



Broadmayne First School English Scheme of Work

Reception				
	Autumn 1 Topic : Starting School		Autumn 2 Topic: Traditional Tales	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: We are Going on a Bear Hunt by Michael Rosen</p> <p>Supported by other books about starting school</p>	<p>Name writing Pencil grip Letter formation (range of sensory opportunities eg shaving foam) Disco Dough Recognising/writing taught letters (CP) Helicopter stories (dictated to teacher) using story language Booking making</p>	<p>POR: The Magic Porridge Pot</p> <p>Supported by other traditional tales</p>	<p>Letter formation Disco Dough Recognising/writing taught letters (CP) Tasting and describing porridge Helicopter stories (assess improvement in use of story language) Retelling, sequencing known traditional tales (washing line)</p>
Non-fiction	<p>Book about Michael Rosen</p>	<p>Write a letter from the bear Following instructions (making Gingerbread) Writing menus Writing a shopping list for fruit Making a fruit salad - following instructions</p>	<p>Books about homes in the past</p>	<p>Making up questions for yes/no game (History link) Writing letters to post in the box (The Jolly Postman) Writing captions for pictures of The Nativity Voting for favourite Traditional Tale</p>
Poetry	<p>Daily songs/rhymes/poems eg</p>	<p>Watch Michael Rosen perform 'We are going on a Bear Hunt'</p>	<p>Daily songs/rhymes/poems</p>	
SPAG		<p>Pencil grip. Writing own name</p>		<p>Pencil grip. Writing own name.</p>
Cross curricular				

	Spring 1 Topic : Winter		Spring 2 Topic: Dinosaurs	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: Where the Wild Things Are by Maurice Sendak I will never eat a tomato by Lauren Child</p> <p>Supported by other Charlie and Lola books Rosie's Walk I want my potty (in response to a child's role play) The Magic Paintbrush, Julia Donaldson</p>	<p>Whole class helicopter stories (scribed by T) Draw and label picture of a wild thing.</p>	<p>POR: Owl Babies by Martin Waddell Various stories with dinosaurs as characters</p> <p>Supporting texts: Handa's Surprise by Eileen Browne</p>	
Non-fiction	<p>Books about winter. Finding out about igloos.</p>	<p>Labelling models Writing captions to go with picture of robin Letter writing to Charlie to help him convince Lola to eat vegetables</p>	<p>Books about dinosaurs</p>	<p>Riddles Non-fiction captions Labels for models</p>
Poetry	<p>Daily poems and action rhymes. The NIng Nang Nong (on the day we do 'ng' in phonics!) Auld lang syne (simplified vernonsense sion) Hooray hooray it's NewYear's Day</p>	<p>Making up song words in the fire circle (woods)</p>	<p>The prehistoric animal brigade</p>	
SPAG		<p>Writing a simple sentence to a friend. Introducing finger spaces. Writing words that include the day's phonics spellings.</p>		<p>Writing simple sentences that include the day's phonics spellings. Reinforcing finger spaces. Introducing the full stop</p>
Cross curricular			<p>Non-fiction and fiction involving dinosaurs</p>	<p>Riddles in the first person (I have a long tail, I eat meat what am I?)</p>

	Summer 1 Topic : Minibeasts		Summer 2 Topic: TBC - probably Super Heroes	
	Reading	Writing	Reading	Writing
Fiction	POR: Bog Babies by Jeanne Willis		POR: The Gruffalo by Julia Donaldson Supertato	Comic strip; powerful speech bubbles, onomatopoeic words.
Non-fiction	Books about minibeasts	Continue riddle writing Booklets about minibeasts	Heroes in real life	Recipes for super smoothies
Poetry	Eeny meany minibeasts. There's a spider on the floor, on the floor.		Review "Hooray it's New Year's Day" What have we got better at.	
SPAG	Writing sentences		Onomatopoeic words (splat, pow, bam)	
Cross curricular				

Year One

	Autumn 1 Topic : Toys		Autumn 2 Topic: Poles Apart	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: Toys in Space by Mini Grey</p> <p>Supported by Lost in the Museum by David Lucas Traction Man by Mini Grey The Old Toy Room ebook</p>	<p>Prediction - what is the story about from the front cover? Descriptive writing based on a character from the book. Descriptive writing about made up alien.</p>	<p>POR:Leaf by Sandra Dieckman</p> <p>Supported by: The Blue Penguin by Petr Horacek Poles Apart by Jeanne Willis The Great Explorer by Chris Judge Say Hello to the Snowy Animals by Ian Whybrow</p>	<p>Character description of Leaf using adjectives</p>
Non-fiction	<p>Supporting texts: The Toymaker by Martin Waddell The Old Toy Tearoom</p>	<p>Writing a list. Writing a caption.</p>	<p>Facts about polar bears PoR: Emperor's Egg by Martin Jenkins</p>	<p>Non chronological writing: make information books about polar bears</p>
Poetry	<p>Rap (linked to Music) - Hey you! - performing a poem with music Learning Harvest poems</p>	<p>Who am I? - writing riddles based on characters in book</p>	<p>Linked to music - daily songs/action rhymes/poems.</p>	
SPAG		<p>How to construct a sentence Finger spaces/full stops - introduce KFP Introduce adjectives as describing words.</p>		<p>Finger spaces/ full stops Recap adjectives Capital letters to start a sentence/ recognition of capital letters</p>
Cross curricular	<p>The Creation Story (RE link) from the bible. Adjectives linked to Autumn (Science - welly walks)</p>	<p>Talking about favourite part of The Creation Story (oral) Lists, captions and sentences for Old and New Toys (History)</p>	<p>The Poppy Lady (History) Guy Fawkes- (History) Facts about polar bears (Science)</p>	<p>Factual writing about Moina Michael (History - significant person beyond living memory) Factual writing: why is Christmas important to Christians? (RE) Labelling a map (Geog) Writing a recount of a trip to Washponds. (Geog)</p>

	Spring 1 Topic : To infinity and beyond		Spring 2 Topic: Traditional Tales	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: Look Up! By Nathan Byron (based on Mae Jemison - the first black woman in space)</p> <p>Supporting texts: Astro Girl by Ken Wislson-Max The Way Back Home by Oliver Jeffers Suzy Orbit, Astronaut by Ruth Quale by QPootle in Space by Nick Butterworth Beegu by Alexis Deacon Man on the Moon: A Day in the Life of Bob by Simon Bartrum</p>	<p>Descriptive writing about the main character (based on 3 different pictures, each revealing more info about the character) Descriptive writing about self to encourage link with book (autobiographical style)</p>	<p>POR: The Secret Sky Garden by Linda Sarah</p> <p>Supported by Errol's Garden by Jeremy Hibbs The Extraordinary Gardener by Sam Boughton A Hundred and One Daffodils by Malachy Doyle Jack and the Beanstalk</p>	<p>Storymaking based on Jack and the Beanstalk - innovate and change the ending.</p>
Non-fiction	<p>Mae Jemison (biography)</p>	<p>Non chronological writing: Mae Jemison Explanation writing: what is a meteor shower? Letter writing: to Tim Peake Writing questions to ask Mr Beauchamp about telescope.</p>	<p>Books on growing</p>	<p>Instructional writing: How to plant a seed (Magic bean) Bean diary. Design a seed packet Design a poster to remind people how to care for our environment</p>
Poetry	<p>Poem of the Week PoR: Out and About: A First Book of Poems by Shirley Hughes (revisit throughout the year - linked to seasons)</p>		<p>Poem of the Week</p>	<p>Writing poems based on the setting of The Secret Sky Garden</p>
SPAG		<p>Use of capital letter as a pronoun/starting names/places</p>		<p>Using 'and' to join sentences. Sequencing sentences to form short narratives -er/est suffix (linked to growing)</p>
Cross curricular		<p>Weather Diary (Science/Geog))</p>	<p>Linked to science - plants/ growing.</p>	<p>RE The Easter Story</p>

	Summer 1 Topic : Beautiful Broadmayne		Summer 2 Topic: Amazing Africa	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: The Three Little Pigs</p> <p>Supported by: What We'll Build by oliver Jeffers Compare and contrast different versions A range of other traditional tales (no twists!)</p>	<p>Storymaking based on 3 little pigs - innovate by changing characters, materials and by changing the ending.</p>	<p>POR: Lila and the Secret of Rain by David Conway</p> <p>The Story Tree by Hugh Lupton (stories from around the world)</p>	
Non-fiction	<p>Information about properties of different materials</p>	<p>Writing questions to ask Mrs Pullen about how our school has changed over time. Interviewing Mrs Pullen.</p>	<p>A is for Africa</p>	<p>Writing questions they would like to ask about Mugarameno Village. Setting description</p>
Poetry	<p>Poem of the week</p>	<p>Writing senses poem about what it feels like to be in Broadmayne (playground, secret garden etc)-</p>	<p>Poem of the week</p>	<p>Rain poems/chants linked to Lila and the Secret of Rain</p>
SPAG		<p>Suffixes -ed/-ing added to verbs ! and ?</p>		<p>-un suffix Plural noun suffixes ! and ?</p>
Cross curricular	<p>Linked to materials topic in science. Linked to history/houses and homes.</p>	<p>Links to local history and continuity and change of school. Sense of place (geography)</p>	<p>Links to animals and their habitats, diets (carnivores, herbivores and omnivores). Geography - Amazing Africa.</p>	

Year Two

	Autumn 1 Topic : Journeys		Autumn 2 Topic: Reduce, Reuse and Recycle	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: The Lonely Beast.</p> <p>Supported by The Brave Beast</p>	<p>Character descriptions (friend for lonely beast).</p> <p>Writing an alternative end to the story.</p> <p>Story maps</p> <p>Questions you would ask the Beast. - hot seating</p>	<p>Class reader The Christmasaurus and The Magic Finger.</p> <p>Clean Up! By Nathan Bryon</p> <p>George Saves the World by Lunchtime by Jo Readman (RE link)</p>	
Non-fiction			<p>P of R text: 10 Ways I can Save the World by Melanie Walsh</p> <p>Supported by other non-fiction books about recycling</p>	<p>Instructional writing.Writing our pledges for our Blue Peter green badge.</p> <p>Writing a letter (Blue Peter Badge supporting application). Writing about significant individuals (David Attenborough and Greta Thunberg)</p> <p>Posters explaining how to look after the world.</p>
Poetry	Poem of the Week		Poem of the week (Guided Reading)	
SPAG	Spotting time conjunctions, nouns, adjectives and noun phrases in sentences and text. (refer to the Lonely Beast.)	<p>Statement sentences- revision of punctuation.</p> <p>Conjunctions for time (eg first, next, later, finally) to enhance fluency and cohesion.</p> <p>Nouns</p> <p>Adjectives</p> <p>Noun phrases</p>	<p>Spotting verbs in different sentences.</p> <p>Reading different kinds of sentences and sorting them.</p> <p>Revise how a question or exclamation can be read.</p>	<p>Revise present and past tense.</p> <p>Verbs, powerful verbs and verbs for command sentences.</p> <p>Introduction to 4 types of sentences - statement, question, command and exclamation and how to spot them. (revise the names of the punctuation marks)</p> <p>Teach how to write command sentences.(instructions)</p> <p>Adverbs adding -ly to turn adjectives into adverbs.</p> <p>Conjunctions - so</p>
Cross curricular	The Creation (RE link) from the bible.			

	Spring 1 Topic : The Great Fire of London		Spring 2 Topic: Nepal	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: Rapunzel by Beth Woolvin (modern version with a twist)</p> <p>Supported by:</p> <p>Little Wolf by Mini Grey</p> <p>Also supported by other books by Beth Woolvin eg Hansel and Gretel, Red Riding Hood Little Red and the Very Hungry Lion by Alex T Smith</p> <p>Other traditional tales with a twist. Looking at features of traditional tales</p>	<p>Diary entry in 1st person by Rapunzel (from her point of view part way through story) Question sentences - what would you ask Rapunzel?</p>	<p>Jack and Betty and the Yak and Yeti by Simon Arthy</p>	<p>Descriptive writing of story setting/characters</p>
Non-fiction	<p>A range of Information texts about The G Fo L</p>	<p>Diary entry written by an eye witness from The Great Fire of London. Instructional writing: How to make bread rolls</p>	<p>Information texts about Nepal (including information shared by visitors)</p>	<p>Writing questions to ask visitors Factual writing about Nepal</p>
Poetry	<p>Poem of the Week</p>		<p>Poem of the Week (focus on rhyming words) Revolting rhymes.</p>	<p>Focus on Poetry and rhyming words</p>
SPAG		<p>Revise present and past tense Continue ed for past tense - writing consistently in the past tense. Questions - revision of punctuation.</p>		<p>Introduction to Exclamation sentences Subordinating conjunctions (when, if, that, because) Coordinating conjunctions (or, and, but)</p>
Cross curricular				

	Summer 1 Topic : Habitats		Summer 2 Topic: The Seaside past and present	
	Reading	Writing	Reading	Writing
Fiction			POR: Dolphin Boy by Michael Morpogo Supported by The Storm Whale by Benji Davies The Whale and the Snail by Julia Donaldson The Secret of Black Rock by Joe Todd-Stanton	Descriptive writing: setting/characters Narrative: writing own version of story
Non-fiction	POR: Moth (An Evolution Story) by Isabel Thomas Supported by: What Mr Darwin Saw	Information writing about moths/butterflies Explanation text - how moths have evolved	Information texts about seashores from Victorian times/1950s.	Captions/labels Information writing about The Seaside in the past.
Poetry	Poem of the week: acrostic poems based on insects	Poetry writing using tools learned during poem of the week in response to video of moths flying around a light.	Reading	Themed acrostic poem based on the word 'seaside'
SPAG		Commas to separate items in a list. Apostrophe for contractions (don't) Compound words		Apostrophe for possession-singular and plural (Ben's pen) Exclamation sentences (How! What!)
Cross curricular		Information text: Jurassic Coast		

Year Three

	Autumn 1 Topic : WW1		Autumn 2 Topic: WW1	
	Reading	Writing	Reading	Writing
Fiction	<p>Stories with familiar settings POR: Into the Forest by Anthony Browne</p>	<p>setting description (ITF) Innovating: Write own version of the story story to include dialogue and (ITF)</p>	<p>POR: The Ice Palace</p>	<p>Story map</p>
Non-fiction	<p>Instructions - how to make a diva/rangoli pattern. Give verbal instructions</p>	<p>Instructional writing - how to save Sita (Linked to Divali) Letters home (WW1)</p>	<p>Reading fact sheets about WW1 Researching facts about WW1 from websites.</p>	<p>Non chronological report on WW1 using facts researched on a computer</p> <p>Instructional writing - how to playa playtime game (The Ice Palace)</p>
Poetry	<p>Autumn poems from 'Hot Like Fire'</p>		<p>War Poetry (WW1)</p>	<p>Class then individual poem Kennings (The Ice Palace)</p>
SPAG	<p>Expanded noun phrases, similes</p>	<p>Compound words Paragraphs (within narratives) Past tense Powerful verbs Inverted commas</p>		<p>Paragraphs (within non-fiction writing) Revisit grammatical vocab: noun,adjective, adverb, determiner</p>
Cross curricular				

	Spring 1 Topic : Stone Age-Bronze Age		Spring 2 Topic: Rocks	
	Reading	Writing	Reading	Writing
Fiction	PoR: The Tin Forest by Anthony Browne	Poetry Writing in Role Persuasive writing	BFG	Character description (BFG) Instructional writing: how to catch a dream (BFG)
Non-fiction	POR: The Pebble in my Pocket by Meredith Hooper	Timeline	POR: The Palest of Blues by Anna Atkins	Write dictionary entries based on new words (BFG) Newspaper report (BFG) Diary, Letter of application Biography
Poetry	Seven Pebbles - Rachel Rooney	Preposition poem (Pebble in my Pocket) Blank out poetry		
SPAG		Sentence starts, questions, adverbs, verbs and verb forms, Past/present tense, prepositions, synonyms, prefixes		Synonyms and antonyms, conjunctions, complex sentences, possessive apostrophes, determiners
Cross curricular				

	Summer 1 Topic : Growth Celts and Romans		Summer 2 Topic: Celts and Romans	
	Reading	Writing	Reading	Writing
Fiction	POR: Tales of Wisdom and Wonder - Papa God, The Pedlar of Swaffham, Arthur and the Golden Rope GR: Folk Tales from different cultures	Mystery/adventure stories Persuasive writing	POR: Grendel: A Cautionary story about Chocolate by David Lucas Julius Caesar - Shakespeare	Myths Playscript
Non-fiction	Plants info books	Journal Labelling a plant Explanation text - functions of parts of a plant		
Poetry	Nonsense Poetry - The Gardener's Song	Rhyme Rhyming couplets Rewrite poem - The _____ Song,		
SPAG		Use of clauses, suffixes, speech punctuation		Complex sentences, revisit conjunctions, adverbial phrases
Cross curricular				

Year Four

	Autumn 1 Topic : Rivers		Autumn 2 Topic: Anglo Saxons	
	Reading	Writing	Reading	Writing
Fiction	<p>POR: Tom's Sausage Lion by Michael Morpurgo showing understanding through intonation, tone, volume and action</p> <p>Class Reader: War Horse</p>	<p>POR: Tom's Sausage Lion by Michael Morpurgo</p> <p>Role on the Wall</p> <p>Storyboard of Chapter 1</p> <p>Hot Seating</p> <p>Edit and improve</p> <p>Punctuating direct speech</p> <p>Newspaper writing</p> <p>Diary writing</p> <p>Persuasive speech</p> <p>Letter writing</p> <p>Poetry</p> <p>Book review</p> <p>WEEKLY BIG WRITE</p>	<p>POR: Gorilla by Anthony Browne</p> <p>Supported by other Anthony Browne books eg Into the Forest</p> <p>POR: Leon and the Place Between Grahame Baker-Smith</p> <p>Class Reader: Oliver and the Seawigs</p>	<p>POR: Gorilla by Anthony Browne</p> <p>Role on the Wall</p> <p>Story Mapping</p> <p>Hot Seating / Role Play</p> <p>Diary entry</p> <p>Letter writing</p> <p>Direct Speech - Conversation between characters</p> <p>Alternative endings - illustrated sequel</p> <p>Book Talk (illustrations)</p> <p>Narrative recount</p> <p>POR Take 5: Leon and the Place Between (Writing an Advert)</p> <p>WEEKLY BIG WRITE</p>
Non-fiction	<p>CLPE Core Text: Snow Leopard - Justin Anderson (Guided Reading)</p>			
Poetry	<p>Anthology of Poems (A poem for everyday) RC</p>			
SPAG		<p>Use further suffixes and prefixes and understand how to use them:</p> <p>Prefix: dis-, in-, un- (recap from Year 3)</p> <p>Prefix: -im, re-, anti-, inter-</p> <p>Suffixes: -ous, -ly,</p> <p>Spelling: -ed endings / dge/ge</p>		<p>Prefixes: super, sub, auto, ir, il, im, in</p> <p>Suffixes: -ment</p> <p>Homophones: two/to/too, there/their/they're</p> <p>Spelling: ei/eigh/ey</p>
Cross curricular	<p>Rivers topic books available on display</p> <p>Buddhism topic books available on display</p>		<p>Anglo Saxon topic books available on display</p> <p>Electricity/ Magnets topic books available on display</p>	

				<p>Create and perform short poems in various forms</p> <p>Writing Chants and Rap</p> <p>Draft, redraft and present poems based on a theme</p>
SPAG		<p>Possessive apostrophe with regular plurals (eg girls' boys') and irregular plurals (eg children's)</p> <p>/ch/ making /c/</p> <p>/ch/ making /sh/</p> <p>Suffixes: -ion, -ian, -ture, -ation</p>		<p>Prefixes: anti-, inter-</p> <p>Suffixes:</p> <p>Spellings: g spelt /gu/ endings spelt /zhun/ - -cian, -sion, -ssion, -tion</p> <p>Homophones: scene/seen, mail/male, bawl/ball.</p>
Cross curricular				

	Summer 1 Topic : Amazing America! South America		Summer 2 Topic: World War II	
	Reading	Writing	Reading	Writing
Fiction		WEEKLY BIG WRITE	POR: The Boy at the Back of the Class by Onjali Q Raúf (Orion)	POR: The Boy at the Back of the Class by Onjali Q Raúf (Orion) Postcard Scripted News Report Critique Poster Picture Book and Non-fiction book School Policy Labels for Art Installation Discussion Notes Free Verse Poetry Scripted Infomercial Persuasive Poster Pamphlet PowerPoint Fact Cards Research Notes WEEKLY BIG WRITE
Non-fiction	POR: The Great Kapok Tree by Lynne Cherry	Poetry (inc Performance of a poem) Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Playscript Extension of a narrative	POR: One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia	POR: One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia Notes Presentation Leaflet Booklet Poster TED talk script Poem Clothes label Instruction Manual Advertising Campaign featuring: Tweets Radio jingle Television advert script Online pop up banner Non-fiction book
Poetry	POR: Midnight Feasts: Tasty Poems	POR: Midnight Feasts: Tasty Poems		

	<p>experiences and emotions using language and form with intent for effect on the reader</p>	<p>Explore how poetry is presented on the page to enhance our understanding</p> <p>Draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader</p>		
<p>SPAG</p>		<p>Prefixes: REVISIT un-, dis-, in-, re-, sub-, inter-, anti, auto-, super-</p> <p>Suffixes: -ous, -ly added to /y/, /le/ or /ic/</p> <p>Spelling patterns: /sc/ making /s/, -sion</p> <p>Homophones:</p> <p>Apostrophes for possession</p>		<p>Assessment - lessons planned for identified misconceptions.</p>
<p>Cross curricular</p>				