



ASHLANDS READING SPINE
2023-2024

ASHLANDS READING SPINE 2023-2024



Our literature spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers. These are our core English texts through which our writing units are derived. We understand that the teaching of reading and writing needs to be intrinsically linked and as such our children read as readers, read as writers and write as readers across all English lessons. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have been chosen because of the fantastic route they offer into discussing and exploring many social, emotional and cultural issues thus developing the cultural capital of our children.

ASHLANDS READING SPINE 2023-2024



NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Our Colourful Rhyming World</i>	<i>Into the night.</i>	<i>The wonders of winter</i>	<i>Choose your own adventure</i>	<i>Into the garden</i>	<i>Off we go</i>
Texts						
Fiction outcome	Enjoy listening to stories	Listen to simple stories and understand what is happening, with the help of the pictures. Repeat words and phrases from familiar stories.	Develop their phonological awareness, so that they can Spot and suggest rhymes Recognise words with the same initial sound.	Understands simple questions about 'who' 'what' and 'where'. Use their imagination to create their own adventures.	Engage in extended conversations about stories, learning new vocabulary	Understand 'why' questions e.g 'Why did Mummy think the baby was hungry?'
Non-Fiction outcome	Colours carry critical importance in the development of children's cognitive skills. Linking colour with deeper meanings we assign to them e.g. red for danger. Exposing children to different shades of colour can help them make important connections and expand their vocabulary. We link with Zones of Regulation/Autumn.	Children will explore shadows and light and dark. Learn about nocturnal animals as the seasons change into the darker nights.	Learning new vocabulary describing different climates Talk about feeling and behaviours – link to Z of R. The Penguins were playing tricks and thought it was fun, but others were getting hurt.	After discovering about the Polar regions in the previous term they will create their own adventure and decide what other places in the world they want to learn about The jungle The grasslands The desert	Understanding the world - scientific language (plants, growth) Days of the week.	Continuation on directions, preposition, looking at different places the children might go across the summer.
Poetry outcome	Nursery rhymes associated with colour	Rhyming strings – Julia Donaldson texts.	Picking out the rhyming couples			
Ongoing and developing objectives	Rhyme and rhythm is continual throughout the year through Phase 1 phonics songs and games.					

ASHLANDS READING SPINE 2023-2024



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Marvellous Me	Our Community	Traditional Tales and familiar stories	Into the Wild	The Great Outdoors	Ticket Around the World
Texts	<p>The Colour Monster by Anna Llenas</p>  <p>Super Duper You by Sophie Henn</p> 	<p>On the Way Home by Jill Murphy</p>  <p>Clothesline Clues to Jobs People Do by Katherine Helling and Deborah Hembrook</p> 	<p>We're going on a Bear Hunt by Michael Rosen</p>  <p>There is no Dragon in this Story by Lou Carter</p> 	<p>We all went on Safari By Laurie Krebs</p>  <p>Handa's Surprise by Eileen Browne</p> 	<p>The King Of Tiny Things by Jeanne Willis</p>  <p>What the Ladybird Heard by Julia Donaldson</p> 	<p>Around the World in 80 Ways by Katy Halford</p>  <p>The Suitcase by Clotilde Perrin</p> 
Fiction Outcome	<p>Recognise and begin to write some or all of my name.</p> <p>Reading individual letters by saying the sounds for them.</p> <p>Begin to write some letters using our letter rhymes.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>(Development Matters CLL)</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Blending captions and short sentences.</p> <p>Write CVC words.</p> <p>Begin to write captions and short sentences.</p>	<p>Use clear sentences to share my knowledge and ideas.</p> <p>Ask questions to find out more about animals that interest me</p>	<p>Read common exception words in simple sentences.</p> <p>Write a simple sentence with a capital letter and full stop.</p>	<p>Learning new rhymes and poems from different parts of the world to develop my vocabulary.</p>

ASHLANDS READING SPINE 2023-2024



Non-Fiction Outcome	To use the Zones of Regulation appropriately as a means of registering emotions Engage in non-fiction books.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Talk about other cultures	Listen to and talk about non-fiction to develop a deeper familiarity with new knowledge and vocabulary.	Talk about what we can see in our school grounds. Find out about the lives of our resident bees. Know how to care for minibests and why we need them. Talk about the things I notice about their colours, patterns, similarities and differences. Know how we grow plants to attract minibests and help other plants grow.	Extended sentences using common exception words and capital letters and full stops. Reread what I have written to check it makes sense. Talk about the places I have visited or would like to see. I can tell you about a visit I have been on and what it was like. Including our Farm visit. How can we care for our world? What can we do? How are places similar or different to where I live?
Poetry Outcomes	Listen carefully to rhymes and songs, paying attention to how they sound.		Learn rhymes, poems and songs.	Learn rhymes, poems and songs from other countries.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.	Help children to join in with refrains and learn some verses by heart using call and response.
Key skills being taught and built upon from the NC (see AP assessment grids)	Physical Development Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor and that they can move and rotate their lower arms and wrists independently. Use anticlockwise movement and retrace vertical line. Hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all case Writing Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - this could be very early stages of mark-making and the emphasis is on communicating meaning Give meaning to the marks they make as they draw, write, paint and type	Writing Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet Segment the sounds in words and blend them together Spell words by identifying the sounds and then writing the sound with letter/s	Writing Begins to break the flow of speech into words to hear and say the initial Spell words by identifying sounds in them and representing the sounds with a letter or letters Reading Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them.	Writing Begins to break the flow of speech into words to hear and say the initial sounds in words Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet Segment the sounds in words and blend them together	Writing Segment the sounds in words and blend them together Spell words by identifying the sounds and then writing the sound with letter/s Use their developing phonic knowledge to write things such as labels and captions	Writing Write short sentences with words with known sound-letter correspondences - they also are beginning to understand what finger spaces, capital letters and a full stops are, and how they are used Re-read what they have written to check it makes sense Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by other

ASHLANDS READING SPINE 2023-2024



Ongoing and developing objectives

ELG

Listening, Attention and 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; Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.

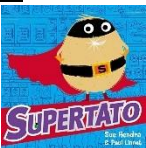
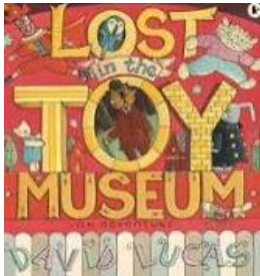
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

ASHLANDS READING SPINE 2023-2024



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Mighty Me</i>	<i>Our World</i>	<i>Wonderful Weather</i>	<i>Toys</i>	<i>On Safari</i>	<i>Where is Shanghai?</i>
Texts Unit 1: Supertato, by <u>Sue Hendra</u> and <u>Paul Linnet</u>  Unit 2: This is Me, by George Webster 	Unit 1: Firework Senses poem Unit 2: Beegu, by Alexis Deacon  Nativity: Speaking and listening skills Performing skills	Unit 1: Meet the Weather  Unit 2: A Cloudy Lesson 	Lost in the Toy Museum 			
Fiction Outcome	Information text <u>Purpose and audience:</u> To inform others about themselves and times when they are special.	Story Recount <u>Purpose and audience:</u> To retell a familiar story to their buddy reading class.	Weather Riddle <u>Purpose and audience:</u> To entertain their friend by writing a riddle about their favourite weather. Digital Literacy To design a cloud and describe it. <u>Purpose and audience:</u> to write a description of a cloud.	Letter <u>Purpose and audience:</u> To help find their lost toy and encourage them to come home.	Character Description	Setting Description
Non-Fiction Outcome	Information text <u>Purpose and audience:</u> To write an all about me factfile to give others specific factual information.			Buzz or Woody Factfile	Postcard from Safari	Shanghai Fact file
Poetry Outcome		Poetry writing <u>Purpose and audience:</u> To write a senses poem with a firework theme to be shared with the class.		All Aboard the Toy Train	The Ugly Five Animal Riddles	

ASHLANDS READING SPINE 2023-2024



<p>Key skills being taught and built upon from the NC (see AP assessment grids)</p>	<p>Units 1 + 2: Write sentences which can be read by themselves and others (without punctuation). Use capital letters for their name and the personal pronoun Begin to space words accurately use their phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible Use question marks</p>	<p>Units 1+2: Write sentences which can be read by themselves and others (without punctuation). Use the joining word <i>and</i> write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p>	<p>Unit 1: use capital letters and full stops to demarcate some sentences accurately Use the joining word <i>and</i> Read aloud their writing to each other and the teacher Unit 2: Use the suffix <i>er</i> and <i>est</i>.</p>	<p>Unit 1: use capital letters and full stops to demarcate some sentences accurately Use the joining word <i>and</i> Read aloud their writing to each other and the teacher use question marks to demarcate some sentences use exclamation marks to demarcate some sentences use exclamation marks to demarcate some sentences</p>		
<p>Ongoing and developing objectives</p>	<p>Use their phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible Spelling Year 1 common exception words Physical Development - Holds pencil between thumb and two fingers, no longer using whole hand grasp Spell some suffixes from the year 1 spelling patterns [see National Curriculum]</p>					

ASHLANDS READING SPINE 2023-2024



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Wonderful World</i>	<i>Remember November</i>	<i>Flying High</i>	<i>Flying High</i>	<i>Castles</i>	<i>We're all going on a Summer holiday</i>
Texts	<p>Unit 1: I wish I was a pirate by Krystal Whitehead</p>  <p>Pirates of Scurvy Sands by Jonny Duddle</p>  <p>Unit 2: Dear Greenpeace by Simon James</p>  <p>Unit 3: Factfile on Endangered animals (Bee factfile linked to Ashlands Bee Week)</p>	<p>Unit 1: Samuel Pepys</p>  <p>Unit 2: Vlad and The Great Fire of London</p>  <p>Unit 3: Poetry A variety of Christmas poems.</p>	<p>Unit 1: Up and Away</p>  <p>Unit 2: Amelia Earhart</p> 	<p>Unit 1: Emma Jane's Aeroplane</p>  <p>Unit 2: Journey Aaron Becker</p> 	<p>Jack and the Baked Bean</p>	<p>Lighthouse Keeper's Lunch</p>

ASHLANDS READING SPINE 2023-2024



Fiction Outcome	Letter writing: Purpose and audience: To write a letter to Greenpeace to persuade them that you have seen an endangered animal	Story: Purpose and audience: To recount and retell a story based on real events.	Description: Purpose and audience: To write a description of a hot air balloon, to inform and entertain.	Story: Purpose and audience:		
Non-Fiction Outcome	Information text: Factfile Purpose and audience: To create a factfile on bees in order to inform others about an endangered animal.	Diary Writing: Samuel Pepys Purpose and audience: Write a diary entry informing others about real events from the past.	Newspaper report: Purpose and audience: Write a newspaper article about Amelia Earhart going missing, to inform and entertain.		Castle Fact File	Instructions (beach theme)
Poetry Outcome	Poetry writing: Purpose and audience: To write a pirate themed poem to entertain others.	Poetry writing Purpose and audience: To write a poem with a Christmas theme to entertain others.		Poetry writing: Purpose and audience: To write a		Seaside Poems
Key skills being taught and built upon from the NC (see AP assessment grids)	Unit 1: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (rhyme) Unit 2: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Write simple, coherent narratives about personal experiences and those of others (real or fictional). Spell some common exception words	Unit 1: Demarcate most sentences in their writing with CL and FS, including using CL for proper nouns. Write about real events, recoding these simply and clearly. Use past tense correctly and consistently. Use coordination and subordination. Make phonically plausible attempts. Spell CEW. Begin to use adjectives (expanded noun phrases)	Unit 1: Begin to demarcate sentences with commas in a list. Write simple, coherent narratives about personal experiences (fictional). Use present tense mostly correctly and consistently. Use expanded noun phrases for description. Make phonically plausible attempts. Spell CEW.			

ASHLANDS READING SPINE 2023-2024



	<p>Use spacing between words that reflects the size of the letters.</p> <p>Unit 3: Write about real events, recording these simply and clearly. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Spell some common exception words Use spacing between words that reflects the size of the letters</p>	<p>Plan or say what they will write Write down key words and new vocabulary.</p> <p>Unit 2: Spell CEW Write simple coherent narratives Past tense Co-ordination and subordination Expanded noun phrases</p> <p>Unit 3: Know the difference between a statement, question and exclamation and command. Handwriting and presentation.</p>	<p>Plan or say what they will write. Use the suffix -ly to turn adjectives into adverbs.</p> <p>Unit 2: Write about real events, recording these simply and clearly Know the difference between a statement, question and exclamation. Begin to demarcate sentences with exclamation marks. Use coordination and/or subordination. Use apostrophes for possession.</p>			
Ongoing and developing objectives	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p>					

ASHLANDS READING SPINE 2023-2024



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Sticks and Stones</i>	<i>Travellers and Settlers</i>	<i>Celts and Romans</i>	<i>Earthquakes and Volcanoes</i>	<i>Pyramids and Pharoahs</i>	<i>Explorers and Adventurers</i>
Texts	Unit 1: Stone Age Boy, by Satoshi Kitamura  Unit 2: Skara Brae 	Unit 1: How to Wash a Wooley Mammoth, by Michelle Robinson  Unit 2: Adventure in New Delhi, by Amy Allatson 	I Was There... Boudica's Army, by Hilary McKay  Various non-fiction books on ancient Rome 	Firework Maker's Daughter, by Philip Pullman  Escape from Pompeii, by Christina Balit 	Cinderella of the Nile, By Beverley Naidoo  Howard & the Mummy, by Tracey Fern 	The Whale 
Fiction Outcome	Narrative <u>Purpose and audience:</u> To write a portal story in first person in the style of Stone Age Boy for younger children.	Narrative - Diary <u>Purpose and audience:</u> To write a diary comparing New Delhi to home (to be read by other Y3 children)	Letter <u>Purpose and audience:</u> To write a letter home from Britannia, describing to friends in Rome what life is like in Celtic Britain (to be read by other Y3 children).	Narrative <u>Purpose and audience:</u> To write a continuation of the story of a firework maker's daughter (to be read by other Y3 children).		
Non-Fiction Outcome	Information text <u>Purpose and audience:</u> To write a leaflet about Skara Brae in order to inform the general public.	Instructional text <u>Purpose and audience:</u> To write a set of instructions about washing a Wooley Mammoth for younger children.	Explanation text <u>Purpose and audience:</u> Write an explanation text about the Londinium during the Roman occupation (to be read by other Y3 children).	Non-Chronological Report <u>Purpose and audience:</u> To write a non-chronological report about Pompeii (non-fiction).	Persuasive Argument - King Tut's curse	An Explorer-non-fiction Biography Women who led the way
Poetry Outcome			Being You Poems	Poetry writing: Volcano Poetry <u>Purpose and audience:</u> To write a poem about volcanoes to entertain others.		Ode to a Commode
Key skills being taught and built	Unit 1: Use adverbs to express time.	Unit 1:	Unit 1:	Unit 1: Use adverbs to express time.		

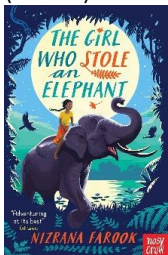
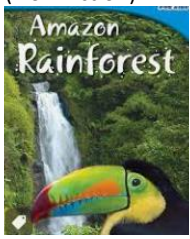
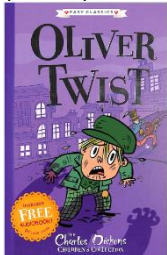
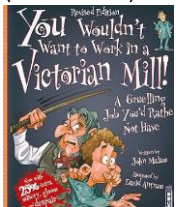
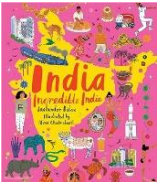
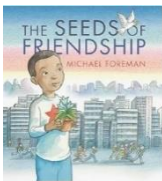
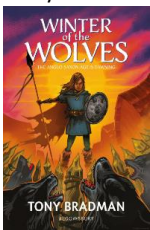
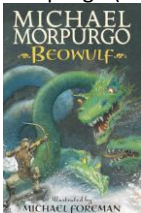
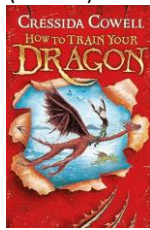
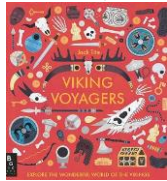

ASHLANDS READING SPINE 2023-2024



<p>upon from the NC (see AP assessment grids)</p>	<p>Use prepositions to express place and time. Begin to use paragraphs to structure writing. Begin to use inverted commas to punctuate speech.</p> <p>Unit 2: Use prepositions to express place and time. Use adverbs to express time. Use a range of co-ordinating and subordinating conjunction. Describe settings and characters using expanded noun phrases.</p>	<p>Use prepositions to express place and time. Use adverbs to express time. Use simple organisational devices (e.g. headings or sub-headings) appropriately. Use a range of co-ordinating and subordinating conjunctions.</p> <p>Unit 2: Use a range of co-ordinating and subordinating conjunctions. Use adverbs to express time describe settings and characters. Using expanded noun phrases begin to use paragraphs to structure writing.</p>	<p>Describe settings and characters using expanded noun phrases Use adverbs to express time Use correct tense consistently, including the present perfect tense Use prepositions to express place and time Begin to use paragraphs to structure writing</p> <p>Unit 2: Explanation Text Paragraphs written in chronological order Use a range of co-ordinating and subordinating conjunctions Use adverbials of time and manner Use prepositions to express place and time Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly Spell most words correctly</p>	<p>Use prepositions to express place and time. Begin to use paragraphs to structure writing. Begin to use inverted commas to punctuate speech. Use expanded noun phrases Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly Spell most words correctly</p> <p>Unit 2: Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing Use a range of co-ordinating and subordinating conjunctions Use prepositions to express place and time Maintain Standard English forms, e.g. using a/an correctly Use simple organisational devices (e.g. headings or sub-headings) appropriately</p>		
<p>Ongoing and developing objectives</p>	<p>Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.</p>					

ASHLANDS READING SPINE 2023-2024



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Exploring the Rainforest	Children through the ages	Settlements	Invaders and Settlers	The Vikings	Food Glorious Food
Texts	Unit 1: The Girl Who Stole An Elephant, by Nizrana Farook. (Fiction)  Unit 2: A range of non-fiction text about the rainforest. (Non-fiction) 	Unit 1: Oliver Twist By Charles Dickens (Fiction)  Unit 2: Information texts: the child labour act / Lord Shaftesbury (Non-fiction) 	Unit 1: India Incredible India by Jasbinda Bilam (Non-Fiction)  Unit 2: Seeds of Friendship by Michael Foreman (Fiction) 	Unit 1: Winter of the Wolves by Tony Bradman (Fiction)  Unit 2: Beowulf by Michael Morpurgo (Fiction/Poetry) 	Unit 1: How to Train Your Dragon by Cressida Cowell (Fiction)  Unit 2: How to be a Viking by Jack Tite (Non-fiction) 	Unit 1: Charlotte's Webb by E.B. White (Fiction) 
Fiction Outcome	Narrative <u>Purpose and audience:</u> To continue an adventure story in a rainforest setting in the style of the author, to entertain.	Narrative <u>Purpose and audience:</u> To write a diary from the perspective of Oliver Twist to inform and entertain.	Narrative <u>Purpose and Audience</u> To write an uplifting story about moving from New Dehli to Ilkley, to support a child nervous about change.	Narrative <u>Purpose and Audience</u> To write a descriptive extract for the story focusing on sustaining mood whilst creating atmosphere and tension	Narrative <u>Purpose and Audience</u>	Narrative <u>Purpose and Audience</u>
Non-Fiction Outcome	Report <u>Purpose and audience:</u> To write a non-chronological report about the rainforest, writing to inform and share with year one as the experts.	Biography of Lord Shaftesbury <u>Purpose and audience:</u> Persuasion: Write a formal letter persuading the house of Lords to abolish child labour.	Balanced Argument <u>Purpose and Audience:</u> Present the the advantages of living in each place to inform the decision of a tourist looking for a nice place to visit.		Viking Fact File <u>Purpose and Audience</u> To research the lives of Vikings in various non-fiction texts and produce a fact file about their lifestyle including information about homes, food, hunting, arts, crafts, Gods and myths.	Balanced Argument Local v's Global <u>Purpose and Audience</u> Present the pros and cons of sourcing food locally rather than from further afield.
Poetry Outcomes				Poem about a monster <u>Purpose and Audience</u>		

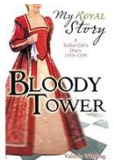
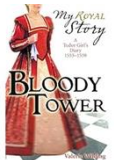
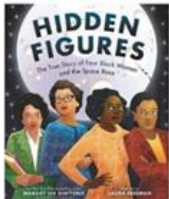
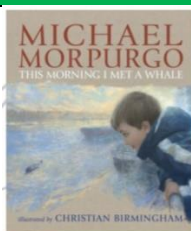
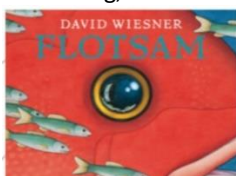

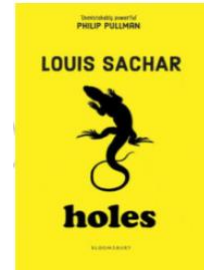
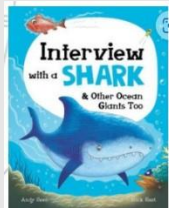
ASHLANDS READING SPINE 2023-2024



				To use the description of Grendel from Beowulf to write a poem about a monster.		
Key skills being taught and built upon from the NC (see AP assessment grids)	<p>Unit 1: Use expanded noun phrases and adverbials to develop descriptions of settings and characters. Use a range of adverbs to add detail to writing. Use fronted adverbials.</p> <p>Unit 2: Use paragraphs or sections to organise and structure according to purpose and audience. Use a range of co-ordinating and subordinating conjunctions.</p>	<p>Unit 1: Use a range of co-ordinating and subordinating conjunctions. Use present, past, progressive and perfect tense verb forms accurately use expanded noun phrases and adverbials to develop descriptions of settings and characters</p> <p>Unit 2: Use paragraphs or sections to organise and structure according to purpose and audience use fronted adverbials use commas after fronted adverbials and with a reported clause</p>	<p>Unit 1: Use a range of co-ordinating and subordinating conjunctions. Use sentences with different forms in their writing, including statements, questions, exclamations and commands. Use paragraphs or sections to organise and structure according to purpose and audience.</p> <p>Unit 2: Use expanded noun phrases and adverbials to develop descriptions of settings and characters. Use a range of adverbs to add detail to writing. Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas). Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>Unit 1: Write for fiction with a growing awareness of the reader. Use expanded noun phrases and adverbials to develop descriptions of settings and characters. Use a range of adverbs to add detail to writing. (Creating tension and suspense). Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Unit 2: Poetry To read and rehearse poems for presentation, focussing on understanding language and using expression Use a range of precise vocabulary (nouns, verbs and adjectives) Use poetic devices such as simile, metaphor and imagery. Use expanded noun phrases and adverbials to develop descriptions of characters</p>		
Ongoing and developing objectives	<p>write for both fictional and non-fictional purposes, with a growing awareness of the reader Make simple additions, revisions and proof-reading corrections to their own writing use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) produce legible joined handwriting</p>					

ASHLANDS READING SPINE 2023-2024



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Life in Tudor Times</i>	<i>Space Explorers</i>	<i>The Greeks</i>	<i>Water World</i>	<i>Victorian Ilkley</i>	<i>Hostile Earth</i>
Texts Unit 1: Poetry Unit 2: My story: Bloody Tower by Valerie Wilding 	Unit 1: Poetry Unit 2: My story: Bloody Tower by Valerie Wilding 	Unit 1: Hidden Figures  Additional Texts – Mae Jemison, Counting on Katherine Unit 2: Visual literacy about the true story of a pizza party in space.	Reading Greek Myths (Theseus and the Minotaur, 12 labours of Hercules) Aesop's Fables	 This morning, I met a whale 	Street Child  Berlie Doherty	Holes  Louis Sachar
Fiction Outcome	Narrative <u>Purpose and audience:</u> To write a diary in first person from the view of a Tudor Monarch to inform and entertain others of their own age.		Narrative - Retell Hercules's 2 nd labour in the style of a blog. <u>Purpose and audience:</u> to entertain Narrative - write a fable <u>Purpose and audience:</u> To write a fable to inform		Continue a chapter in the style of Berlie Doherty	TBC - (new text to Y5)
Non-Fiction Outcome		Biography <u>Purpose and audience:</u> To write a biography about Mae Jemison, a significant black woman in history (related to the space race) to inform and entertain. Journalistic writing <u>Purpose and audience:</u> To write a report about a real-life event (Pizza party in space) to inform and entertain the rest of the school.	Athens V Sparta research and debate Balanced argument <u>Purpose and audience:</u> To persuade peers to agree with their point of view	Non-fiction report <u>Purpose and audience:</u> - To inform young people about the impact of climate change on endangered animals. Create a class magazine. Interview with a shark  Andy Seed NickEast	Persuasive writing Tourist information leaflet - Ilkley	Non chronological report on a lizard??

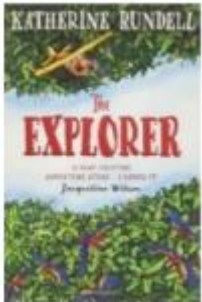


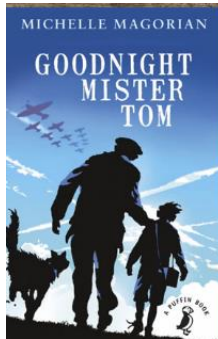

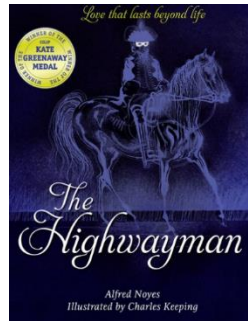
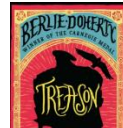
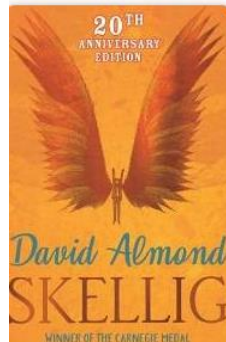
ASHLANDS READING SPINE 2023-2024



Poetry Outcome	Poetry writing To write a seasonal poem using figurative language to read aloud and perform.	Poetry writing To write a poem to match <i>National Poetry Day's</i> theme.	Write a 'Mythical Monster Rap' <u>Purpose and audience:</u> <i>To entertain, read aloud and perform to peers</i>	Read environmental themed poetry <i>Write an ocean themed poem</i>	Read aloud and perform Victorian poetry	Write a desert Haiku or cinquain
Key skills being taught and built upon from the NC (see AP assessment grids)	<p>Unit 1: NC. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Learn a wider range of poetry by heart. Prepare poems to read aloud and perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Write effectively for a range of purposes and audiences.</p> <p>Unit 2: Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs. Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase Use past verb tenses to write in first person.</p>	<p>Unit 1: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Use relative clauses, sometimes omitting the relative pronoun. Use some punctuation for parenthesis (brackets, commas and dashes) use paragraphs or sections to organise and structure.</p> <p>Unit 2: Use the full range of punctuation: inverted commas. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>Unit 1: Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs. Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase Use verb tenses consistently Integrate dialogue to convey character and advance the action Use the full range of punctuation...</p> <p>Unit 2: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Use some punctuation for parenthesis (brackets, commas and dashes) Use paragraphs or sections to organise and structure. Use co-ordinating and subordinating conjunctions</p> <p>Prepare poems to read aloud and perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Unit 1: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points). +Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)</p> <p>Unit 2: NC. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Prepare poems to read aloud and perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Write effectively for a range of purposes and audiences.</p>		
Ongoing and developing objectives	Write effectively for a range of purposes and audiences.					

ASHLANDS READING SPINE 2023-2024



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>The Mayans</i>	<i>Population Changes</i>	<i>High Energy</i>	WW2	<i>Crime and Punishment</i>	<i>Transitions Changes the Play</i>
Book (s)	<p>Unit 1: Personification poem: Stationery War</p> <p>Unit 2: The Explorer</p> 	<p>Unit 1: The Arrival</p> 	<p>Cogheart</p> 	<p>Goodnight Mr Tom</p>  <p>When the Sky Falls</p> 	<p>The Highwayman</p>  <p>Treason</p> 	<p>Skellig</p> 
Fiction Outcome	<p>Narrative writing using The Explorer</p> <p><u>Purpose and audience:</u> To write an adventure story <i>extract</i> from the internal monologue of a character to entertain others.</p>	<p>Narrative writing using The Arrival</p> <p><u>Purpose and audience:</u> To write a journal from the perspective of the man and his experiences in the newland. Audience being other children Y6.</p> <p><u>Purpose and audience:</u> To write and then record an audio description, to a visually impaired child.</p>	<p><u>Purpose and audience:</u> Narrative: Tale of Fear To conduct a character interview: Pupils imagine they are interviewing one of the characters from "Cogheart", with answers based on the character's perspective, providing insights into their motivations, feelings, and experiences throughout the story. Audience Y6 children.</p>	<p><u>Purpose and audience:</u> Narrative: Informal letter to parents as an evacuee To write a letter in the character of an evacuee in WW2 back to parents. To entertain and to inform the reader of the perspective of an evacuee.</p>	<p><u>Purpose and audience:</u> Narrative: rewrite poem in prose</p>	<p><u>Purpose and audience:</u> Narrative: Written as First Person Diary</p>
Non-Fiction Outcome			<p><u>Purpose and audience:</u> To write a balanced argument: Are mechanicals good or bad? What are the consequences of technological advancements? Audience being other children Y6.</p>	<p>Online News Report: Killer Gorilla on the loose</p> <p><u>Purpose and audience:</u> To entertain others in the style of a news report using the facts from the texts to create an informative report.</p>	<p>Non-chronological report:</p>	<p>Explanation: Evolution and adaptation.</p>
Poetry	<p>Poetry writing</p> <p><u>Purpose and audience:</u></p>			<p>War poetry: Wilfred Owen</p>	<p>The Highwayman</p>	<p>Poems about travel and moving on.</p>

ASHLANDS READING SPINE 2023-2024



	To write a personification poem using figurative language to read aloud and perform.			Tennyson <u>Purpose and audience:</u> To inform others on the hardship of conflict, as well as persuading against war through the tone of the language used.		
Key skills being taught and built upon from the NC (see AP assessment grids)	<p>Unit 1: Write effectively for a range of purposes and audiences, (poetry) selecting language that shows good awareness of the reader, <i>using similar writing as a model.</i></p> <p>Select vocabulary and grammatical structures that reflect what the writing requires (personification).</p> <p>NC. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Unit 2: In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, <i>e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses.</i></p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register (internal dialogue v speech between characters).</p>	<p>Unit 1: Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>.</p> <p>In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture.</p>	<p>Unit 1: Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>	<p>Unit 1: Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>		

ASHLANDS READING SPINE 2023-2024



Ongoing and developing objectives	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader maintain legibility in joined handwriting when writing at speed spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Editing: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
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