



Slyne-with-Hest St Luke's Church of England Primary School.


English Curriculum





'Listen, Learn, Love and Laugh as Part of God's Family'





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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities for reading and writing throughout the topics through adult led activities and continuous provision.	Nursery Rhymes Autumn and Harvest (Exploring the world around us)	Bonfire Night People Who Help Us St Andrew Christmas	Weather and Seasons Chinese New Year	Health Week St David In the Past St Patrick Spring, New Life and Easter	Our 5 Senses St George Wellbeing Week	Let's Explore Books and Stories
Literacy 	Speaking and Listening Phonics Weekly Poems Nursery Rhymes	Developing speaking and listening and conversation skills. Phonics Developing reading and writing (1:1 reading, group reading, scaffolded writing, independent writing) Weekly poems Comprehension skills				





<p>Communication and Language</p> 	<p><u>ELG: Listening, Attention and Understanding</u> Children at the expected level of development:</p> <ul style="list-style-type: none"> • 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 	<p><u>ELG: Speaking</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	
<p>Literacy</p> 	<p><u>Literacy ELG: Comprehension</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories 14 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. 	<p><u>ELG: Word Reading</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p><u>ELG: Writing</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre 	Poetry, songs and rhymes: EYFS to Y1 Bridging unit – 'Harry the Happy Mouse'. Narrative (Traditional Tales): Innovation on the original story of 'The Three Little Pigs'. Instructions	Narrative (Stories with repetitive patterns): Zog Poetry: Onomatopoeia	Narrative (Adventure Stories): Lost and Found	Non-Fiction (Information Texts): Toys	Narrative: Katie Morag	Non-fiction (Recounts): Recount of 'bus journey' through school. The Naughty Bus Poetry: Riddles
Texts used/Linked 	'Hickory, Dickory Dock' and a variety of other nursery rhymes. 'The Three Little Pigs'	'Zog' by Julia Donaldson 'The Quiet Little Firework' by Nicola Coppack	'Lost and Found' by Oliver Jeffers	'Toys and Games' by Sally Hewitt	'Katie Morag delivers the Mail' by Mairi Hedderwick 'Katie Morag and the Two Grandmothers' by Mairi Hedderwick 'Katie Morag and Tiresome Ted' by Mairi Hedderwick 'Katie Morag and the Dancing Class' by Mairi Hedderwick	'The Naughty Bus' by Jan Oke



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<p>Composition Focus</p> 	<p>Say and hold in memory whilst writing simple sentences that make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Use formulaic phrases to open and close texts.</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories</p> <p>Sequence ideas and events in a narrative.</p>	<p>Re-read every sentence to check it makes sense.</p> <p>Use familiar plots for structuring stories.</p> <p>Compose and sequence their own sentences to write short narratives.</p>	<p>Sequence ideas and events in non-fiction.</p> <p>Compose and sequence their own sentences to write short non-fiction.</p>	<p>Write in different forms with simple text type features.</p>	<p>Read aloud their writing audibly to adults and peers.</p>
<p>Punctuation and Grammar Focus</p> 	<p>Separate words with spaces</p>	<p>Use punctuation to demarcate simple sentences with capital letters and full stops.</p> <p>Use capital letters for names of people.</p>	<p>Use the joining word 'and' to link words and clauses.</p>	<p>Identify and use question marks.</p> <p>Make singular nouns plural using 's' and 'es'.</p>	<p>Add the prefix un to verbs and adjectives to change the meaning.</p> <p>Use capital letters for places and days of the week.</p> <p>Spell days of the week.</p>	<p>Identify and use exclamation marks.</p> <p>Extend range of joining words to link words and clauses using 'but' and 'or'.</p>



'Listen, Learn, Love and Laugh as Part of God's Family'

Ongoing throughout the year



The above foci will be returned to and consolidated throughout the year.

Orally plan and rehearse ideas.
Orally compose every sentence before writing.
Discuss their writing with adults and peers

Possible Year 1 Class Novels



'Super Duper You' by Sophy Henn
'All are Welcome' by Alexandra Penfold and Suzanne Kaufman
'Our Class is a Family' by Shannon Olsen
'Goldilocks and the Three Bears'
'Snow White and the Seven Dwarves'
'Rumpelstiltskin'
'The Snail and the Whale' by Julia Donaldson
'The Singing Mermaid' by Julia Donaldson
'Zog' by Julia Donaldson
'The Gruffalo' by Julia Donaldson
'Monkey Puzzle' by Julia Donaldson
'Martha Maps it Out' by Leigh Hodgkinson
'Supertato' by Sue Hendra and Paul Linnet
'When the Dragons Came' by Naomi Kefford and Lynne Moore
'The Crocodile Who Didn't Like Water' by Gemma Merino





'Listen, Learn, Love and Laugh as Part of God's Family'

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre 	Narrative (Traditional Tales): 'Jack and the Beanstalk' Character studies Writing an innovated story	Narrative (Historical fiction): The Great Fire of London Telling the story from another point of view. Non-fiction (Recounts): The Great Fire of London – diary writing. Poetry: Haiku	Narrative (Descriptive writing): 'Meerkat Mail' – writing in role. Non-fiction (Non-Chronological reports): African animals	Narrative (Stories by significant authors): Janet and Alan Ahlberg Non-Fiction (Letter Writing): Florence Nightingale	Non-fiction: Recounts: Seaside Visit Narrative (Fantasy story): Flotsam Poetry (contemporary): Seaside	Non-fiction (Writing to persuade): Leaflets for a made-up seaside town. Non-fiction: (Instructional writing): How to make puppets
Texts used/Linked 	'Jack and the Beanstalk'	'Toby and the Great Fire of London' by Margaret Nash	'Meerkat Mail' by Emily Gravett	'Burglar Bill' and 'Cops and Robbers' by Janet and Alan Ahlberg	'Flotsam' by David Wiesner Senses Seaside Poems	A variety of example persuasive leaflets.



'Listen, Learn, Love and Laugh as Part of God's Family'

<p>Composition Focus</p> 	<p>Plan and discuss what to write about</p>	<p>Orally rehearse each sentence prior to writing.</p> <p>Write simple poems based on models.</p>	<p>Make simple notes from non-fiction texts</p>	<p>Edit and improve their own writing in relation to audience and purpose.</p>	<p>Developing stamina for writing</p> <p>Write simple poems based on models.</p>	<p>Read aloud their writing with intonation to make the meaning clear.</p>
<p>Punctuation and Grammar focus</p> 	<p>Say, write and punctuate simple and compound sentences using 'and', 'but', 'so' 'or'</p> <p>Select, generate and effectively use nouns.</p> <p>Select, generate and effectively use adjectives. (expanded noun phrases)</p>	<p>Use of capital letters, full stops, exclamation marks to demarcate sentences.</p> <p>Statement, question, exclamation, command</p> <p>Use past tense for narrative recount</p>	<p>Use commas to separate items in a list.</p> <p>Use present tense for non-chronological reports</p> <p>Use apostrophes for possession</p>	<p>Use subordination for time.</p> <p>Use subordination for reason. when, that, if, because</p>	<p>Use apostrophes for contracted forms.</p> <p>Select, generate and effectively use verbs.</p> <p>Present and past progressive verb forms.</p> <p>Adverbs</p> <p>Use past tense for narrative recount</p>	<p>Use present tense for non-chronological reports</p>



'Listen, Learn, Love and Laugh as Part of God's Family'

Ongoing throughout the year



The above foci will be returned to and consolidated throughout the year.

Correct choice and consistent use of present tense and past tense throughout writing.

Plan and discuss what to write about.

Orally rehearse each sentence prior to writing.

Develop stamina for writing in order to write at length.

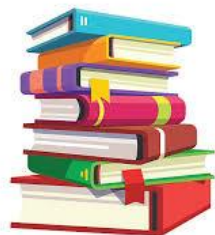
Write about real and fictional events.

Use specific text type features to write for a range of audiences and purposes.

Evaluate their writing with adults and peers.

Proofread to check for errors in spelling, grammar and punctuation.

Possible Year 2 Class Novel



'Jim and the Beanstalk' by Raymond Briggs

A variety of Traditional Tales

'The Firework Maker's Daughter' by Philip Pullman

'Meerkat Madness' by Ian Whybrow

Janet and Allan Ahlberg Books (Happy Families)



'Animal Poems' by Jennifer Curry

'Flat Stanley' by Jeff Brown



'One Tiny Turtle' by Nicola Davies

'Big Blue Whale' by Nicola Davie



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre 	Narrative (Adventure Stories): A Paddington Adventure (Year 2-3 Bridging Unit) Non-fiction (Recounts - Diary Writing): Howard Carter and Tutankhamun.	Narrative (Fables): Writing their own fables. Poetry: Free Verse Literacy Shed. Free Verse	Non-fiction (Instructions): How to wash a woolly mammoth. Narrative (Portal stores): Stone Age Boy.	Non-Fiction (Biography): Mary Anning Narrative (Science Fiction): The Iron Man Story based on plot structure.	Narrative (Adventure Stories): Escape from Pompeii Settings, Descriptive writing and eye witness accounts. Non-fiction (Non-Chronological Reports): The Romans	Narrative (Adventure stories and letter writing): The Boy who Grew Dragons Poetry: Question and Answer Poems
Texts used/Linked 	'A Bear called Paddington' by Michael Bond	Fables used? 'If cats had flavoured fur' by Michael Goodfellow 'Wide Open' by Rachel Rooney.	'How to wash a woolly mammoth' by Michelle Robinson 'Stone Age Boy' by Satoshi Kitamura.	'The Iron Man' by Ted Hughes 'The Iron Woman' by Ted Hughes	'Escape from Pompeii' by Christina Balit	'The Boy who Grew Dragons' by Andy Shepherd 'Registration' by Allan Ahlberg 'What is Pink?' by Christina Rossetti



<p>Composition Focus</p> 	<p>Create and develop settings for narrative</p>	<p>Create and develop plots based on a model.</p>	<p>Improvise, create and write dialogue.</p>	<p>Create and develop plots based on a model.</p> <p>Group related material into paragraphs.</p>	<p>Create and develop characters for narrative.</p> <p>Use headings and subheadings to organise information,</p>	<p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>
<p>Grammar and Punctuation Focus</p> 	<p>Recap past and present tense from Year 2.</p> <p>Recap co-ordinating conjunctions from Year 2 (and, but, so).</p>	<p>Use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Adverbs</p> <p>Determiners</p>	<p>Introduction to inverted commas to punctuate direct speech.</p> <p>Prepositions</p>	<p>Main and subordinate clause.</p> <p>Expressing time, place and cause using conjunctions (before, when, after, while, so, because)</p> <p>Introduction to paragraphs as a way to group related material.</p>	<p>Headings and sub-headings to aid presentation.</p>	<p>Use of present perfect form of verbs instead of the simple past.</p>



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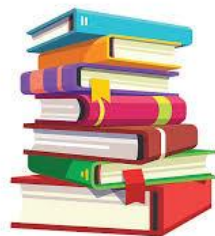
Ongoing throughout the year



The above foci will be returned to and consolidated throughout the year.


Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
Discuss and record ideas for planning using a range of formats.
Use different sentence structures
Proofread to check for errors in spelling, punctuation and grammar and punctuation in own and others' writing.
Improve writing in the light of evaluation.

Possible Year 3 Class Novels





'The Last Bear' by Hannah Gold
'The Girl who Stole an Elephant' by Nizrana Farook
'The Wild Way Home' by Sophie Kirtley
'The Boy who Grew Dragons' by Andy Shepherd
'Harley Hitch and the Fossil Mystery' by Vashti Hardy



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre 	Narrative (Adventure Stories): The great food bank heist Focus on building sentences. Non-fiction (Recounts – Diary entries): Icarus Looking at setting/characterisation. Reading and analysing narrative.	Narrative (Myths): Leo and the Gorgon's Curse Developing settings/characterisation for atmosphere. Non-fiction (Newspaper Report): Leo and the Gorgon's Curse	Non-Fiction (Non-Chronological Report): Passport to Europe – non-chronological report about a capital city. Present to class. Poetry: Performance Poetry	Narrative (Suspense story): Ice Palace Write a suspense story. Non-fiction (Letter writing): Linked to class residential	Non-fiction (Explanation texts): Climate Change Poetry: Imagery - The Lost Words	Narrative (Historical Stories): How to be a Viking Viking Story Non-fiction (Information Texts): The Vikings
Texts used/Linked 	'The Great Food Bank Heist' by Onjali Q Rauf	'Leo and the Gorgon's Curse' by Joe Todd-Stanton	'Strict' by Michael Rosen	'The Ice Palace' by Tarjei Vesaas	'The Lost Words' by Robert Macfarlane	'How to be a Viking' by Cressida Cowell



'Listen, Learn, Love and Laugh as Part of God's Family'

<p>Composition Focus</p> 	<p>Develop settings and characterisation using vocabulary to create emphasis and humour.</p> <p>Improvise and compose dialogue, demonstrating their understanding of standard and non-standard English.</p>	<p>Develop settings and characterisation using vocabulary to create atmosphere and suspense.</p> <p>Use paragraphs to organise writing in fiction texts.</p> <p>Link ideas across paragraphs using fronted adverbials.</p>	<p>Use paragraphs to organise writing in non-fiction texts.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Plan and write an opening paragraph which combines setting and character.</p>	<p>Use organisational devices in non-fiction writing.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Use paragraphs to organise writing in fiction texts.</p> <p>Link ideas across paragraphs using fronted adverbials.</p>
<p>Grammar and Punctuation Focus</p> 	<p>Fronted adverbials for where and when.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Use of commas after fronted adverbials.</p> <p>Use of commas to mark clauses in complex sentences.</p>	<p>Recapping expanded noun phrases from Year 3.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Determiners</p>	<p>Recap apostrophes for singular possession from Year 2.</p> <p>Apostrophes to mark plural possession</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Recap tenses – progressive and perfect.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Determiners</p> <p>Pronouns.</p>	<p>Fronted adverbials</p> <p>Use of commas after fronted adverbials.</p> <p>Introducing dialogue.</p>



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Ongoing throughout the year



The above foci will be returned to and consolidated throughout the year.

Read and analyse narrative, non-fiction and poetry in order to plan their own versions.

Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

Discuss and record ideas for planning.

Use different sentence structures.

Proofread to check for errors in spelling, grammar and punctuation.

Discuss and propose changes to own and others' writing with partners/small groups.

Improve writing in light of evaluation.

Possible Year 4 Class Novels



'Harriet vs the Galaxy' by Samantha Baines

'The Twits Next Door' by Chris Smith and Greg James



'Finding Bear' by Hannah Gold

'Adventures of Podkin One Ear' by Kieran Larwood

'Unfortunately, the Milk' by Neil Gaiman






'Listen, Learn, Love and Laugh as Part of God's Family'

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre 	Narrative (Science Fiction): Innovating a Science Fiction story. Poetry (Figurative Language): Write and perform their own poem.	Narrative (Stories with Historical Settings): Oliver Twist Narrative (Film and Playscripts): Writing a script for a scene from Oliver!	Non – Fiction (News Report): Radio Broadcasts on the Yanomami Tribe Non-Fiction (Debating /Persuasion): A persuasive speech about Deforestation.	Narrative (Adventure Stories): An adventure story based on being stranded in the Amazon rainforest. Poetry (Narrative Poetry): The Alchemist's Letter	Non-Fiction (Non-Chronological Reports): Creating their own animal and writing a factfile. Narrative (Character description, writing in role and dialogue): 'The Present'	Non-Fiction (Explanation): Life Cycles Narrative (Suspense): The Arrival Descriptive writing and suspense story.
Texts used/Linked 	'Moon Landing' by Pie Corbett 'Winter' by Judith Nicholls 'I am Brave' by Laura Mucha 'The World's Fastest Bicycle' by Kenneth Nesbitt	'Oliver Twist' by Charles Dickens 'Oliver Twist' retold by Gill Tavner 'A Christmas Carol' by Charles Dickens	'The Great Kapok Tree' by Lynne Cherry 'The Explorer' by Katherine Rundell	'The Explorer' by Katherine Rundell 'The Highwaymen' by Alfred Noyes	A variety of model texts for Non-Chronological Reports 'The Present' – A Short Film.	'The Arrival' by Shaun Tan



'Listen, Learn, Love and Laugh as Part of God's Family'

<p>Composition Focus</p> 	<p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Use appropriate intonation and volume.</p>	<p>Think how authors develop characters and settings</p>	<p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>Blend action, dialogue and description within and across paragraphs</p>	<p>Use organisation and presentational devices</p>	<p>Draw on reading and research</p> <p>Use devices to build cohesion</p>
<p>Grammar and Punctuation Focus</p> 	<p>Indicating degrees of possibility using adverbs</p> <p>Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly</p>	<p>Use of commas to clarify meaning</p> <p>Focus on use of compound and complex sentences</p>	<p>Modal verbs</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Linking ideas across paragraphs using adverbials of time in a fiction text</p> <p>Recapping rules for speech.</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Starting to look at advancing the action through dialogue</p>	<p>Linking ideas across paragraphs using adverbials of time in a non-fiction text</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<p>Ongoing throughout the year</p> 	<p>The above foci will be returned to and consolidated throughout the year.</p> <p>Identify the audience and purpose.</p> <p>Select the appropriate language and structures.</p> <p>Select appropriate structure, vocabulary and grammar.</p> <p>Use different sentence structures with increasing control.</p> <p>Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Proofread for spelling and punctuation errors.</p>					



Slyne-with-Hest St Luke's C of E Primary School.

English Curriculum Overview



'Listen, Learn, Love and Laugh as Part of God's Family'

**Possible Year 5 Class
Novels**





'Who Let the Gods Out?' by Maz Evans
'Brightstorm' by Vashti Hardy
'The London Eye Mystery' by Siobhan Dowd
'Rooftoppers' by Katherine Rundell
'Phoenix' by SF Said
'Cosmic' by Frank Cottrell Boyce



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre 	Non-Fiction (Instructional writing): 'Rainplayer' How to play Pok a Tok Narrative: (Stories from other Cultures): 'Rainplayer'	Narrative (Fairytale with a twist): Red Miss Take Poetry (Classic Poetry): The Tyger by William Blake	Narrative (Suspense/Portal Stories): 'The Nowhere Emporium' Non-Fiction (Persuasion): Travel brochures for the Rocky Mountains	Non- Fiction (Letters): 'Friend or Foe' Non-Fiction (Balanced Arguments): 'Friend or Foe'	Poetry (Pattern Poetry): 'Wonder' Non – Fiction (Biography): Auggie Pullman – 'Wonder' SATs Prep	Narrative (Dialogue): Using dialogue to enhance the action and develop character. 'Wonder' Narrative (Narrative recount): The Piano
Texts used/Linked 	'Rainplayer' by David Wisniewski	Short film: 'Red Miss Take' 'The Tyger' by William Blake	'The Nowhere Emporium' by Ross MacKenzie	'Friend or Foe' by Michael Morpurgo	'Wonder' by R.J. Palacio	'Wonder' by R.J. Palacio Short film: 'The Piano'



<p>Composition Focus</p> 	<p>Consciously control the use of different sentence structures for effect.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences.</p>	<p>Find examples of where authors have broken conventions to achieve specific effects.</p> <p>Encourage and take account of audience engagement when performing a poem.</p>	<p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences.</p>	<p>Select appropriate register for formal and informal purposes.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use active and passive voice to achieve intended effects.</p>	<p>Use appropriate and effective intonation and volume.</p> <p>Add gesture and movement to enhance meaning.</p>	<p>Deviate narrative from linear or chronological sequence.</p> <p>Make conscious choices about techniques to engage the reader.</p>
<p>Grammar and Punctuation Focus</p> 	<p>Use of the colon to introduce a list and use of semi-colons within lists.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p>	<p>Punctuation of bullet points to list information.</p> <p>Ellipsis</p> <p>Layout devices</p> <p>Recapping the rules for punctuating speech.</p>	<p>The differences between structures typical of formal and informal writing.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p>	<p>How words are related by meaning as synonyms and anonyms.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase and grammatical connections.</p>	<p>The difference between vocabulary and structure typical of informal speech and vocabulary appropriate for formal speech and writing.</p>



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Ongoing throughout the year



The above foci will be returned to and consolidated throughout the year.

Identify audience and purpose.

Choose appropriate text-form and type for all writing.

Select the appropriate structure, vocabulary and grammar.

Draw on similar writing models, reading and research.

Compare how authors develop characters and settings.

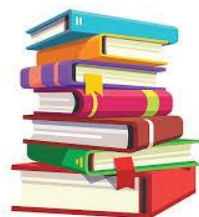
Use a range of planning approaches.

Select appropriate vocabulary and language effect, appropriate to task, audience and purpose for precision and impact.

Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.

Proofread for grammatical, spelling and punctuation errors.

Possible Year 6 Class Novels



'The House with Chicken Legs' by Sophie Anderson

'The Final Year' by Matt Goodfellow

'The Nowhere Emporium' by Ross MacKenzie

'The Elsewhere Emporium' by Ross MacKenzie

'Holes' by Louis Sachar

'Skellig' by David Almond

'The Boy at the Back of the Class' by Onjali Q Rauf

'Goodnight Mr Tom' by Michelle Magorian

'Carrie's War' by Nina Bawden