penguin on Holiday by Salina Yhoon The Train Ride by June Crebbin The Naughty Bus by Jan Oke The Journey Home by Frann Preston-Gannon I wish I were a Pilot by Stella Blackstone Who sank the boat? by Pamela Allen The Journey home from Grandpas by Jemima Lumley Magic Train Ride by Sally Crabtree and Sonia Esplugas On the way home by Jill Murphy</p>
	Caterpillar to Butterfly My First book about how things grow.	People who help us Occupations
	Caterpillar – Poetry Basket Five Little Peas – Poetry Basket There's a tiny caterpillar on a leaf 6 key nursery rhymes	Going to the Seaside – Poetry Basket If I were an Aeroplane – Poetry Basket The Wheels on the Bus 6 key nursery rhymes
Second Year Cycle Quality and Core Texts	<p>Whatever Next! by Jill Murphy Look up! by Nathan Bryon How to Catch a Star by Oliver Jeffers The way back home by Oliver Jeffers Q Pootle 5 by Nick Butterworth Beegu by Alexis Deacon Shine by Sarah Asuquo Ten Little Aliens by Michael Brownlow Goodnight Spaceman by Michelle Robinson Aliens love Underpants by Claire Feedman Star in the Jar by Sam Hay</p> <p><i>Topic texts (Islam):</i> Golden Domes and Silver Lanterns</p>	<p>Commotion in the Ocean by Giles Andreae Sharing a Shell by Julia Donaldson Octopus Shocktopus! by Peter Bently A hole in the bottom of the Sea by Jessica Law Billy's Bucket by Kes Gray Pirate Pete by Nick Sharratt The Singing Mermaid by Julia Donaldson Pirates in the Supermarket by Timothy Knapman Ten Little Pirates by Michael Brownlow</p>
	Look Inside Space Solar System	Ocean Life
	Mr Moon - Poetry Basket A trillion Stars – Poetry Basket 5 little men in a flying saucer 6 key nursery rhymes	Seashells – Poetry Basket The Tide – Poetry Basket When I was one 6 key nursery rhymes

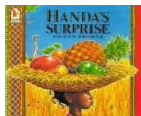



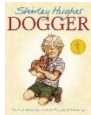
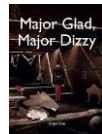
Phonics books	<p>Read Write Inc (RWI)</p> <ul style="list-style-type: none">• Learn all of the pictures that correspond to the sounds• Learn all of the RWI teaching signals. <p>Children to learn all set 1 sounds</p>
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Reception Reading Spine



Reception	Autumn Term	
Quality and Core Texts	<p>The Enormous Turnip by Gorgien Overwater Pumpkin Soup by Helen Cooper The Squirrels who Squabbled by Rachel Bright</p>   	<p>Elves and the Shoemaker (CC) Arctic White by Danna Smith (CC) Harvey Slumfenburger's Christmas Present by John Burningham</p>    <p><i>Topic Texts (Christianity):</i> The Christmas Story (CC)</p>
	Books about Autumn	Arctic Remembrance Day Diwali Hanukkah
	The Enormous Turnip – Poetry Basket Chop, Chop – Poetry Basket Furry, Furry Squirrel – Poetry Basket Ten in a bed 6 key nursery rhymes	Shoes – Poetry Basket Carrot Nose – Poetry Basket A Little House – Poetry Basket Ten green bottles 6 key nursery rhymes
Phonics	End of Autumn 1: Read single-letter Set 1 sounds	End of Autumn term: Read all Set 1 sounds; blend sounds into words orally
Handwriting	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.

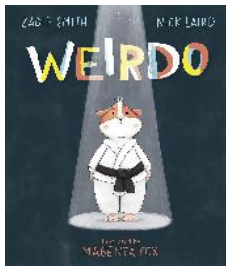


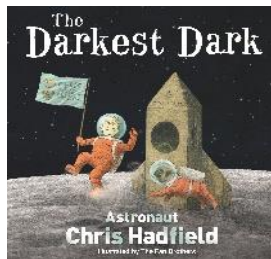
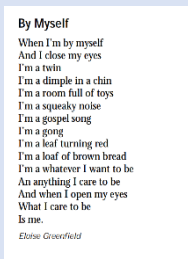

Reception	Spring Term	
Quality and Core Texts	<p> What did the Tree see? by Charlotte Guillain Once There Were Giants by Martin Waddell The Growing Story by Ruth Krauss </p> 	<p> Owl Babies by Martin Waddell The tale of Peter Rabbit by Beatrix Potter (CC) Beatrix Potter stories (CC) </p> 
	Chinese New Year	Woodland habitats Woodland animals
	Let's put on our Mittens – Poetry Basket Many Things – Poetry Basket If I were so very small – Poetry Basket 10 fat sausages Number formation Rhymes to 10 6 key nursery rhymes	Five Little Owls - Poetry Basket Rabbit – Poetry Basket A Little Seed – Poetry Basket Number formation Rhymes to 20 6 key nursery rhymes
Phonics	End of Spring 1: Blend sounds to read words; read short Ditty stories	End of Spring term: Read Red Storybooks
Handwriting	Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters	Form letters from their name correctly. Recognise that after a word there is a space.

Reception	Summer Term	
Quality and Core Texts	Handa's Surprise by Eileen Browne (CC) Let's Explore Kenya by Elle Parkes Bringing the Rain to Kapiti Plain by Verna Aardema (CC)	Lost at the Toy Museum by David Luacs Dogger by Shirley Hughes Major Glad and Major Dizzy by Jan Oke
	  	  
	One day on our Blue Planet African Animals Monkey Babies – Poetry Basket Rain – Poetry Basket Number formation Rhymes to 20 6 key nursery rhymes	Toys from the past Happy – Poetry Basket Holiday Ice Cream – Poetry Basket Number formation Rhymes to 20 6 key nursery rhymes
Phonics	End of Summer 1: Read Green Storybooks; read some Set 2 sounds	End of Summer term: Read Green or Purple Storybooks
Handwriting	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

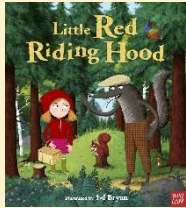
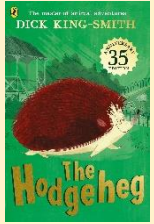

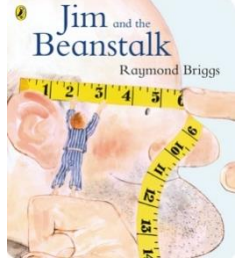
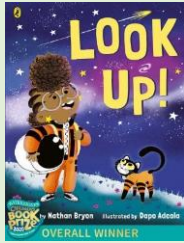
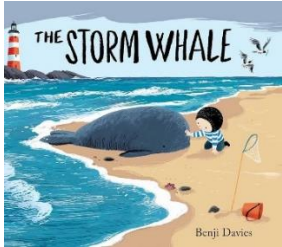
Handwriting N.B. The letters children can form correctly will relate to their name and order of RWI sequence, which children have been taught to form

Year 1 Reading Spine



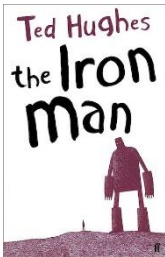
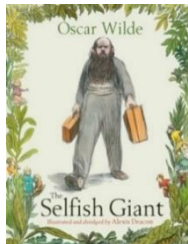
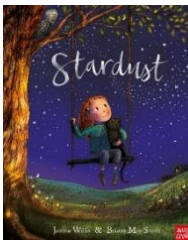
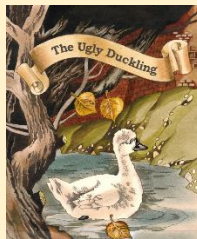
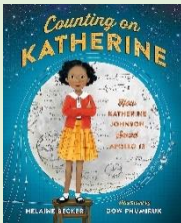
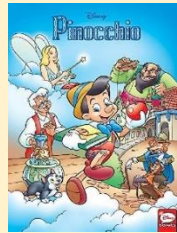
Year 1	Autumn Term (2023-24)	
Whole class novel	The Flower by John Light	The Darkest Dark by Chris Hadfield
Cycle 1	Weirdo by Zadie Smith <i>– retelling modelled</i> 3 weeks 	Firework Poetry (Write Stuff) <i>– perform poetry & senses sentences modelled</i> 2 weeks 
Cycle 2	The Bear and the Piano by David Litchfield <i>– plot continued modelled</i> 3 weeks 	The Darkest Dark by Chris Hadfield <i>– letter modelled</i> 2 weeks 
Cycle 3	By Myself by Eloise Greenfield <i>– writing poetry modelled</i> 2 weeks 	Fact file on Neil Armstrong (History link) (Write stuff) <i>– non-chronological report modelled</i> 2 weeks 
Additional texts		Man on the Moon by Simon Bartram (links with history unit) Mother Earth is Weeping by Claire Donald Traditional tales throughout year: Snow White

Year 1	Spring Term (2023-24)	
Whole class novel	Coming to England by Floella Benjamin	The Owl Who Was Afraid of the Dark by Jill Tomlinson
Cycle 1	Hansel and Gretel by Anthony Browne – <i>setting description</i> Cultural capital texts 2 weeks 	The Owl Who Was Afraid of the Dark by Jill Tomlinson (Write Stuff) – <i>retelling</i> 2 weeks 
Cycle 2	Coming to England by Floella Benjamin – <i>diary entry</i> Biography (non-fiction in content) 3 weeks 	Poet Study on Jane Newberry – <i>fact file</i> 2 weeks 
Cycle 3	The Flower by John Light – <i>narrative</i> 2 weeks 	
Additional texts	Peace at Last by Jill Murphy The Smile Shop by Satoshi Kitamura (link to migration) Traditional tales throughout year: The Ugly Duckling	Letters as part of preparation for cycle 3 Traditional tales throughout year: The Princess and the Pea

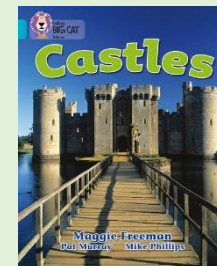
Year 1	Summer Term (2023-24)	
Whole class novel	George's Marvellous Medicine by Roald Dahl	The Hodgeheg by Dick King-Smith
Cycle 1	Little Red Riding Hood (Write Stuff) – <i>diary entry</i> 2 weeks 	The Hodgeheg by Dick King-Smith – <i>retelling</i> Cultural capital 2 weeks 
Cycle 2	Non-fiction – Plants (Write Stuff) – <i>instructions to grow a plant</i> 2 weeks 	Jim and the Beanstalk – <i>letter</i> 2 weeks 
Cycle 3	Look Up! by Nathan Bryon – <i>fact file</i> Biography (non-fiction in content) 2 weeks 	The Storm Whale by Benji Davies (Write Stuff) – <i>new plot point</i> 2 weeks 
Additional texts		The Smile Shop by Satoshi Kitamura (revisit – link to families and money) Newspapers/news articles as part of preparation for cycle 3 Traditional tales throughout year: The Wolf in Sheep's Clothing

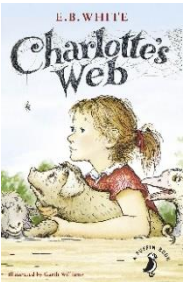
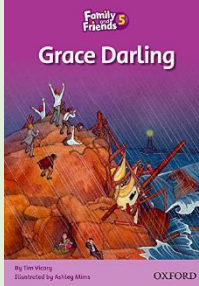
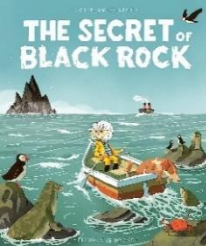
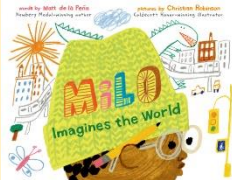

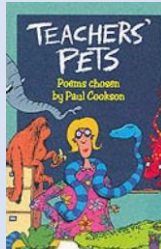
Year 2 Reading Spine



Year 2	Autumn Term (2023-24)	
Whole class novel	Iron Giant by Ted Hughes	Oscar Wilde's Stories for Children by Alexis Deacon (abridged) Cultural capital texts
Cycle 1	Iron Man by Ted Hughes (Write Stuff) – <i>next plot point</i> 3 weeks 	The Selfish Giant by Alexis Deacon – <i>news article</i> 2 weeks 
Cycle 2	Stardust by Jeanne Willis (Write Stuff) – <i>change of context</i> 3 weeks 	The Ugly Duckling by Hans Christian Andersen Cultural capital texts 2 weeks 
Cycle 3	Counting on Katherine by Helaine Becker (Black History Month) – <i>fact file</i> 2 weeks 	Pinocchio by Carlo Collodi (Write Stuff) – <i>big idea replicating new plot</i> Cultural capital texts 2 weeks 
Additional texts	Traditional tales throughout year: The Goose with the Golden Eggs (Aesop) Me and Mr P (class novel to supplement shorter texts)	Classic Poetry: 'Twas the Night before Christmas Tinseltoon by Christopher Goulding

Year 2	Spring Term (2023-24)	
Whole class novel	James and the Giant Peach by Roald Dahl	The Borrowers by Mary Norton
Cycle 1	James and the Giant Peach by Roald Dahl – <i>setting description</i> 3 weeks	Texts on castles (History link) – <i>non-chronological report</i> Non-Fiction 2 weeks
Cycle 2	Fact file on penguins (Geography link) – <i>non-chronological report</i> Non-fiction 2 weeks	Poet Study on Marilyn Singer – <i>fact file</i> 2 weeks
Additional texts	Lost and Found by Oliver Jeffers Traditional tales throughout year: The Fox and the Lion (Aesop)	Traditional tales throughout year: The Little Matchstick Girl (HCA)

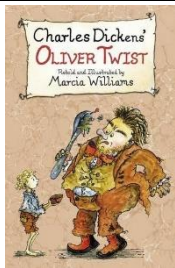
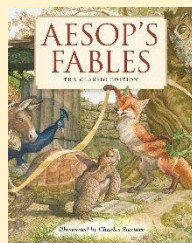
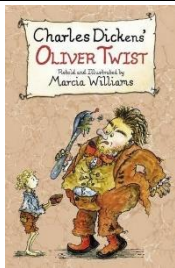
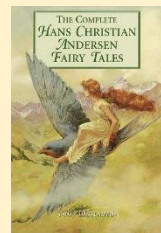
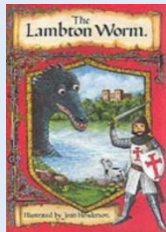
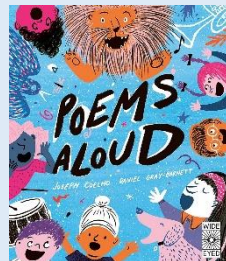


Year 2	Summer Term (2023-24)	
Whole class novel	Charlotte's Web by EB White	
Cycle 1	Charlotte's Web by EB White – <i>diary entry</i> 2 weeks 	Grace Darling texts (History link) (Write Stuff) – <i>news article</i> Non-Fiction 2 weeks 
Cycle 2	The Secret of Black Rock by Joe Todd-Stanton (Write Stuff) – <i>new plot point</i> 2 weeks 	Milo Imagines the World by Matt de la Peña – <i>diary entry</i> 2 weeks 
Cycle 3	The Owl and the Pussycat by Edward Lear (Classic Poetry) – <i>performance poetry</i> 2 weeks 	Where Teachers Keep Their Pets by Paul Cookson Please Mrs Butler by Allan Ahlberg – <i>write own poetry</i> 2 weeks 
Additional texts	Poetry (contemporary) What I love about school by Roger McGough The Jumbies by Edward Lear The Lighthouse Keeper's Lunch by David Armitage Traditional tales throughout year: The Man and the Wood	
		Traditional tales throughout year: The Mouse, The Bird and the Sausage (BG)

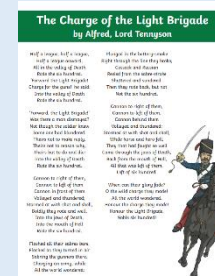
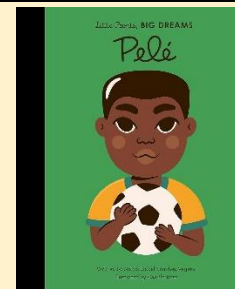
Year 3 Reading Spine



Year 3	Autumn Term (2023-24)	
Whole class novel	The Great Chocoplot by Chris Callaghan War Game by Michael Foreman Firework Maker's Daughter by Philip Pullman	
Cycle 1	1: The Great Chocoplot by Chris Callaghan – <i>diary entry</i> 2 weeks	1: War Game by Michael Foreman – <i>narrative of next plot point</i> 2 weeks
Cycle 2	2: The Great Chocoplot by Chris Callaghan – <i>narrative</i> 2 weeks	2: War Game by Michael Foreman – <i>news article</i> 2 weeks
Cycle 3	Egypt report (Geography link) – <i>geographical report</i> 2 weeks	The Firework Maker's Daughter by Philip Pullman – <i>narrative of next plot point</i> 2 weeks
Additional texts	Additional week (longer half term) – spelling / editing a text / dictionary skills)	WW1 poetry (Remembrance Day) The Christmas Truce – add context to news article (cycle 2) Enid Blyton, Christmas stories (December) Egyptian Gods non-fiction analysis in snack time to supplement History unit

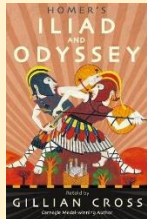
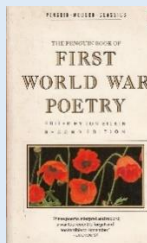
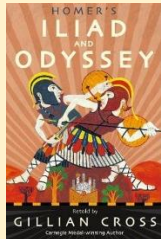
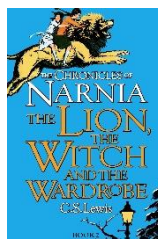
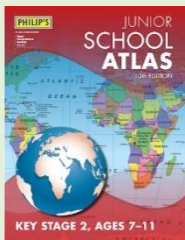
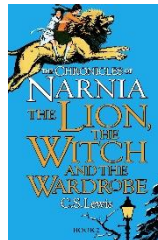
Year 3	Spring Term (2023-24)	
Whole class novel	Oliver Twist (Marcia Williams adaptation – original supplemented throughout)	Aesop's Fables The Great Iron Horse by Margaret Nash
Cycle 1	1: Oliver Twist by Marcia Williams – <i>retelling</i> 2 weeks 	Aesop's Fables (The Hare & the Tortoise; The Lion and the Mouse and The Miser and his Gold) – <i>diary entry</i> Cultural capital texts 2 weeks 
Cycle 2	2: Oliver Twist by Marcia Williams – <i>narrative of next plot point</i> 2 weeks 	Fairy tales by Hans Christian Andersen (The Emperor's New Clothes and The Nightingale) – <i>write own fairy tale</i> Cultural capital texts 2 weeks 
Cycle 3	Flint / Have you seen the Wind? by Christina Rossetti The Lambton Worm (local stories) – <i>narrative with own ending</i> Local stories 2 weeks 	Poet Study on Joseph Coelho – <i>fact file</i> 2 weeks 
Additional texts	It's A No Money Day (linked with PSHE)	Relevant biographies of North East pioneers

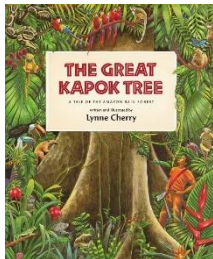
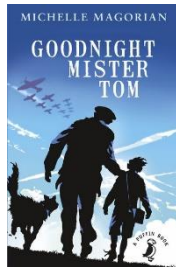

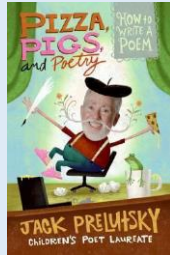
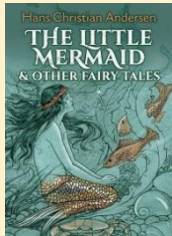
Year 3	Summer Term (2023-24)		
Whole class novel	Storlax by B Morthens and R Jackson		Stig of the Dump by Clive King
Cycle 1	1: Storlax by B Morthens and R Jackson – <i>retelling up to point X</i> 2 weeks		Little People, Big Dreams – Pele – <i>fact file</i> 2 weeks
Cycle 2	2: Storlax by B Morthens and R Jackson – <i>diary entry</i> 2 weeks		Plastic pollution – <i>non-chronological report</i> Non-Fiction 2 weeks
Cycle 3	The Tyne's Journey (Geography link) – <i>non-chronological report</i> Non-Fiction 2 weeks		Charge of the Light Brigade by Tennyson The Raven by Poe – <i>performance poetry</i> 2 weeks

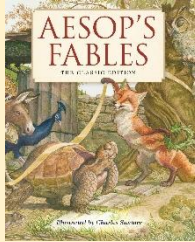
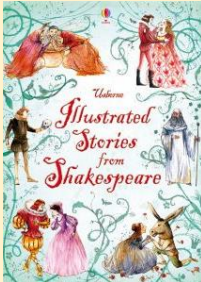
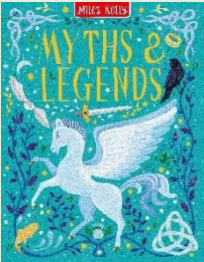
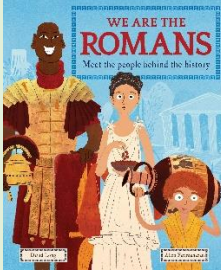
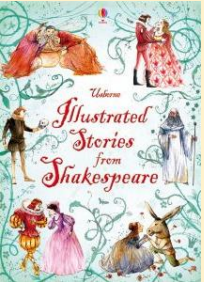
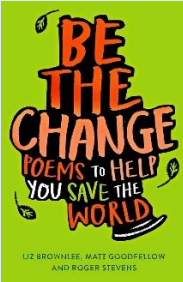


Year 4 Reading Spine



Year 4	Autumn Term (2023-24)	
Whole class novel	Homer's Iliad and Odyssey (Gillian Cross retelling – supplemented with the original throughout)	The Lion, the Witch and the Wardrobe by C. S Lewis
Cycle 1	1: Greek Myths (Pandora, Midas, Icarus, Theseus and Arachne) – <i>narrative retelling of Pandora's Box</i> 2 weeks 	World War poetry (Remembrance Day) <ul style="list-style-type: none"> In Flanders Fields by John McCrae The Soldier by Rupert Brooke Anthem for Doomed Youth by Wilfred Owen Dulce et Decorum Est by Wilfred Owen – <i>Write own poetry for Collective Worship</i> 2 weeks 
Cycle 2	2: Greek Myths (Labours of Heracles) – <i>letter to Zeus</i> 2 weeks 	1: The Lion, the Witch and the Wardrobe – <i>narrative</i> 2 weeks 
Cycle 3	Greece report (Geography link) – <i>geographical report</i> Non-Fiction 2 weeks  <p>Published version can be placed into geography books.</p>	2: The Lion, the Witch and the Wardrobe – <i>narrative</i> 2 weeks 
Additional texts	Additional week (longer half term) – spelling / editing a text / dictionary skills)	

Year 4	Spring Term (2023-24)	
Whole class novel	The Brothers Grimm Children's and Household Tales	Goodnight Mr Tom by Michelle Magorian
Cycle 1	<p>The Great Kapok Tree (Geography link) – <i>narrative</i> 2 weeks</p> 	<p>Goodnight Mr Tom by Michelle Magorian – <i>letter</i> 3 weeks</p> 
Cycle 2	<p>1: Fairy tales by Brothers Grimm (Cinderella, Little Red Cap, The Wolf and the Seven Kids and Rumpelstiltskin) – <i>narrative</i> 2 weeks</p> 	<p>Poet Study on Jack Prelutsky – <i>fact file</i> 2 weeks</p> 
Cycle 3	<p>2: Fairy tales by Hans Christian Andersen (The Little Mermaid) – <i>narrative</i> 2 weeks</p> 	
Additional texts	Revolting Rhymes – how does it break poetic conventions?	

Year 4	Summer Term (2023-24)	
Whole class novel	Sir Gawain and the Green Knight by Michael Morpurgo	Illustrated Stories from Shakespeare by Usborne Cultural capital texts
Cycle 1	Aesop's Fables (The Hawk and the Nightingale, The Thief and his Mother and The Donkey and his Purchaser) – <i>write own fable</i> 2 weeks 	2: Shakespeare's Macbeth – <i>dialogue</i> 2 weeks 
Cycle 2	Legends (Romulus and Remus, Beed Gelert and George and the Dragon) – <i>a written guide</i> Non-fiction write up 2 weeks 	Roman History (History link) – <i>non-chronological report</i> 2 weeks 
Cycle 3	1: Shakespeare's Macbeth – <i>letter</i> 2 weeks 	Be the change by multiple authors – <i>poetry</i> 2 weeks 
Additional texts	Shakespeare's Sonnet 18 'Shall I compare thee to a summer's day?' Shakespeare's Sonnet 116 'Let me not to the marriage of true minds.'	Speech to perform for leavers' service