

National Curriculum 2014 Core Subject: **Rodney House School Modified Programme of Study**

Key Stage 1

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year A	Stories about ourselves and our experiences/lives	Non-Fiction	Rhyme and Rhythm	Traditional/Fairy Stories	Poetry	Traditional/Fairy Stories
<i>Suggested Texts</i>	<i>Grandfather and I</i> <i>My Dad</i> <i>Dogger</i>	<i>Festivals and Celebrations</i> <i>Winter</i> <i>The story of Christmas</i>	<i>The Cat in the Hat</i> <i>Simon Says</i> <i>Traditional nursery rhymes</i> <i>Old MacDonald</i>	<i>Goldilocks and the 3 bears</i> <i>The enormous turnip</i> <i>The 3 little pigs</i>	<i>There was an Old Woman who swallowed a fly/ the sea, Wheels on the bus</i>	<i>Jack and the Beanstalk</i> <i>The Gruffalo</i> <i>Bear Hunt</i>
Year B	General stories and other media eg iPads, comics and magazines	Traditional/Fairy stories	Classic and contemporary poetry	Information texts eg shopping lists	Discussion and prediction within key stories and events	Sequencing events
<i>Suggested Texts</i>	<i>The Tiger who came to tea</i> <i>Whatever Next</i> <i>Rosie's Walk</i> <i>Brown Bear</i>	<i>The Jolly Postman</i> <i>Red Riding Hood</i> <i>Billy Goats Gruff</i> <i>The Gingerbread man</i>	<i>Twinkle Twinkle</i> <i>Chocolate bar by John Foster</i> <i>What I like by Jermaine Flynn</i> <i>Little book of poetry</i> <i>I like</i>	<i>A range of shopping lists</i> <i>Shopping</i> <i>The Hungry Caterpillar</i>	<i>Where the Wild things are</i> <i>The Rainbow Fish</i> <i>The bad tempered ladybird</i>	<i>The Train Ride</i> <i>We're going on a bear hunt</i> <i>The very hungry caterpillar</i>

Key Stage 2 (lower)

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year A	Non-Fiction	Plays	Fairy/Traditional stories	Characters in stories	Books from other cultures and traditions	General stories and other media eg reference and text books
<i>Suggested Texts</i>	<i>Autumn</i> <i>My body</i> <i>All about me</i>	<i>Charlie and the chocolate factory - a play</i>	<i>The Princess and the Pea</i> <i>Hansel and Gretal</i> <i>The Gingerbread Man</i>	<i>Grandpa</i> <i>Room on the broom</i> <i>Gorilla</i>	<i>Handa's Surprise</i> <i>Walking through the jungle</i> <i>Kakadu Jack</i>	<i>Amazing Grace</i> <i>The Worst Witch</i>

Year B	Information texts eg recipes	Preparing play scripts to perform	Myths and Legends	Discussion and prediction within key stories	Poetry-recognising different kinds eg narrative and free verse	Non Fiction
<i>Suggested Texts</i>	<i>It's my birthday- Helen Oxenbury How to make bread Make a milkshake</i>	<i>Cinderella-Curtain up! James and the giant peach-a play</i>	<i>Greek myths for young children Realms of gold- myths and legends from around the world</i>	<i>Chicken Licken The Pig in the pond Elephant and the bad baby</i>	<i>The owl and the pussycat The tale of the custard dragon All Join in</i>	<i>Growing Lifecycle of a frog</i>

Key Stage 2 (upper)

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year A and Year B	Myths and legends	Non fiction	Books from other cultures and traditions	Modern fiction	Poetry	Fiction from our literary heritage
<i>Suggested Texts</i>	<i>The orchard book of green myths Greek legends-Terry Deary</i>	<i>Festivals and celebrations Diwali</i>	<i>Mama Panya's pancakes Bringing the rain to Kapiti One smiling grandma</i>	<i>Harry Potter The Witches Ella Enchanted</i>	<i>The jumbies The walrus and the carpenter</i>	<i>Alice in Wonderland Oliver Twist Gulliver's Travels</i>

References:

QCA Guidance on 'Planning, teaching and assessing the curriculum for pupils with learning difficulties - English' 2009 B Squared <http://www.bsquared.co.uk/>

National curriculum: <https://www.gov.uk/government/collections/national-curriculum>

Equals: www.equals.co.uk

Additional Information: Literacy will reflect pupils comprehension of language. Children will follow individual communication and language aims.

To include: Short term memory games, shared reading, guided reading, looking at books in small groups, mark making, use of symbols and other AAC.

Phonics is delivered through weekly music sessions, community walks and small group teaching.