

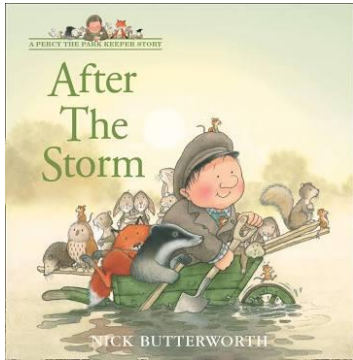
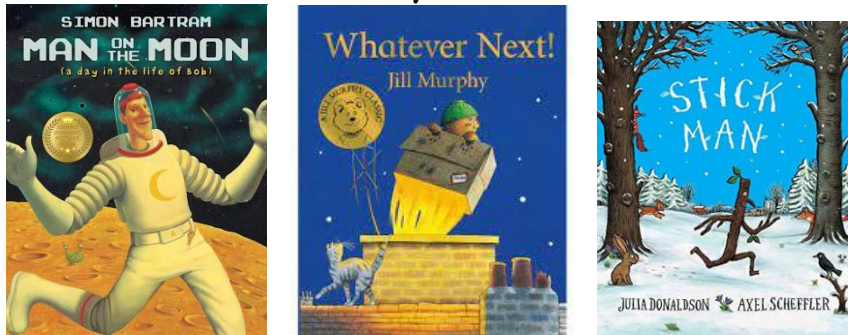
# Kibworth CE Primary School

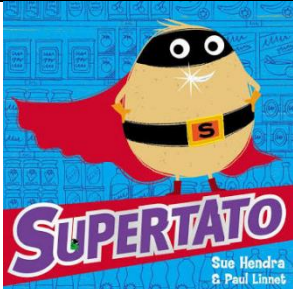

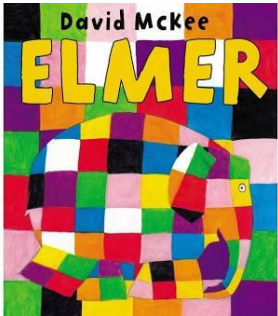
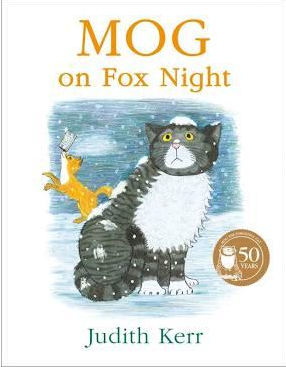
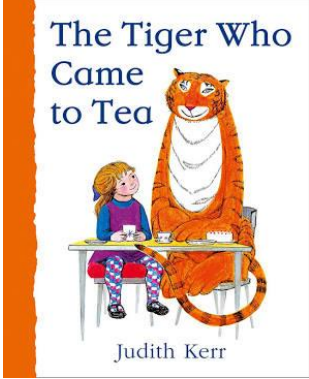


## Reading

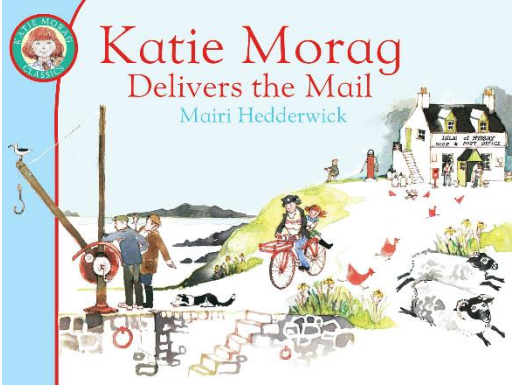
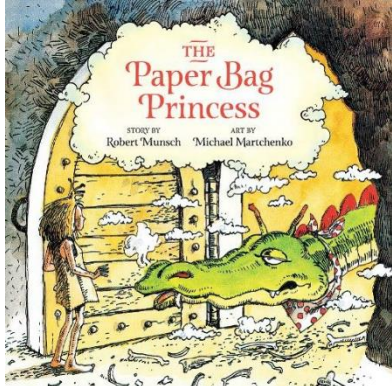
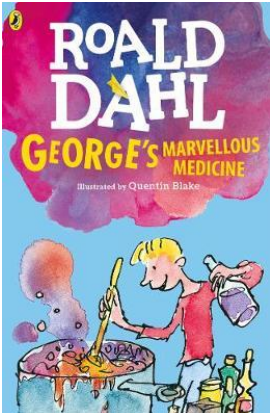
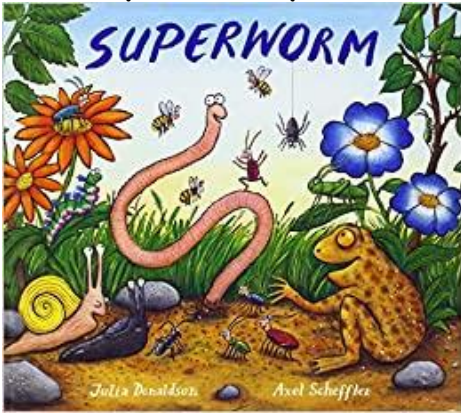
# Core Text Overviews

## Core texts overview Year 1

Autumn 1- Splendid Skies		Autumn 2 - Moon Zoom		
<p><b>Core text: After the storm (Percy the park keeper) By Nick Butterworth</b></p> 		<p><b>Core text: 1. Whatever next by Jill Murphy</b>  <b>2. Man on the moon by Simon Bartram</b>  <b>3. Stick Man by Julia Donaldson</b></p> 		
<b>Text Type:</b> Story - narrative		<b>Text Type:</b> 1. Story - narrative	<b>Text type:</b> story linked to instructions	<b>Text Type:</b> Story - narrative
<b>Purpose:</b> To entertain		<b>Purpose:</b> To entertain	<b>Purpose:</b> To inform	<b>Purpose:</b> To entertain
<b>Unit focus:</b> Handwriting and use of capital letters and full stops.		<b>Unit focus:</b> linking sentences using "and"	<b>Unit focus:</b> writing instructions	<b>Unit Focus:</b> linking sentences using "and"
Spring 1- Superheroes		Spring 2 - Enchanted Woodlands		
<p><b>Core text: Supertato by Sue Hendra and Paul Linnett</b></p>		<p><b>Core text: traditional tales - Little red riding hood and Hansel and Gretel</b></p>		
<b>Text Type:</b> story - narrative		<b>Text Type:</b> story - narrative		
<b>Purpose:</b> To entertain		<b>Purpose:</b> To entertain		

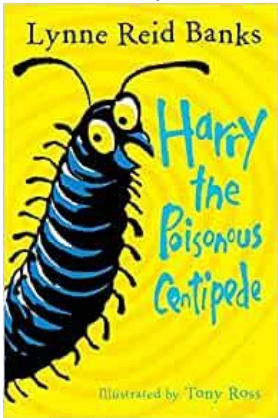
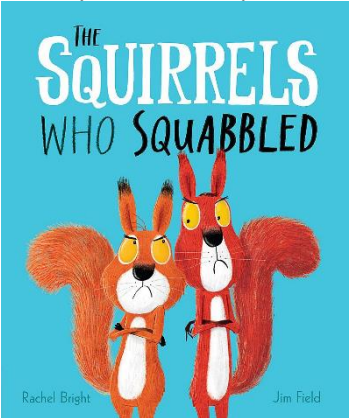


<p><b>Unit focus:</b> Linking sentences to form a narrative</p>		<p><b>Unit focus:</b> linking sentences to form a narrative</p>	
<p><b>Summer 1 &amp; Summer 2 - Paws, Claws and Whiskers</b></p>			
<p><b>Core text:</b> Mog on fox night by Judith Kerr Elmer by David Mckee Non-fiction factfile on an animal</p>  		<p><b>Core text:</b> Elmer continued The tiger who came to tea by Judith Kerr</p> 	
<p><b>Text Type:</b> story - narrative</p>	<p><b>Text type:</b> Non-fiction</p>	<p><b>Text Type:</b> story - narrative</p>	
<p><b>Purpose:</b> To entertain</p>	<p><b>Purpose:</b> To inform</p>	<p><b>Purpose:</b> To entertain</p>	
<p><b>Unit focus:</b> Linking sentences to form a narrative</p>	<p><b>Unit focus:</b> non-fiction writing</p>	<p><b>Unit focus:</b> Linking sentences to form a narrative</p>	

## Core Texts Overview Year 2

Autumn 1 - Street Detectives		Autumn 2 - Towers, Turrets and Tunnels	
<b>Core text: Katie Morag Delivers The Mail by Mairi Hedderwick</b>		<b>Core text: The Paper Bag Princess by Robert Munsch</b>	
			
<b>Text Type:</b> Narrative - Story	<b>Text type:</b> Non-Fiction 'All About Kibworth'	<b>Text Type:</b> Narrative - Story	<b>Text type:</b> Non-Fiction 'All About Castles'
<b>Purpose:</b> To Entertain	<b>Purpose:</b> To Inform	<b>Purpose:</b> To Entertain	<b>Purpose:</b> To Inform
<b>Unit focus:</b> Capital Letters and Full Stops (Recap from Year 1)	<b>Unit focus:</b> Use of 'and' and proper nouns	<b>Unit focus:</b> Use of co-ordinating conjunctions	<b>Unit focus:</b> Use of subordinating conjunctions
Spring 1 & ½ Spring 2- Muck Mess and Mixtures		½ Spring 2 - Wiggle and Crawl	
<b>Core text: George's Marvellous Medicine by Roald Dahl</b>		<b>Core text: Superworm by Julia Donaldson</b>	
			

<b>Text Type:</b> Narrative - Story	<b>Text type:</b> Non-Fiction 'Marvelous Medicine Recipe'	<b>Text Type:</b> Narrative - Story	<b>Text type:</b> Non-Fiction 'Mini-Beast Fact File'
<b>Purpose:</b> To Entertain	<b>Purpose:</b> To Inform	<b>Purpose:</b> To Entertain	<b>Purpose:</b> To Inform
<b>Unit focus:</b> Varied punctuation - exclamation and question marks	<b>Unit focus:</b> Imperative verbs and commas in a list	<b>Unit focus:</b> Apostrophes for possession	<b>Unit focus:</b> Present Tense


<b>Summer 1 - Wriggle and Crawl</b>	<b>Summer 2 - Explorers</b>
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<p><b>Core text: Harry the Poisonous Centipede by Lynne Reid Banks</b>  <b>Core text: The Squirrels Who Squabbled by Rachel Bright</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Lynne Reid Banks <b>Harry the Poisonous Centipede</b> Illustrated by Tony Ross</p> </div> <div style="text-align: center;">  <p><b>THE SQUIRRELS WHO SQUABBLED</b> Rachel Bright Jim Field</p> </div> </div>	<p><b>Core text: Non-Fiction Text about Explorers. David Attenborough and Bessie Coleman</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Sir David Attenborough</b></p>  <p>Sir David Attenborough is a natural history TV presenter and is famous for introducing generations to the world's funny and fascinating friends. He is widely known for his very soft voice, which many people try to copy. His TV shows have helped people learn lots about animals and their environments for over 60 years!</p> <p><b>His Early Life:</b> Attenborough loved to collect fossils and stones when he was a little boy. He studied biology at university so he could learn all about animals and their habitats.</p> <p><b>Television:</b> In 1952, many people did not have a TV but Attenborough got a job at the BBC. He started to make TV shows about animals. The first TV show was called <i>Animal Partners</i>. He talked about the colours and patterns of many amazing animals. In 1979, Attenborough made a show called <i>Life on Earth</i>. It was very popular. Since then, he has written and presented many more shows. Lately, he made <i>Blue Planet 2</i>, which showed people how awful plastic pollution is for our world.</p> <p><b>Cultural Impact:</b> He has gained many awards throughout his career and holds the prestigious Lifetime Achievement Award. David Attenborough has also been knighted, had a special room set up for him and had a statue dedicated to him at the Natural History Museum in London. The studio holds many events such as a 3D virtual reality experience into the Great Barrier Reef. You can explore seabirds, the waves and into the world's largest coral reef. Since the launch of <i>Zoo Quest</i> in 1994, to the recent <i>Planet Earth</i> series, he has revealed almost all aspects of life on Earth.</p> <p><b>Quotes:</b> "I just wish the world was twice as big and half of it was still unexplored." David Attenborough.          "The question is, are we happy to suppose that our grandchildren may never be able to see an elephant except in a picture book?" David Attenborough.          "David has affected the lives of people and wildlife for many years. With his amazing amount of knowledge, his achievement is to recommend life, wildlife and nature life to the people of this Earth." Bill Oddie.</p> </div> <div style="width: 45%;"> <p><b>Bessie Coleman</b></p>  <p>Bessie Coleman was the first Black, and the first Native American, female pilot. She performed flying tricks that always won her audience. Bessie had nicknames, such as <i>Brown Bessie</i> and <i>Queen Bess</i>.</p> <p><b>Her Early Life:</b> Bessie was born in Texas, USA. Her father wanted the family to move away as he was tired of Black people being treated unfairly because of the colour of their skin. Bessie's mother didn't want to go so she stayed in Texas with Bessie and her brothers and sisters. Bessie grew up helping her mother pick cotton and doing the washing to earn money. By the age of 18, Bessie had saved up enough money to go to university.</p> <p><b>Her Dream:</b> When she was 23, Bessie went to live with her brothers in Chicago, USA. Her brothers were away to fight in the First World War. They came home and told Bessie what it was like fighting in France. They told her that French women could learn how to fly airplanes and this made Bessie want to become a pilot.</p> <p><b>Becoming A Pilot:</b> Bessie wrote to different flight schools across the USA but they wouldn't let her study to become a pilot because she was a Black woman. She remembered when her brothers had told her, so she started learning how to speak French and applied to study at a French flight school. Bessie travelled to France and was awarded her pilot's licence in 1921. This meant that she had achieved her dream of becoming a pilot. To help her to save up for her own plane, she gave to teach to people about being a pilot and showed films of her flying tricks.</p> <p><b>Standing Up For Her Beliefs:</b> In 1922, she became the first Black female pilot to perform an airshow. In 1925, Bessie went back to Texas to perform an airshow to a big audience in a stadium. At that time, Black people were treated with less respect because of the colour of their skin. This meant that before the show, Black people would have to go through a separate entrance to White people. Bessie said she would not perform unless there was just one entrance for everyone to use. The stadium managers agreed to this but said the Black people still had to sit in a different area to White people. Bessie performed the show and many people loved that she had stood up for what she believed in.</p> </div> </div>
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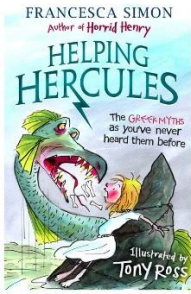
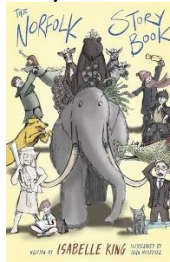
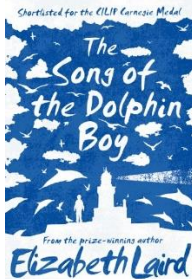
<b>Text Type:</b> Narrative - Story	<b>Text type:</b> Narrative - Story	<b>Text Type:</b> Non-Fiction Poster
<b>Purpose:</b> To Entertain	<b>Purpose:</b> To Entertain	<b>Purpose:</b> To Inform
<b>Unit focus:</b> Co-ordinating and subordinating conjunctions	<b>Unit focus:</b> Consolidate all narrative Year 2 writing skills	<b>Unit focus:</b> Consolidate all non-fiction Year 2 writing skills

## Core texts overview Year 3

Autumn 1 - Scrumdiddlyumptious		Autumn 2- Tribal Tales	
<p><b>Core text: Charlie and the Chocolate Factory - Roald Dahl</b></p> 		<p><b>Core text: Stone Age Boy - Satoshi Kitamura</b> <b>The Wild Way Home - Sophie Kirtley</b></p> 	
<b>Text Type:</b> Narrative	<b>Text type:</b> Persuasive Letter	<b>Text Type:</b> Recount of Flag Fen Trip	<b>Text type:</b> Narrative
<b>Purpose:</b> To entertain	<b>Purpose:</b> To persuade	<b>Purpose:</b> To inform	<b>Purpose:</b> To entertain
<b>Unit focus:</b> Word class and sentence types (Q, E, C, S)	<b>Unit focus:</b> Compound and complex sentences (Year 2 conjunctions)	<b>Unit focus:</b> Compound sentences (Year 3 co-ordinating conjunctions)	<b>Unit focus:</b> Complex sentences (Year 3 subordinating conjunctions) Using inverted commas
Spring 1 and 2 Tremors			
<p><b>Core text: Escape from Pompeii - Christina Bali</b> <b>Firework Makers Daughter - Philip Pullman</b></p> 			

<b>Text Type:</b> Poem	<b>Text type:</b> Diary	<b>Text Type:</b> Persuasive advert	<b>Text type:</b>
<b>Purpose:</b> To entertain	<b>Purpose:</b> To inform	<b>Purpose:</b> To persuade	<b>Purpose:</b>
<b>Unit focus:</b> Prepositions and adverbs	<b>Unit focus:</b> Time, cause and place conjunctions.	<b>Unit focus:</b> Persuasive devices	<b>Unit focus</b>
<b>Summer 1 and Summer 2 - Walk like an Egyptian</b>			
<b>Core text: Marcy and the Riddle of the Sphinx Ancient Egypt - Marcia Williams</b>			
			
<b>Text Type:</b> Instructions	<b>Text type:</b> Narrative	<b>Text Type:</b> Newspaper	
<b>Purpose:</b> To inform	<b>Purpose:</b> To entertain	<b>Purpose:</b> To inform	
<b>Unit focus:</b> Non-fiction writing using headings	<b>Unit focus:</b> Inverted commas for speech	<b>Unit focus:</b> Non-fiction writing using headings	

## Core texts overview Year 4

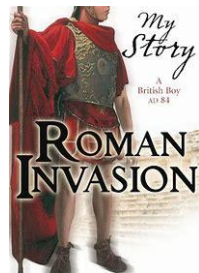
Autumn 1 - Gods and Mortals		Autumn 2 - Road Trip Aylmerton	
<b>Core Text:</b> Helping Hercules by Francesca Simon 		<b>Core Text:</b> Persuasive leaflets The Norfolk Story Book by Isabelle King 	
<b>Text Type:</b> Letter	<b>Text type:</b> Diary Entry	<b>Text Type:</b> Persuasive Text	<b>Text type:</b> Poetry
<b>Purpose:</b> To Inform	<b>Purpose:</b> To inform	<b>Purpose:</b> To Persuade	<b>Purpose:</b> To Entertain
<b>Unit Focus:</b> Sentence construction	<b>Unit Focus:</b> Fronted Adverbials	<b>Unit Focus:</b> Paragraphs and Topic Sentences (Structural Features of Non-Fiction Texts)	<b>Unit Focus:</b> Descriptive Language (expanded noun phrases, similes and metaphors)
Spring 1 & 2- Blue Abyss			
<b>Core Text:</b> Song of the Dolphin Boy by Elizabeth Laird 			



<b>Text Type:</b> Narrative	<b>Text Type:</b> Letter	<b>Text Type:</b> Non-chronological report
<b>Purpose:</b> To Entertain	<b>Purpose:</b> To persuade	<b>Purpose:</b> To Inform
<b>Unit Focus:</b> using direct speech	<b>Unit Focus:</b> Causal and Contrasting Conjunctions	<b>Unit Focus:</b> Organisational Features

**Summer 1 and 2 - I am Warrior**

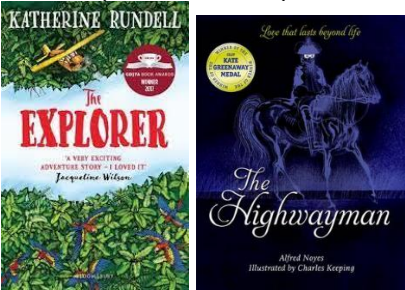

**Core Text: Roman Invasion by Jim Eldridge**




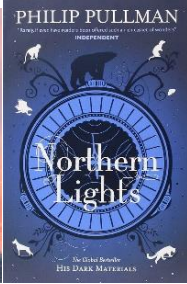

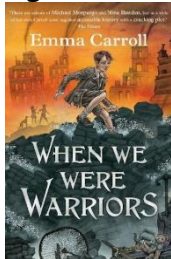
<b>Text Type:</b> Narrative	<b>Text type:</b> Diary entry	<b>Text Type:</b> Speech	<b>Text Type:</b> Newspaper report
<b>Purpose:</b> To entertain	<b>Purpose:</b> To inform	<b>Purpose:</b> To persuade	<b>Purpose:</b> To inform
<b>Unit Focus:</b> Narrative features	<b>Unit focus:</b> Sentence structure	<b>Unit Focus:</b> Persuasive devices	<b>Unit Focus:</b> Paragraphs with topic sentences

## Core texts overview Year 5

Autumn 1 - Traders and Raiders		Autumn 2 - Scream Machine		
<p><b>Core text:</b> Anglo-Saxon Boy - Tony Bradman</p> 		<p><b>Core text:</b> The Unforgotten Coat by Frank Cottrell Boyce (reading unit) The Boy who Swam with Piranhas by David Almond</p>  		
<b>Text Type:</b> Informal Letter	<b>Text type:</b> Setting description.	<b>Text Type:</b> Response to reading (Blurb)	<b>Text Type:</b> Persuasive leaflet	<b>Text type</b> Discussion
<b>Purpose:</b> Entertain	<b>Purpose:</b> Entertain	<b>Purpose:</b> Inform	<b>Purpose:</b> Persuade	<b>Purpose:</b> To discuss
<b>Unit focus:</b> Adding well-chosen detail (adverbials in different positions)	<b>Unit focus:</b> Adding well-chosen detail (noun phrases and sentence starts)	<b>Unit focus:</b> Summarising key information	<b>Unit focus:</b> Relative clauses and modal verbs	<b>Unit focus:</b> Formal devices
Spring 1 - Star Gazers		Spring 2 - Mayans		
<p><b>Core text:</b> Sputnik's Guide to Life on Earth by Frank Cottrell Boyce</p> 		<p><b>Core text:</b> The Explorer by Katherine Rundell</p> 		

<b>Text Type:</b> Newspapers	<b>Text type:</b> Response to reading.	<b>Text Type:</b> Narrative	<b>Text type:</b> Discussion
<b>Purpose:</b> Inform	<b>Purpose:</b> Entertain	<b>Purpose:</b> Entertain	<b>Purpose:</b> To discuss
<b>Unit focus:</b> Formal language and logical conjunctions.	<b>Unit focus:</b>	<b>Unit focus:</b> Develop character and advance action	<b>Unit focus:</b>
<b>Summer 1 - Mayans</b>		<b>Summer 2 - Allotment</b>	
<b>Core text:</b> The Explorer by Katherine Rundell and The Highway Man by Alfred Noyes 		<b>Core text:</b> The Garden of Lost Secrets by A. M Howell 	
<b>Text Type:</b> Diary	<b>Text type:</b> Poetry	<b>Text type:</b> Persuasive letter	<b>Text Type:</b> Setting description
<b>Purpose:</b> To inform	<b>Purpose:</b> Entertain	<b>Purpose:</b> To persuade	<b>Purpose:</b> Entertain
<b>Unit focus:</b> Detailed description, dashes and the correct tone of formality. (dashes)	<b>Unit focus:</b> Figurative language	<b>Unit focus:</b>	<b>Unit focus:</b> Adding well-chosen detail (Consolidating all year 5 writing skills- Noun phrases, figurative language, relative clauses, sentence starters, adverbials, brackets and dashes)

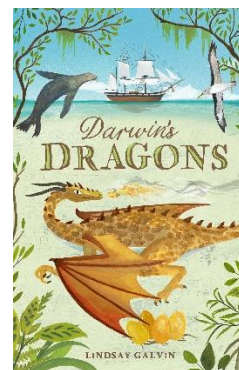
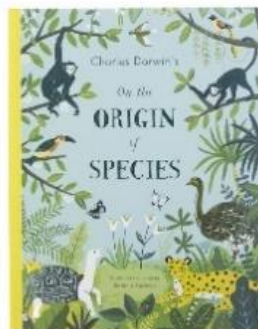
## Core texts overview Year 6

Autumn 1 - Frozen Kingdoms		Autumn 2 - Amazing Americas	
<p><b>Core text:</b> The Last Bear by Hannah Gold and The Northern Lights by Phillip Pullman, Articles from Britannica based on the poles.</p> <div style="display: flex; justify-content: space-around;">   </div>		<p><b>Core text:</b> The Explorer by Katherine Rundell, Articles from Britannica based on South America</p> <div style="text-align: center;">  </div>	
<b>Text Type:</b> Setting Description	<b>Text type:</b> Narrative	<b>Text Type:</b> Informal persuasive brochure	<b>Text Type:</b> Discussion
<b>Purpose:</b> To entertain	<b>Purpose:</b> To entertain	<b>Purpose</b> To persuade	<b>Purpose</b> To discuss
<b>Unit focus:</b> Adding well-chosen detail (noun phrases)	<b>Unit focus:</b> Subordination and adverbials	<b>Unit focus:</b> Informal devices	<b>Unit Focus:</b> Formal devices
Spring 1 and 2 - Child's War			
<p><b>Core text:</b> When We Were Warriors - The Night Visitors , Articles from Britannica based on WW2.</p> <div style="text-align: center;">  </div>			

<b>Text type:</b> Narrative	<b>Text type:</b> Letter	<b>Text type:</b> Discussion	<b>Text type:</b> Biography
<b>Purpose:</b> To Entertain	<b>Purpose:</b> To inform	<b>Purpose:</b> To discuss	<b>Purpose:</b> To inform
<b>Unit focus:</b> Using dialogue to advance action	<b>Unit focus:</b> Informal writing devices consolidation	<b>Unit focus:</b> Punctuation	<b>Unit Focus:</b> Range of clauses and phrases

**Summer 1 and 2 - Darwin's Delights**

**Core text:** On the Origin of Species by Sabina Radeva, Charles Darwin's diary entries, Darwin's Dragons by Lindsay Galvin, Articles from Britannica based on Evolution. Adaptation and Charles Darwin.



<b>Text Type:</b> Narrative	<b>Text type:</b> Discussion	<b>Text type:</b> Narrative	<b>Text type:</b> Leaflet
<b>Purpose:</b> To entertain	<b>Purpose:</b> To discuss	<b>Purpose:</b> To entertain	<b>Purpose:</b> To inform
<b>Unit focus:</b> Developing character through action and dialogue.	<b>Unit focus:</b> Creating Cohesion	<b>Unit focus:</b> Consolidation of Year 6 learning.	<b>Unit focus:</b> Consolidation of Year 6 learning.