

# Our English Curriculum



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St. Peter's CE Primary Academy, Hednesford

# Reach for the Sky!

# English – Reading

## Reading Intent

At St Peter's Primary Academy, we strive to deliver an English curriculum that develops children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often for both purpose and pleasure. We recognise the importance of reading and that an enjoyment of reading can unlock a broader love of learning. At St Peter's Academy we strive to deliver a comprehensive and balanced reading curriculum that develops both reading fluency and comprehension and is adapted and developed to meet our children's needs. We aim to supply all children with the tools so that they can become independent, enthusiastic and motivated readers that find genres and authors that they love and are inspired by.

## Reading Implementation

Our reading curriculum is shaped by our school vision, which encourages all children to 'REACH', regardless of background, ability or additional needs, and enables them to flourish and develop a love of reading. We teach the National Curriculum, supported by a clear skills and knowledge progression. We ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We ensure that we provide a curriculum that offers many purposeful opportunities for reading and discussion and offers cross-curricular links so that children experience both a range of reading genres but also reading for purpose.

An early importance is placed on phonics within EYFS and KS1. We teach reading and phonics through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As the children become more confident in their reading we progress to a skills-based approach using VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise). These are embedded within regular Guided Reading and whole class Reading lessons. Our reading curriculum links closely with our writing curriculum; we use a carefully chosen text-based approach that enables us to create opportunities for reading, discussion and writing throughout the curriculum.



Children are given daily opportunities to read independently and with an adult. We use books that are suitable for the children's ability, but also allow children to choose their own books to encourage independence, ownership and enjoyment. A team of dedicated reading volunteers help to ensure that children read on a regular basis and target fluency in reading. Accelerated Reader is used to support, aid and assess progression and is used to help celebrate reading across the year. We communicate with our parents to encourage a love of reading to be continued at home. Children take home regular reading books to share with their families.

Reading is an integral part of daily practice at St Peter's Academy and celebrated in many ways including World Book Day, whole school events, visitors and special reading sessions throughout the year.

## Reading Impact

### As a learner:

- Through development and progression in their reading attainment and enjoyment, the children will unlock all areas of learning and the curriculum. This will enable them, as learners, to research, explore, discover and pursue areas of learning that interest and inspire them inside and outside of the curriculum.
- The children will develop a rich and varied vocabulary through wider reading that they can apply across the curriculum and within their writing.
- Through discussion and exploration, the children will be able to develop their understanding of a text through their linguistic knowledge and knowledge of the world. They will develop the skills needed to analyse and depict the meaning, considering their own interpretation and the author's choices and intentions.
- Our children will develop their own love of genres and authors and will review their books personally and objectively. They will be able to justify and discuss their choices and will be able to use reading to learn about the world we live in.
- The children will move forward with a deep love of literature across a range of genres, cultures and styles that is individual to them. Through our curriculum the children will explore and make connections between classic and modern literature.

### As a member of Society:

- Children will be provided the opportunities to participate in events, groups and learning activities which enhance the experience of reading that children get at school.





- Participating in visits and visitors from the wider community in order to bring reading opportunities alive for the children. This includes links with local libraries, theatres, authors and members of the community.

#### As a school:

- We will provide a stimulating and enriching reading culture that encourages and excites the children. We will provide opportunities for the children to discuss, share and recommend books that have inspired and impacted them.
- We celebrate and encourage reading often and widely for enjoyment as well as for knowledge.
- Reading is an integral part of the day and is integrated throughout our curriculum.
- The children will understand the importance of reading and how it can impact and help lead to ambitious, fulfilled futures.

## English – Writing, Spelling and Grammar

### English Intent

At St Peter's Primary Academy, we recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts and are regularly given the opportunity to apply this for a purpose. By giving this context to their learning, the children understand the value of English to them now, and in their futures. It is our aim that as the children move through their primary years they recognise and experience the power of language and are given the opportunity to discover a range of works by quality authors that may inspire their writing. We share with our children, an enjoyment of language and literature through a carefully chosen curriculum of books, films and other media.

### English Implementation

We have developed an English curriculum to suit the needs, interests and experiences of our children at St Peter's Primary Academy. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. We teach the National Curriculum supported through carefully planned progression of skills that are built upon each year.

English is often taught in a cross-curricular way to enthuse and capture the children's interests and imagination. We use a range of stimuli to promote interest and have developed a curriculum in which the children learn a broad range of writing styles and genres. We promote the importance of written work by providing a writing purpose.



We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions; the use of Talk for Writing activities across the school supports this. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. The children develop their writing through a journey that helps to teach them how to write, and involves a gradual movement from instruction to independence. We use quality text to support teacher modeling, class discussion and analysis of author choices. The children are taught focused and relevant grammatical skills including spelling, that they can apply within their writing. We teach weekly spelling rules that are reviewed, practiced and applied throughout the week. Before independent written pieces, the children are given the opportunity to plan their writing. They then develop their pieces through drafting, evaluating and editing, proof reading and finally reading aloud or performing. We have developed a range of extra activities, which are used to promote writing within the school including whole school writing challenges, World Book Day, and our Hall of Fame.

## English Impact

### As a learner:

- Our aim, at St Peter's Primary Academy is that all children understand the value of writing. They can write for a purpose and can adjust their writing and style accordingly.
- We aim that all children find an enjoyment in language and are confident in their own ability to write for a purpose whether it be an application, a letter, a report or for entertainment and enjoyment.
- The children will see and celebrate their own progression and will show a developing understanding of skills and their impact.
- The children will be able to take inspiration from their reading to impact upon their writing – learning from great authors throughout history.

### As a member of society:

- Children will be provided the opportunities to participate in events, groups and learning activities which enhance the experience children get at school and will engage them in writing for a purpose and intended impact.
- Participating in visits and visitors from the wider community in order to bring writing opportunities alive for the children. This includes sending letters, publishing their writing and engaging with the local community.



### As a school:

- We aim that all children leave St Peter's Primary Academy with the writing tools that will help them in their futures. The children will understand the importance of writing and how it can impact and help lead to ambitious, fulfilled futures.
- We celebrate and encourage writing for purpose and enjoyment and showcase across school the progress and milestones of the children.
- Writing is an integral part of the day and is integrated throughout our curriculum in every subject.

## English – Phonics

At St Peter's Primary Academy, we recognise the importance of early reading and aim to create an inclusive, inspired and challenging curriculum which develops children's knowledge of Phonics, enabling them to become successful readers who develop a life-long love of reading. We aim to give children the best possible start on their reading and writing journey by teaching them the essential phonological skills and knowledge to decode and encode words independently from the outset. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

At St. Peter's Primary Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St. Peter's Primary Academy, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.



At St. Peter's Primary Academy, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.



## KS1 and KS2 Spoken Language Progression Overview

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Listening Skills</b>					
To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
<b>Following instructions</b>					
To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.	To follow complex directions/multi-step instructions without the need for repetition.	To follow complex directions/multi-step instructions without the need for repetition.
<b>Asking and answering questions</b>					
To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics	To show that they are following a conversation by asking relevant and timely questions.	To ask questions that relate to what has been heard or what was presented to them.	To generate relevant questions to ask a specific speaker/audience in response to what has been said.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more	To regularly ask relevant questions to extend their understanding and knowledge.





(sometimes may only be one-word answers).	To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To begin to offer support for their answers to questions with justifiable reasoning.	To regularly offer answers that are supported with justifiable reasoning.	detailed answers and justification.	To articulate and justify answers with confidence in a range of situations.
<b><u>Drama, performance and confidence</u></b>					
To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.
<b><u>Vocabulary building and standard English</u></b>					
To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal.	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of



	To usually speak in grammatically correct sentences.	To discuss topics that are unfamiliar to their own direct experience.	that they read or listen to, building these words and phrases into their own talk in an appropriate way.	that they read or listen to, building these words and phrases into their own talk in an appropriate way.	Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.
<b>Speaking for a range of purposes</b>					
To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.



**Participating in discussion**

<p>To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.</p>
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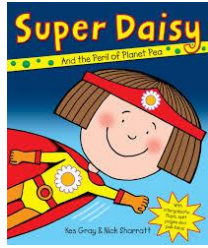
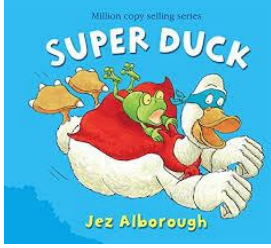
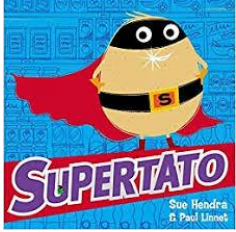






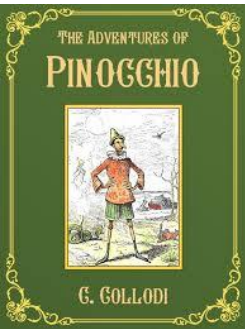

# Year 1 English overview

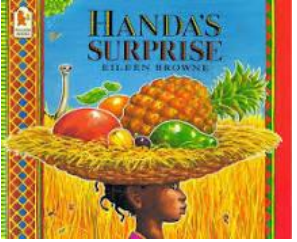



	<u>Text/ video/ picture stimulus:</u>	<u>Genre of Writing:</u>	<u>Writing Skills taught (including grammar skills taught):</u>	<u>Punctuation skills taught:</u>	<u>Reading skills taught:</u>	<u>Spelling rule and vocabulary:</u>	<u>Opportunities to engage: (e.g. drama/ hotseating, trips, writing for purpose)</u>
	<p>Super daisy by Kes Gray</p> 	Fiction	<ul style="list-style-type: none"> <li>• Letter formation (curly caterpillar letters to start).</li> <li>• Rehearse sentences orally before writing</li> <li>• Basic sentence structure</li> <li>• Finger spaces between words</li> <li>• Sitting writing on the line</li> <li>• Phonics segmenting for spelling</li> <li>• Introduce adjectives and onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters (including learning the corresponding upper and lower case letters)</li> <li>• Capital letter for first person 'I'</li> <li>• Full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read sentences for sense.</li> <li>• Decode words, then re-read the sentence for sense and understanding.</li> <li>• Rhyming words</li> <li>• Sequencing the main parts of the story correctly</li> <li>• Authors choice of words- onomatopoeia</li> <li>• Ideas about the feelings and thoughts of the characters – evidence from text</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 2 tricky words (I, to, no, go, the, into)</li> <li>• Revise, read and spell Phase 3 digraphs and trigraphs</li> <li>• Phase 3 tricky words (she, he, was, they, are)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk for writing</li> <li>• Acting out the story of Super Duck in small groups</li> </ul>
	<p>Super Duck by Jez Alborough</p> 						
	<p>The Incredibles (video clips and picture stimulus)</p>						
	<p>Supertato by Sue Hendra</p> 						
	<p>Making a jam sandwich (picture stimulus) How to be a Super Hero</p>	Instructions	<ul style="list-style-type: none"> <li>• Letter formation (ladder letters)</li> <li>• Rehearse sentences orally before writing</li> <li>• Basic sentence structure</li> <li>• Finger spaces between words</li> <li>• Phonics segmenting for spelling</li> <li>• Introduce Time conjunctions and imperative verbs</li> <li>• Lists</li> <li>• Numbered steps</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters (including learning the corresponding upper and lower case letters)</li> <li>• Full stops</li> <li>• Comma used after time conjunction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read sentences for sense.</li> <li>• Decode words, then re-read the sentence for sense and understanding.</li> <li>• Sequencing the instructions in order</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 2 tricky words (I, to, no, go, the, into)</li> <li>• Revise, read and spell Phase 3 digraphs and trigraphs</li> <li>• Phase 3 tricky words (she, he, was, they, are, me, we, be, you, her, my, all)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk for writing</li> <li>• Making a Jam Sandwich</li> </ul>



	<p>Super Hero Poems If I was a Super Hero by Sally Gray</p> <p>Autumn poems Anthology of Autumn poems and Rain poems</p>	Poetry	<ul style="list-style-type: none"> <li>Letter formation (ladder letters)</li> <li>Rehearse sentences orally before writing</li> <li>Basic sentence structure</li> <li>Finger spaces between words</li> <li>Phonics segmenting for spelling</li> <li>Rhyming words</li> <li>Adjectives</li> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters (including learning the corresponding upper and lower case letters)</li> <li>Full stops</li> </ul>	<ul style="list-style-type: none"> <li>Re-read sentences for sense.</li> <li>Decode words, then re-read the sentence for sense and understanding.</li> <li>Author's choice of words, including verbs and adjectives</li> <li>How do the poem's make you feel, what can you imagine when reading them, relate to personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Phase 2 tricky words (I, to, no, go, the, into)</li> <li>Revise, read and spell Phase 3 digraphs and trigraphs</li> <li>Phase 3 tricky words (she, he, was, they, are, me, we, be, you, her, my, all)</li> <li>'ing' suffix (simple)</li> </ul>	<ul style="list-style-type: none"> <li>Talk for writing</li> <li>Welly Walks to look at the season/ weather</li> <li>Explore and experience falling leaves to describe the movements using verbs e.g. falling, twirling, spinning etc.</li> </ul>	
Autumn Term 2	Guy Fawkes	Non- Fiction Chronological event	<ul style="list-style-type: none"> <li>Letter formation (one arm robot letters).</li> <li>Rehearse sentences orally before writing</li> <li>Basic sentence structure</li> <li>Finger spaces between words</li> <li>Phonics segmenting for spelling, including multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters (including learning the corresponding upper and lower case letters)</li> <li>Full stops</li> <li>Capital letters for names (Proper Nouns)</li> <li>Use of exclamation marks.</li> <li>Comma between two adjectives</li> <li>Use of question marks 'Did you know....?'</li> </ul>	<ul style="list-style-type: none"> <li>Re-read sentences for sense.</li> <li>Decode words, then re-read the sentence for sense and understanding.</li> <li>Sequencing events in chronological order</li> <li>Identify onomatopoeic words and exclamation marks in text</li> <li>Look at adjectives used to describe good and bad characters (word choice). How is this showing an example of a good/bad character? What is the difference between good/bad character? Describe a character's thoughts and feelings. Find example in the text.</li> <li>Read and sort fiction and non-fiction sentences. Discuss how you know and give examples of words and phrases that give you a clue.</li> <li>Non-fiction, purpose of index, contents and glossary pages</li> <li>Headings, sub-headings.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to spell the word 'because'</li> <li>Revise Phase 2 and 3 tricky words</li> <li>Revise, read and spell Phase 3 digraphs and trigraphs</li> <li>Phase 4 tricky words (said, have, like, one, there)</li> </ul>	<ul style="list-style-type: none"> <li>Acting out parts of the Gunpowder plot</li> <li>Use learning from history about Guy Fawkes and the Gunpowder plot</li> </ul>	
	Bonfire Poetry	Poetry	<ul style="list-style-type: none"> <li>Revise onomatopoeia, rhyme, adjectives and verbs (linked to senses)</li> </ul>			<ul style="list-style-type: none"> <li>Phase 4 tricky words (said, have, like, one, there, so, do, some, come)</li> <li>Phase 4 blends and clusters</li> </ul>	<ul style="list-style-type: none"> <li>Learn and recite some favourite Bonfire poems</li> <li>Talk for writing</li> </ul>	
	Rama and Sita (video and picture stimulus)	Fiction from another Culture						
	Diwali (Video and picture stimulus)	Non-Fiction Information writing Descriptions	<ul style="list-style-type: none"> <li>Letter formation (zigzag monster letters)</li> <li>Headings</li> <li>Sub-headings</li> <li>Write key facts</li> <li>contents</li> <li>Revise adjectives and verbs</li> <li>Use the word 'because' to make complex sentences</li> </ul>			<ul style="list-style-type: none"> <li>Phase 4 tricky words (said, have, like, one, there, so, do, some, come, little, were, out)</li> <li>Phase 4 blends and clusters</li> </ul>		
	Light and Dark	Non-Fiction Making an information book Description						<ul style="list-style-type: none"> <li>Use learning from science topic on 'Light and Dark' to inform writing</li> </ul>

Spring 1	Toys (picture stimulus)	Lists, labels and captions	<ul style="list-style-type: none"> <li>Revise letter formation of all individual letters</li> <li>Begin simple diagonal joins for those who are ready</li> <li>Finger spaces</li> <li>Writing on the line</li> <li>Segmenting for spelling, including multisyllabic words</li> <li>Basic sentence structure, compound sentences (coordinating and subordinating conjunctions, using but, and, so) and complex sentences (using because, when, although)</li> <li>Past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters (including learning the corresponding upper and lower case letters)</li> <li>Full stops</li> <li>Capital letters for names (Proper Nouns)</li> <li>Use of exclamation marks and question marks</li> <li>Comma used between two adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Re-read sentences for sense.</li> <li>Decode words, then re-read the sentence for sense and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Revise Phase 2 and 3 tricky words</li> <li>Revise, read and spell Phase 3 digraphs and trigraphs</li> <li>Revise, read and spell phase 4 blends and clusters</li> </ul>	<ul style="list-style-type: none"> <li>Children bring in a toys to talk about</li> <li>Children use their toys as a stimulus for writing lists, labels and captions.</li> </ul>	
	Toys	Non-Fiction Factual writing about toys			<ul style="list-style-type: none"> <li>Non-fiction, purpose of index, contents and glossary pages</li> <li>Headings, sub-headings.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 4 tricky words (said, have, like, one, there, so, do, some, come, little, were, out, what, when)</li> <li>Phase 5 alternative graphemes for phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about the variety of toys on display in the classroom (linked to history topic)</li> </ul>	
	Toys and Games (Snakes and Ladders)	Non- Fiction explanations			<ul style="list-style-type: none"> <li>Revise comma used after time conjunction.</li> </ul>	<ul style="list-style-type: none"> <li>Match the question to the explanation given</li> </ul>	<ul style="list-style-type: none"> <li>Split digraphs</li> <li>Phase 5 tricky words (people, their, Mr, Mrs, looked, asked, could, called, oh)</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions to play 'Snakes and Ladders' with a friend.</li> </ul>
	Toys and Games How to make a spinning Top	Instructions		<ul style="list-style-type: none"> <li>Setting out a list of items</li> <li>Include labels on a diagram</li> </ul>		<ul style="list-style-type: none"> <li>Read and follow instructions</li> <li>Sequence instructions in the correct order</li> </ul>	<ul style="list-style-type: none"> <li>Recap on suffix 'ing' and look at suffix 'ed' for past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions to make a Spinning Top</li> </ul>
	The Toys and the Toymaker	Fiction Stories Write own version of a known story	<ul style="list-style-type: none"> <li>Add simple captions to a picture/ diagram</li> <li>Headings, subheadings, contents, blurb</li> <li>Revise features of instruction writing, including imperative verbs, time conjunctions, numbered steps etc</li> <li>Appropriate use of past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>Comma between two adjectives.</li> <li>Appropriate use of exclamation marks, particularly in relation to speech</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple story language in a fictional piece of writing</li> <li>Choose appropriate adjectives to describe the given character and give reasons. Think of adjectives to describe the feelings of each character and give reasons.</li> </ul>			
	Pinocchio (video and picture stimulus)	Fiction Stories	<ul style="list-style-type: none"> <li>Introduce simple similes, using the words 'like' and 'as' to compare</li> <li>Use different sentence starters from a given word bank</li> <li>Introduce positional language as a sentence starter to create more interesting sentences</li> </ul>					
								
Spring 2	Masai and I by Virginia Kroll	Story from another culture	<ul style="list-style-type: none"> <li>Ongoing skills in presentation</li> <li>Diagonal join in handwriting for those ready</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing skills CL, FS reread for sense</li> <li>Other forms of punctuation used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Describe an unfamiliar setting, find descriptions in the text</li> </ul>	<ul style="list-style-type: none"> <li>Revise reading and spelling of all phase 3 and phase 5 phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Links with Science, Geography and Art</li> <li>Recite favourite poems and rhyme,</li> </ul>	
								

			<ul style="list-style-type: none"> <li>Write a description of a setting using adjectives, similes and positional language</li> </ul>					
African Animals	Non-Fiction		<ul style="list-style-type: none"> <li>Revise features of non-fiction writing</li> <li>Factual statements</li> <li>'Did you know' facts</li> </ul>		<ul style="list-style-type: none"> <li>Ongoing decoding and phonic application</li> <li>Ongoing sight word recognition</li> </ul>	<ul style="list-style-type: none"> <li>Revise reading and spelling of multisyllabic words</li> <li>Practise reading all phonemes in real and pseudo words</li> <li>Prefix un</li> <li>Plurals s,es</li> </ul>	perform these to the class	
African Poetry	Poetry		<ul style="list-style-type: none"> <li>Recognise simple features of poetry</li> <li>Follow a given format/structure to write own poem</li> <li>Use alliteration to describe African animals</li> </ul>					
How the Elephant got its Trunk	Fiction (Stories from other cultures)		<ul style="list-style-type: none"> <li>Write an ending to a story by predicting</li> <li>Use story language, positional language, noun phrases (adjectives)</li> <li>Write complex sentences using conjunctions</li> <li>Adverbials as sentence starters</li> <li>Past and present tense</li> </ul>		<ul style="list-style-type: none"> <li>Retell the story by sequencing main events using given pictures</li> <li>Make predictions about the story ending</li> </ul>			
Handa's Surprise by Aileen Browne 	Fiction							
Bringing the Rain to Kapiti Plain by Verna Aardema 	Fiction							
Recounts	Non-Fiction Recount Chronological		<ul style="list-style-type: none"> <li>Adverbials to use in recount</li> <li>Write statements about main events</li> </ul>					

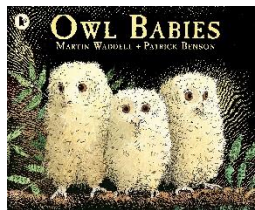
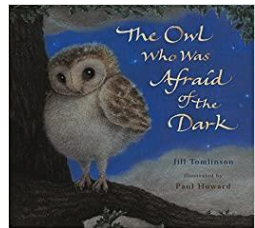




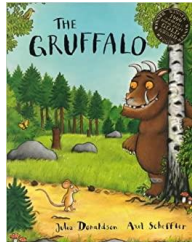



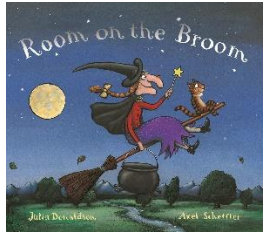
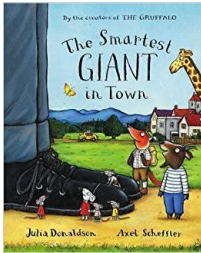
# Year 2 English overview







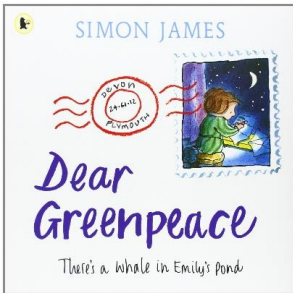
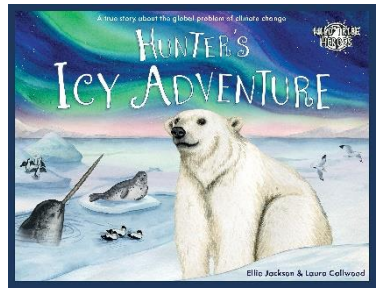
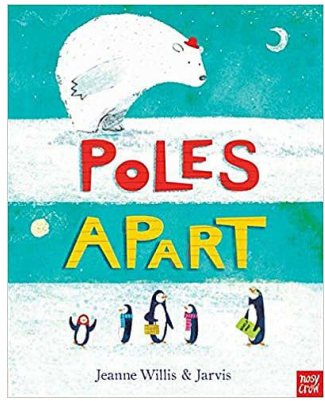
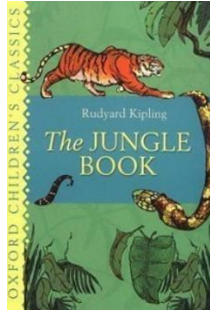
	<u>Text/ video/ picture stimulus:</u>	<u>Genre of Writing:</u>	<u>Writing Skills taught (including grammar skills taught):</u>	<u>Punctuation skills taught:</u>	<u>Reading skills taught:</u>	<u>Spelling rule and vocabulary:</u>	<u>Opportunities to engage: (e.g. drama/ hotseating, trips, writing for purpose)</u>
AUTUMN 1	Owl Babies by Martin Waddell 	Narrative	<ul style="list-style-type: none"> <li>Sentence structure.</li> </ul> Character and setting description <ul style="list-style-type: none"> <li>Adjectives</li> <li>Prepositional language</li> </ul> <ul style="list-style-type: none"> <li>Order a story with a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and joining in with repeated phrases.</li> <li>Inference of characters feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Recap over Year 1 CEW</li> <li>Recap over Phase 3/4/5a phonics</li> </ul>	Drama – act out the order of the story to help with sequencing. Woodland walk – setting description.
	The Owl who was afraid of the Dark by Jill Tomlinson 	Diary writing Narrative	<ul style="list-style-type: none"> <li>Sentence structure.</li> <li>Use conjunctions to explain characters reasons for being afraid.</li> <li>Order main events.</li> <li>2A phrases</li> <li>Prepositional language</li> <li>Progressive form for verbs</li> <li>Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Inference of characters feelings.</li> <li>Prediction – which characters might appear and why do they like the dark?</li> </ul>	<ul style="list-style-type: none"> <li>Just add ing onto verbs</li> <li>Remove the e and add ing onto verbs</li> <li>Double the consonant and add ing</li> </ul>	Talk for Writing to help remember the characters and order.
		Non-Chronological Report	<ul style="list-style-type: none"> <li>Feature finding</li> <li>Not personal</li> <li>Sentence Structure</li> <li>Use of technical language</li> <li>Role of an introduction (5 ws)</li> <li>Sentence openers</li> <li>Factual description (2As)</li> <li>Conjunctions to extend ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Past and Present verbs</li> <li>Use of question marks.</li> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> </ul>	<ul style="list-style-type: none"> <li>Retrieving relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>Just add ed onto verbs</li> <li>Remove the e and add ed onto verbs</li> <li>Double the consonant and add ed</li> </ul>	
Autumn Term 2	Focus on the Great Fire of London	Narrative	<ul style="list-style-type: none"> <li>Sentence structure.</li> <li>Prepositional phrases to open sentences.</li> <li>Appropriate adjectives to describe.</li> <li>Order a story with a beginning, middle and end.</li> <li>Conjunctions to extend.</li> </ul>	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Capital letters for proper nouns.</li> <li>Apostrophe for contractions.</li> </ul>	<ul style="list-style-type: none"> <li>Prediction – how will the story end?</li> <li>Inference – how did the characters feel?</li> </ul>	<ul style="list-style-type: none"> <li>Compound words</li> <li>Contractions</li> <li>Adding est</li> <li>Take off the e and add est</li> </ul>	Photos of a trip to London as story stimulus.  Story bags

		Diary	<ul style="list-style-type: none"> <li>• Sentence structure.</li> <li>• 1st person</li> <li>• Use of feelings.</li> <li>• Appropriate verbs.</li> <li>• Conjunctions to explain.</li> <li>• Adverbials to order.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Capital letters the pronoun I.</li> <li>• Use of question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding – reading diaries.</li> <li>• Vocabulary/retrieve - feature finding</li> </ul>	<ul style="list-style-type: none"> <li>• Recap over Year 1 CEWs.</li> <li>• Introduce Year 2 CEWs.</li> </ul>	
		Instructions	<ul style="list-style-type: none"> <li>• Instructions format. New step, new line</li> <li>Heading</li> <li>Subheading</li> <li>• Time conjunctions.</li> <li>• Imperative verbs.</li> <li>• Adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Commas after time conjunctions.</li> <li>• Numbered steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding – following instructions.</li> <li>• Vocabulary/retrieve - feature finding</li> <li>• Explain – importance of instructions format.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Year 2 CEWs.</li> </ul>	Follow a set of instructions to make a Great Fire of London picture to support instruction writing.
		Poetry	<ul style="list-style-type: none"> <li>• Appropriate adjectives.</li> <li>• Appropriate verbs.</li> <li>• Similes.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary/retrieve – up level vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Year 2 CEWs.</li> </ul>	Reading completed poems out loud in groups or to the class.
Spring 1 Focus on Julia Donaldson	Who is Julia Donaldson? 	Report Character description	<ul style="list-style-type: none"> <li>• Factual adjectives</li> <li>• Sentence openers</li> <li>• Use of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Use of question marks.</li> <li>• Capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding – reading a website</li> <li>• Vocabulary/retrieve</li> <li>• Explain – character description</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions – when, because, that, if, so</li> </ul>	Use the I pads to research Julia Donaldson
		Narrative Character description Setting description	<ul style="list-style-type: none"> <li>• Appropriate adjectives</li> <li>• Feelings</li> <li>• Coordinating conjunctions</li> <li>• Progressive form for verbs</li> <li>• Simile</li> <li>• Prepositional language</li> <li>• Senses</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and joining in with repeated phrases.</li> <li>• Inference of characters feelings.</li> <li>• Vocabulary/retrieve – using vocabulary from the story in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions – when, because, that, if, so</li> </ul>	Virtual walk through the woods to engage the senses.
		Character description Setting description Diary New ending	<ul style="list-style-type: none"> <li>• Appropriate adjectives</li> <li>• Feelings</li> <li>• Coordinating conjunctions</li> <li>• Progressive form for verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Capital letters the pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and joining in with repeated phrases.</li> <li>• Inference of characters feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 common exception words <i>One, wild, cold, our, ask, hold, door, break, floor, pretty, mind, move, children, prove</i></li> </ul>	Virtual experience of a storm at sea

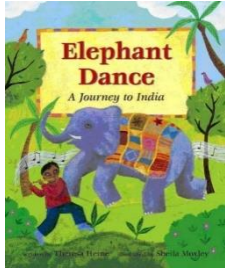

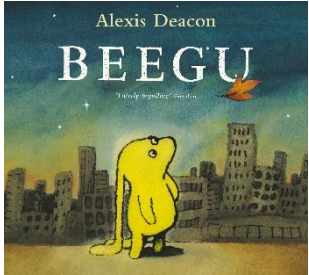
			<ul style="list-style-type: none"> <li>• Simile</li> <li>• Prepositional language</li> <li>• Senses</li> <li>• Sentence structure.</li> <li>• 1st person</li> <li>• Subordinating conjunctions.</li> <li>• Adverbials to order.</li> <li>• Indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary/retrieve – using vocabulary from the story in writing.</li> <li>• Sequence events</li> </ul>		
		Character description Story ending	<ul style="list-style-type: none"> <li>• Appropriate adjectives</li> <li>• Feelings</li> <li>• Coordinating conjunctions</li> <li>• Progressive form for verbs</li> <li>• Simile</li> <li>• Adverbials to order.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Capital letters for proper nouns.</li> <li>• Use of question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Prediction – answers to questions about the witch.</li> <li>• Inference – answers to questions about the witch.</li> <li>• Explain – what happens to the characters.</li> <li>• Sequence events</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 common exception words Improve, sugar, eye, could, should, would, who, whole, any, many, clothes, people, water, sure</li> </ul>	Letter from the witch
		Re-tell of a familiar story	<ul style="list-style-type: none"> <li>• Appropriate adjectives</li> <li>• Feelings</li> <li>• Coordinating conjunctions</li> <li>• Progressive form for verbs</li> <li>• Simile</li> <li>• Adverbials to order.</li> <li>• Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Apostrophes</li> <li>• Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events</li> <li>• Explain – what happens to the characters.</li> <li>• Inference – how do the characters feel?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a simile?</li> <li>• Contractions – don't, can't, won't, doesn't, haven't, I'll, I'm, I've</li> </ul>	Story bags
	Victorians	Non-Chronological report	<ul style="list-style-type: none"> <li>• Feature finding</li> <li>• Not personal</li> <li>• Sentence Structure</li> <li>• Use of technical language</li> <li>• Role of an introduction (5 ws)</li> <li>• Sentence openers</li> <li>• Factual description (2As)</li> <li>• Coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Past and Present verbs</li> <li>• Use of question marks.</li> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieving relevant information.</li> <li>• Explain – events from the era</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix less</li> <li>• Suffix ful</li> </ul>	Victorian Day

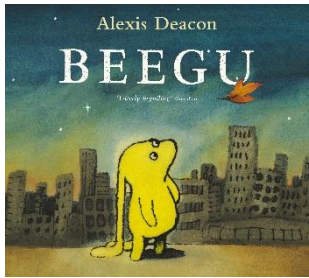
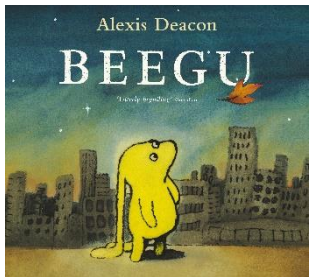
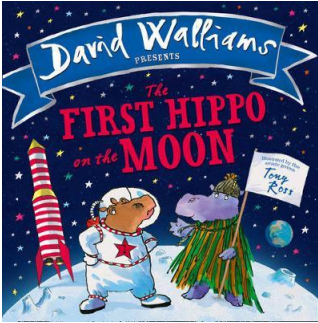
	Narrative Adventure story	<ul style="list-style-type: none"> <li>• Appropriate adjectives</li> <li>• Feelings</li> <li>• Coordinating conjunctions</li> <li>• Progressive form for verbs</li> <li>• Simile</li> <li>• Adverbials to order.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Apostrophes</li> <li>• Capital letters for proper nouns.</li> </ul>	<p>Using the book 'Mystery of the lazy loggerhead'.</p> <p>Predict – see the front cover and read the blurb to predict what is going to happen in the story.</p>	<ul style="list-style-type: none"> <li>• Focus on CEW</li> </ul>	<p>Research lesson about Ecuador.</p> <p>Children to create their own story with own ideas.</p>
	Narrative Mystery story	<ul style="list-style-type: none"> <li>• Appropriate adjectives within noun phrases.</li> <li>• Progressive form for verbs.</li> <li>• Coordinating conjunctions</li> <li>• Adverbials</li> <li>• Prepositional language</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Apostrophes for possession</li> <li>• Capital letters for proper nouns.</li> <li>•</li> </ul>	<p>Using the book 'Mystery of the lazy loggerhead'.</p> <p>Retrieve – draw the setting from chapter 1 to see if they can retrieve the correct information.</p>	<ul style="list-style-type: none"> <li>• Synonyms</li> </ul>	<p>Research lesson about Indonesia.</p> <p>Children to create their own story with own ideas.</p>
Animals from Kiribati	Non-Chronological report	<ul style="list-style-type: none"> <li>• Feature finding</li> <li>• Not personal</li> <li>• Sentence Structure</li> <li>• Use of technical language</li> <li>• Role of an introduction (5 ws)</li> <li>• Sentence openers</li> <li>• Factual description (2As)</li> <li>• Coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Past and Present verbs</li> <li>• Use of question marks.</li> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> </ul>	<p>Using the book 'Mystery of the lazy loggerhead'.</p> <p>Vocabulary – read an extract and define unfamiliar words.</p>	<ul style="list-style-type: none"> <li>• Recap of un prefix</li> <li>• Teach dis prefix</li> <li>• Teach mis prefix</li> <li>• Recap on compound words</li> </ul>	<p>Research lesson about animals from Kiribati.</p> <p>Linked to DT, making animal puppets.</p> <p>Videos about life in Kiribati.</p>



		Non-fiction (letter writing)	<ul style="list-style-type: none"> <li>• Feature finding.</li> <li>• Formal sentences.</li> <li>• Questions.</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Question marks</li> </ul>	Using the book 'Mystery of the lazy loggerhead'.  Infer – Read a chapter and write a diary as one of the girls from the story.	<ul style="list-style-type: none"> <li>• Question sentences</li> <li>• Exclamation sentences</li> <li>• Apostrophe for possession</li> <li>• Irregular past tense words</li> </ul>	Children to write letters to organisations like Greenpeace or World Wildlife Fund
		Non Fiction (diary writing)	<ul style="list-style-type: none"> <li>• Coordinating conjunctions</li> <li>• Adverbials to order</li> <li>• 1<sup>st</sup> Person</li> <li>• Feeling words</li> <li>• Subordinating conjunctions.</li> <li>• Exclamation sentences.</li> <li>• Question words.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Question marks</li> </ul>	Using the book 'Mystery of the lazy loggerhead'.  Explain – use their prediction and chapters 8 and 9 to explain the ending of the story.	<ul style="list-style-type: none"> <li>• Prefix un</li> </ul>	Children to speak to Ellie Jackson to discuss her book. Write a letter to the local MP to ask what they are doing to help with climate control.
		Information text	<ul style="list-style-type: none"> <li>• Feature finding</li> <li>• Not personal</li> <li>• Sentence Structure</li> <li>• Use of technical language.</li> <li>• Role of an introduction (5 ws)</li> <li>• Sentence openers</li> <li>• Factual description (2As)</li> <li>• Coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Past and Present verbs</li> <li>• Use of question marks.</li> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> </ul>	Guided Reading comprehension task.	<ul style="list-style-type: none"> <li>• Focus on CEW</li> </ul>	Google expeditions to explore the poles.
Summer 1 (SATs)	<p>Jungle Book by Rudyard Kipling</p> 	Narrative	<ul style="list-style-type: none"> <li>• Appropriate adjectives</li> <li>• Feelings</li> <li>• Coordinating conjunctions</li> <li>• Progressive form for verbs</li> <li>• Simile</li> <li>• Adverbials to order.</li> <li>• Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Apostrophes</li> <li>• Inverted commas</li> <li>• Capital letters for proper nouns</li> <li>• Exclamation marks in relation to speech.</li> </ul>	Simple version of 'The Jungle Book' used for Whole Class Guided Reading. Focus on one Viper a week. <ul style="list-style-type: none"> <li>• Predict ending</li> <li>• Sequence events</li> <li>• Explain – what happens to the characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix er</li> <li>• Suffix est</li> </ul>	



					<ul style="list-style-type: none"> <li>Explain – why do events happen?</li> </ul> Inference – how do the characters feel?		
		Non-Fiction (Diary writing)	<ul style="list-style-type: none"> <li>Feelings</li> <li>Appropriate adjectives</li> <li>Coordinating conjunctions</li> <li>Time adverbials</li> <li>1st person</li> <li>Verbs</li> <li>Past tense</li> <li>Exclamation sentences</li> </ul>	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Capital letters for proper nouns</li> <li>Exclamation marks</li> </ul>	Simple version of 'The Jungle Book' used for Whole Class Guided Reading. Focus on one Viper a week. <ul style="list-style-type: none"> <li>Vocabulary/retrieve – emotive language that could be magpied.</li> </ul>	<ul style="list-style-type: none"> <li>Adding ed</li> <li>CEW</li> <li>Adverbials</li> </ul>	Detective lesson to hunt for clues about the book.  Act out different scenes from the story.
	<p>How do Bananas grow?</p> <p><a href="https://www.youtube.com/watch?v=ZQsRkG-nFAQ">https://www.youtube.com/watch?v=ZQsRkG-nFAQ</a></p>	Explanation Text	<ul style="list-style-type: none"> <li>4 types of sentences</li> <li>Factual adjectives</li> <li>Technical language</li> <li>Coordinating and subordinating conjunctions</li> <li>Adverbials to sequence</li> <li>Past tense</li> </ul> Third person	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Apostrophes</li> <li>Question marks</li> </ul>	Simple version of 'The Jungle Book' used for Whole Class Guided Reading. Focus on one Viper a week.  Comprehension activity using the transcript of the YouTube video. <ul style="list-style-type: none"> <li>Vocabulary – explore unfamiliar words</li> <li>Retrieve – answers to questions and find important facts</li> <li>Sequence – order growth</li> <li>Explain – how bananas grow</li> </ul>	Recap of past tense verbs, regular and irregular.	Virtual description of how bananas grow
	<p>Bananas are the best fruit</p> 	Persuasion Text	<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Factual adjectives</li> <li>Adjectives for positive description</li> <li>Noun phrases</li> <li>Adverbials</li> <li>Subordinating conjunctions</li> <li>Rhetorical questions</li> <li>Repetition</li> </ul> AFOREST	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Apostrophes</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>	Simple version of 'The Jungle Book' used for Whole Class Guided Reading. Focus on one Viper a week. <ul style="list-style-type: none"> <li>Vocabulary – explore unfamiliar words</li> <li>Retrieve – find important facts</li> </ul> Explain - reasons	Prefix un	Class workshop to discuss statements as an introduction to persuasion.
Summer 2		Narrative	<ul style="list-style-type: none"> <li>Feelings</li> <li>Appropriate adjectives</li> <li>Prepositional language</li> <li>Similes</li> </ul>	<ul style="list-style-type: none"> <li>Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>Commas in lists</li> <li>Capital letters for proper nouns</li> </ul>	Mysterious Moon Poem <ul style="list-style-type: none"> <li>To infer meaning.</li> <li>To explain meaning of a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Alternative j spellings – dge, ge, g</li> </ul>	Spaceship crash landing to introduce the story

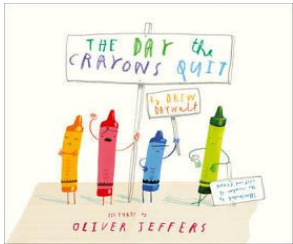

		Non-fiction (diary writing)	<ul style="list-style-type: none"> <li>• Appropriate adjectives (personality and appearance)</li> <li>• Feelings</li> <li>• 1st person</li> <li>• Time adverbials</li> <li>• Exclamation sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Commas in lists</li> <li>• Capital letters for proper nouns</li> <li>• Exclamation marks</li> </ul>	Mysterious Moon Poem <ul style="list-style-type: none"> <li>• To define vocabulary meaning within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Hard and soft c</li> </ul>	
		Non-fiction (instructions)	<ul style="list-style-type: none"> <li>• Time adverbials</li> <li>• Imperative verbs</li> <li>• Exclamation sentences</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>• Commas after time adverbials</li> <li>• Exclamation marks</li> </ul>	Mysterious Moon Poem <ul style="list-style-type: none"> <li>• To retrieve information from a text.</li> </ul>	Recap on Year 2 CEWs.	Explore and play a range of playground games ready for instruction writing.
10 things found in a Wizard's Pocket by Ian McMillan		Poetry	<ul style="list-style-type: none"> <li>• Emotive language (adjectives)</li> <li>• Following a poem format – new object new line</li> <li>• Similes</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry punctuation based on the poem read (understanding that poetry punctuation doesn't always follow the rules)</li> </ul>	Back from the Moon on a number 10, Poem <ul style="list-style-type: none"> <li>• To retrieve information from a text.</li> </ul>	Recap on Year 2 CEWs.	Talk for writing – actions for the poem.
		Narrative	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Appropriate adjectives</li> <li>• Similes</li> <li>• Verbs</li> <li>• Coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Basic punctuation (capital letters, full stops and commas in noun phrases).</li> <li>•</li> </ul>	Back from the Moon on a number 10, Poem <ul style="list-style-type: none"> <li>• To infer the feelings of characters</li> </ul>	Recap on Year 2 CEWs.	









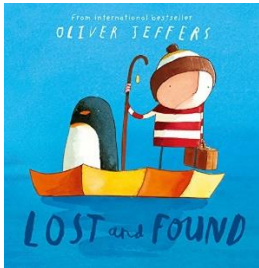
# Year 3 English overview


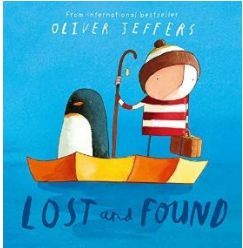
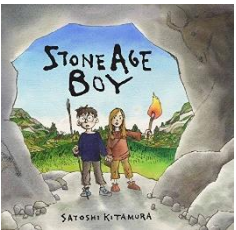



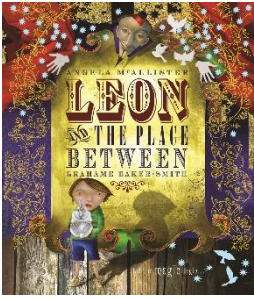
Text/ video/ picture stimulus:	Genre of Writing:	Writing Skills taught (including grammar skills taught):	Punctuation skills taught:	Reading skills taught:	Spelling rule and vocabulary:	Opportunities to engage in the text: (e.g. drama/ hotseating, trips, writing for purpose etc)
<p style="text-align: center;">The Day the Crayons Quit By Oliver Jeffers</p> 	<p style="text-align: center;">Letter writing</p>	<ul style="list-style-type: none"> <li>• Informal writing style</li> <li>• Choice of language</li> <li>• To use emotive language and feelings to portray a character's feelings.</li> <li>• To show emotion through vocabulary choices and description.</li> <li>• Create mood through vocabulary choices.</li> <li>• Editing and up leveling a piece of given writing focusing on:               <ul style="list-style-type: none"> <li>- punctuation use ( . CL ?) –</li> <li>spellings: homophones. Common exception words and suffixes (ed, ing).</li> <li>• Proof reading work to make simple revisions and corrections.</li> <li>• To use inference skills and emotive language to respond to a given letter to show the character's emotions and viewpoint.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Full stops and capital letters recap</li> <li>• Rhetorical questions.</li> <li>• Exclamation marks to create mood and show viewpoint.</li> <li>• Commas in lists</li> </ul>	<p>To select and retrieve information from the text to relay character's feelings. Make simple inferences.</p> <p>To infer characteristics about the character by retrieving information.</p> <p>To locate and retrieve evidence to support statements.</p> <p>Locate and retrieve vocabulary through synonym use.</p> <p>True/False statements using synonyms about the feelings of characters.</p>	<p>-‘ing’ spelling rules</p> <p>-Recap of past and present tense.</p> <p>-Focus on all 4 rules for regular verbs using ‘ed’.</p> <p>Homophone use:</p> <p>-their, there, they're</p> <p>-to, two, too.</p> <p>-your, you're</p> <p>Singular and plural</p> <p>-adding s to make plural.</p> <p>-adding es to make plural</p> <p>Tricky words: foot took, tuck which, while with, write, could, some.</p> <p>Apostrophes for contraction of common words.</p>	<ul style="list-style-type: none"> <li>• Hot seating to explore character feelings</li> <li>• Drama opportunities to act out character's feelings</li> </ul>
<p style="text-align: center;">Harris Burdick Train Track Sail</p> 	<p style="text-align: center;">Description Narrative</p>	<ul style="list-style-type: none"> <li>• Noun phrases to add description</li> <li>• Prepositional language</li> <li>• Fronted adverbials to add detail to simple descriptive sentences.</li> <li>• Carefully selecting adjectives for purpose and mood to portray the image accurately.</li> <li>• Planning a sequel to focus on possible events and using fronted adverbials to vary openers.</li> <li>• Time conjunctions to help order events and change topics/themes across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Inference about possible story using clues from the picture.</li> </ul>	<p>Tricky words: foot took, tuck which, while with, write, could, some.</p> <p>Apostrophes for contraction of common words.</p>	<p>Group work to answer questions about the picture.</p>

	<p>Hot Air Balloons (video and text)  <a href="https://www.youtube.com/watch?v=1WJFQT69DJs">https://www.youtube.com/watch?v=1WJFQT69DJs</a></p>  <p>Shaduf (video and text)  <a href="https://www.youtube.com/watch?v=i5X_jwnb-Ok">https://www.youtube.com/watch?v=i5X_jwnb-Ok</a></p>  <p>Papyrus (video and text)  <a href="https://www.youtube.com/watch?v=ztvHd6wjHog">https://www.youtube.com/watch?v=ztvHd6wjHog</a></p> 	<p>Explanation text</p> <ul style="list-style-type: none"> <li>Formal tone of writing.</li> <li>Layout and organisation for this text type.</li> <li>Focus on clear introductions and summary.</li> <li>Chronologically – ordering of key steps in the process.</li> <li>Time conjunctions to help order.</li> <li>Fronted adverbials (time, manner and place) to vary openers.</li> <li>Factual description (factual noun phrases)</li> <li>Causal conjunctions used to help explain.</li> <li>Technical vocabulary used.</li> <li>Adverbs to help explain how the verb is done.</li> <li>Use of imperative verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Full stops and capital letters recap</li> <li>Question marks for rhetorical questions</li> <li>( ) for additional information</li> <li>Commas in lists</li> <li>Commas after fronted adverbials</li> </ul>	<p>To explore explanation to retrieve information and focus on organisational devices and structures used by the author in this text type.</p> <p>Word meaning focus on technical language.</p> <p>Location of words using synonyms.</p> <p>Basic retrieval and selection of information from the text.</p> <p>Personal opinion and viewpoint of the text.</p> <p>Explore key words and phrases using by the author for effect.</p> <p>Investigating devices and organisation skills used by the author for effect.</p> <p>are used</p> <p>Word meaning: finding antonyms.</p> <p>Using a thesaurus to up level word choices.</p>			<ul style="list-style-type: none"> <li>Talk for Writing</li> <li>Linked to topic</li> <li>Video stimulus</li> <li>Photo stills and matching statements</li> <li>Underlining of key skill focus using colour codes</li> <li>Link to topic – making own papyrus to use for Hieroglyphics</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn 2</p>	<p>Newspaper Articles</p>  <p>King Tut's Terrifying Tragedy  Egypt's famous Pharaoh found dead in suspicious circumstances</p> <p>One of King Tutankhamun's most trusted advisers has been found dead in the chamber. The shocking discovery was made only weeks after the death of the young ruler. Who could have done such a thing?</p> <p>The shocking revelation was made shortly after King Tut's death. The Pharaoh's body was found in his tomb, and the discovery was made by Howard Carter and Lord Carnarvon. The Pharaoh's death was a mystery for many years, but now it seems that the killer has been identified.</p> <p>The last movements of the Pharaoh are being traced. The Pharaoh's death was a mystery for many years, but now it seems that the killer has been identified.</p> <p><b>The Daily Sphinx</b>  Discovery of the Century  Has Tutankhamun's tomb been discovered?</p> <p>After many years of searching, it has been discovered that Tutankhamun's long lost tomb has been dramatically discovered in the Valley of the Kings.</p> <p>After months of years of being left unexcavated, the tomb was found and the discovery was made by Howard Carter and Lord Carnarvon.</p> <p>After reporting to Lord Carnarvon, Howard Carter began to excavate the tomb. The tomb was found in the Valley of the Kings, and the discovery was made by Howard Carter and Lord Carnarvon.</p> <p>At the bottom of the excavation, Carter discovered a small chamber. The chamber was the tomb of a young boy, and the discovery was made by Howard Carter and Lord Carnarvon.</p> <p>After Lord Carnarvon's arrival on site, the men began digging again to clear the entrance and</p>	<p>Newspaper Report</p> <p>-Tutankhamen</p> <p>-Uncovering of the Tomb</p>	<ul style="list-style-type: none"> <li>Formal tone of writing</li> <li>Layout and organisation for this text type including Headline, byline and caption.</li> <li>Focus on clear orientation and re-orientation.</li> <li>Chronologically – ordering of key steps in the process.</li> <li>Time conjunctions to help order.</li> <li>Fronted adverbials( time, manner and place) to vary openers.</li> <li>Witness accounts using 'direct speech and accurate speech rules'</li> <li>Use of viewpoint through use of adjectives.</li> <li>Conjunctions to help explain events.</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical questions using ?</li> <li>Commas after fronted adverbials</li> <li>( ) to add additional information</li> <li>Use of inverted commas for direct speech</li> <li>, for reported clause</li> <li>Punctuation within speech marks</li> <li>Capital letter for the start of all speech</li> <li>! to add emphasis</li> </ul>	<p>Select and retrieve the strongest piece of supporting evidence to answer questions.</p> <p>Location and retrieval of new vocabulary using skimming and scanning.</p> <p>Finding synonyms to given words by locating them in the text.</p> <p>Making predictions about word meaning using omission.</p> <p>Dictionary use to check meaning of unfamiliar words.</p> <p>Explaining the purpose of punctuation.</p> <p>Justifying and proving viewpoint using information from the text to support.</p>	<p>Singular and plural -adding s to make plural.</p> <p>-adding es to make plural</p> <p>-taking off y, adding i and es.</p> <p>Prefix focus: -pre -dis</p>	<ul style="list-style-type: none"> <li>Thematic-linked to topic on Egyptians</li> <li>Underlining of key skill focus using colour codes</li> <li>Highlighting and colour coding different aspects of the text using toolkit to identify skills</li> <li>Hot seating as eye-witness .</li> </ul>






<p>Lost and Found Video Stimulus <a href="https://vk.com/video7035628_163325456">https://vk.com/video7035628_163325456</a></p> 	<p>Narrative Dialogue between characters</p>	<ul style="list-style-type: none"> <li>• Informal tone of writing</li> <li>• To focus on sentence types: exclamation and question sentences</li> <li>• To create dialogue between characters using accurate speech rules</li> <li>• Speech verbs and adverbs.</li> <li>• Focus on the use of speech, action and description in narrative.</li> <li>• Fronted adverbials of time, manner place.</li> </ul>	<ul style="list-style-type: none"> <li>• “ “ to show spoken words</li> <li>• It should always start with a capital letter.</li> <li>• Add a , to show your reported clause. <ul style="list-style-type: none"> <li>• New speaker, new line.</li> </ul> </li> <li>• Capital letters for proper nouns</li> </ul>	<p>Focus on word meaning and language choices: Locate words using synonyms. Retrieve information about setting by locating adjectives (word classes). Locate information to infer feelings of a character by their actions.</p>	<p>Subject verbs agreement present and past tense. -Is/are -Was/were</p> <p>Homophone use 'ei' sound being spelt differently.</p>	<p>Hot seating to get into the role of the character and coming up with questions they wanted to ask.</p> <p>Drama- acting out dialogue between characters.</p>
	<p>Recount diary writing</p>	<ul style="list-style-type: none"> <li>• Focus on feelings of the character at different points.</li> <li>• Varying openers using fronted adverbials of time, manner and place.</li> <li>• Use of co-ordinating conjunctions to create compound sentences.</li> <li>• Use of subordinating conjunctions to create complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Commas for fronted adverbials.</li> <li>• Rhetorical questions using ?</li> <li>• Commas after fronted adverbials</li> <li>• ( ) to add additional information</li> <li>• ! to add emphasis</li> </ul>			
	<p>Narrative Setting description</p>	<ul style="list-style-type: none"> <li>• Using sensory language to describe: See, smell, taste, touch, hear to create expanded noun phrases.</li> <li>• Varying openers using fronted adverbials of time, manner and place.</li> <li>• Vocabulary choices: -verbs, adverbs to describe actions. <ul style="list-style-type: none"> <li>• Figurative language (similies).</li> <li>• Spelling on common words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Commas in lists.</li> <li>• Commas after fronted adverbials.</li> <li>• Rhetorical questions using ?</li> <li>• ! to add emphasis</li> <li>•</li> </ul>			
<p>Winter Poetry</p>	<p>Poetry</p>	<ul style="list-style-type: none"> <li>• Focus on descriptive language (expanded noun phrases).</li> <li>• Following the structure of a set of instructions.</li> <li>• Imperative verbs.</li> <li>• Figurative language (similes, metaphors).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas in lists.</li> <li>• Capital letter for every line.</li> <li>• Punctuation at the end of each line.</li> </ul>	<ul style="list-style-type: none"> <li>• Word classes – organising and locating different word classes and sorting into categories.</li> <li>• Devising appropriate vocabulary under headings to describe.</li> </ul>		<p>Performance of poems.</p>


	<p><b>A Recipe for Winter</b> </p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• A long stripy scarf</li> <li>• A cosy coat</li> <li>• A pair of waterproof boots</li> </ul> <p>First, gather three snowballs with fluffy mittens, Next, add a spider web glistening with frost, Sprinkle in feathers from robin's red breast, And swirl in magical morning mist, Season with twigs from a hedgehog's bed, Add a pinch of holly, a sprig of ivy, Pour in hot chocolate and gooey marshmallows, Then warm gently over a crackling fire.</p> <p>Though trees stand bare, Though winds bluster and blow, Your winter will glitter with sparkling snow.</p>		<ul style="list-style-type: none"> <li>• Layout devices used by the author.</li> <li>• Rhythm created by counting syllables.</li> <li>• Use of time conjunctions to order.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Commas after time conjunctions.</li> </ul>			
Spring 1	<p><b>Lost and Found</b> Video Stimulus</p> 	Narrative (sustained ending)	<p>Sentence types focus: simple, compound and complex</p> <ul style="list-style-type: none"> <li>• Understanding what makes a simple sentence (subject, verb and sometimes an object).</li> <li>• Use of co-ordinating conjunctions to create compound sentences.</li> <li>• Use of subordinating conjunctions to create complex sentences.</li> <li>• Use of short impact sentences for effect.</li> </ul> <p>Varying sentence structure for effect by moving the subordinate clause (HA). Editing and drafting work to make simple improvements to:</p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Spellings (covered spellings and year 2 common exception words) using word mats and dictionaries.</li> <li>• Upleveling word choices: verbs, adding adverbs (thesauruses)</li> <li>• Adding adverbials of time, manner and place.</li> </ul>	<p>, for subordinate clauses (HA).</p> <p>Editing:</p> <ul style="list-style-type: none"> <li>• add full stops and capital letters where appropriate including proper nouns.</li> <li>• add , in lists.</li> <li>• include ? for questions.</li> <li>• add ! for exclamation sentences.</li> <li>• demarcate fronted adverbials using commas.</li> <li>• include apostrophes for possession.</li> </ul>		Apostrophes for contraction of common words.	Editing Stations: -punctuation party -Word webinar -Grammar gathering -Spelling supper
	<p><b>Stone Age Boy</b> By Satoshi Kitamura</p> 	Recount through Narrative	<ul style="list-style-type: none"> <li>• Using sensory language to describe: See, smell, taste, touch, hear to create expanded noun phrases.</li> <li>• Using a thesaurus to up level vocabulary.</li> <li>• Variation of sentence openers using fronted adverbials.</li> <li>• Describe the feelings of characters at different points.</li> </ul>	<p>Commas in lists Commas for fronted adverbials.</p> <ul style="list-style-type: none"> <li>• Rhetorical questions using ?</li> <li>• ( ) to add additional information</li> <li>• ! to add emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming and scanning race to locate words.</li> <li>• Make predictions based on clues about the text and use evidence to support this.</li> <li>• Draw upon other stories with similarities to justify predictions.</li> <li>• Identify word classes in an extract. To explore word meaning through</li> </ul>	<p>Spelling of words for short 'l' sound (l, y, u, ui, e, o)</p> <p>Are/Our grammar misconception</p>	<p>Outdoor classroom focus to help set the scene and environment:</p> <p>Drama: acting out scenes from the story.</p> <p>Role play of characters to show feelings, emotions and actions.</p>

			<ul style="list-style-type: none"> <li>Recount a character's viewpoint through actions.</li> <li>Emotive language: show feelings of characters through their actions.</li> <li>Create mood and atmosphere through word choices (verbs, adverbs, feelings and emotions).</li> <li>Build tension through word choice</li> <li>Remain in one tense throughout writing (verbs in past tense).</li> </ul>		<p>use of synonyms and antonyms.</p> <ul style="list-style-type: none"> <li>Explore the effect the author's vocabulary and phrasing has on the reader.</li> </ul>		<p>Freeze-frames of events.</p> <p>Talk for Writing to remember parts of the text.</p> <p>Creating story maps of events and using Talk for Writing to act out and add vocabulary in groups.</p>
Spring 2	<p>Stone Age Day</p> 	Recount	<ul style="list-style-type: none"> <li>Recall events in chronological order.</li> <li>Include feelings and use emotive language to show feelings.</li> <li>Factual description.</li> <li>A range of sentence types: simple, compound and complex to vary sentence length and add additional information.</li> <li>Adverbials of time, manner and place used to vary openers effectively.</li> </ul>	<p>Commas in lists</p> <p>Commas for fronted adverbials.</p> <ul style="list-style-type: none"> <li>Rhetorical questions using ?</li> <li>( ) to add additional information</li> <li>! to add emphasis</li> <li>Capital letters for pronouns.</li> </ul>	<p>Skimming and scanning race to retrieve words.</p> <p>To retrieve information to support a statement.</p> <p>To use information from the text to develop explanation.</p> <p>To explore sections and explain their effect and purpose.</p>		<p>Visitors in school for Stone Age Day for children to experience life in this Era.</p>
	<p>Leon and the Place Between</p> <p>Grahame Baker-Smith</p> 	<p>Narrative</p> <p>Setting description</p> <p>Character profile</p>	<ul style="list-style-type: none"> <li>Using sensory language to describe: See, smell, taste, touch, hear to create expanded noun phrases.</li> <li>Prepositional language.</li> <li>Fronted adverbials of time. Manner and place.</li> <li>Vocabulary choices: -verbs, adverbs to describe actions.</li> <li>Figurative language (similies).</li> </ul>	<ul style="list-style-type: none"> <li>Commas for fronted adverbials.</li> <li>Commas in lists.</li> </ul>	<p>To use information to develop explanation.</p> <p>To explore sections and explain their contribution to the text.</p> <p>To explain the effect and purpose of phrases used in the text.</p>	<p>Teaching words that have the prefix 'sub' or 'tele'.</p> <p>Words with the /k/ sound in them but the sound is spelt with 'ch'</p> <p>Tricky words : little, have to, were, had to, playing, believe, finally, excited, something, with.</p>	<p>Talk for writing to act out specific parts of the story in groups.</p> <p>Whole school writing project for World Book Day.</p>
		<p>Narrative</p> <p>Creating dialogue between characters</p>	<ul style="list-style-type: none"> <li>To create dialogue between characters using accurate speech rules</li> <li>Speech verbs and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>“ “ to show spoken words</li> <li>It should always start with a capital letter.</li> </ul>	<p>To make inferences using clues from a text.</p> <p>To explore inference by explain how evidence supports a viewpoint.</p>	<p>Revisiting and revising the suffixes-ly, -ment, -ful and -less from the Year 2 spelling list.</p>	



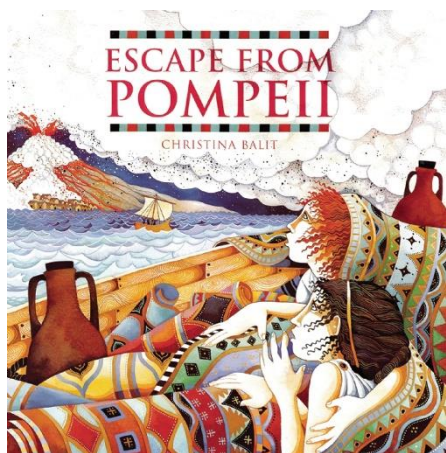
			<ul style="list-style-type: none"> <li>Focus on the use of speech, action and description in narrative.</li> <li>Fronted adverbials of time, manner place.</li> </ul>	<ul style="list-style-type: none"> <li>Add a comma to show your reported clause.</li> <li>New speaker, new line.</li> <li>Capital letters for proper nouns</li> </ul>			
<p>History of Hednesford</p> 	<p>Non chronological report (2 weeks)</p>	<ul style="list-style-type: none"> <li>Layout and organisation of non-chronological report.</li> <li>To synthesize information into own words.</li> <li>To extend sentences using a subordinate clause (adding extra information).</li> <li>To use fronted adverbials to vary openers.</li> </ul>	<ul style="list-style-type: none"> <li>Commas after fronted adverbials.</li> <li>Brackets used to add additional information.</li> <li>Capital letters for proper nouns.</li> </ul>			<p>Highlighters to show different topics to organise information into categories.</p> <p>Linked to Topic work -writing for purpose.</p>	
<p>Spring Poetry</p> <p>A Recipe for Spring</p> <p>You will need:</p> <ul style="list-style-type: none"> <li>A light touch pen</li> <li>A multicoloured umbrella (not in use)</li> <li>A pair of waterproof boots</li> </ul> <p>Stand at your window and gaze at the first signs of spring.</p> <p>Large sticky birds on every tree, birds twittering at the rising of the sun.</p> <p>Next, stroll through the fields to see farmers tugging on happy no-cow-las.</p> <p>Jumping in between fields of dandelion daffodils waving in the wind.</p> <p>Every field and fern is full of spring's promise.</p> <p>And the chance of chasing chicks and the happy larder.</p> <p>Be happy for the week like sunshine on a cloudy day.</p> <p>Use in the green shoots springing from bulbs.</p> <p>The morning sun helping each plant to stretch up to the sun.</p> <p>Gently stir in the delicate petals of spring's promise.</p> <p>Pink magnolias, purple crocuses and bright tulips together form my crown.</p> <p>Every tree and shrub is bursting into new life.</p> <p>And the fresh green foliage begins to curl slowly each day.</p> <p>With the promise of summer's seeds to make without delay.</p> <p>A year of growth has begun bringing life colour and joy to the world.</p> <p>Let what happens before our eyes in now before our own hands.</p> <p>So now take time to let the moisture stand.</p> <p>Bees all of the possibilities that come from our land.</p> <p>As Easter gift from God that will never end.</p> <p>And one who shows us rather what, he's our friend.</p> 	<p>Poetry (1 week)</p>	<ul style="list-style-type: none"> <li>Focus on descriptive language (expanded noun phrases).</li> <li>Imperative verbs.</li> <li>Figurative language (similes, metaphors).</li> <li>Layout devices used by the author.</li> <li>Use of time conjunctions to order.</li> <li>Use of alliteration for effect.</li> <li>Rhyming couplets.</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas in lists.</li> <li>Capital letter for every line.</li> <li>Punctuation at the end of each line.</li> <li>Commas after time conjunctions.</li> </ul>			<p>Video recording of Poetry.</p> <p>Performance of Poetry.</p>	

<p>The Lighthouse Keeper  <a href="https://www.literacyshed.com/the-lighthouse.html">https://www.literacyshed.com/the-lighthouse.html</a></p> 	<p>(4 week unit)</p> <p>Diary</p>	<ul style="list-style-type: none"> <li>• focus on word choices through verbs, adverbs to describe movements .</li> <li>• Thesaurus use to up level vocabulary choices</li> <li>• Emotive language to show emotion.</li> <li>• Focus on feelings of the character at different points.</li> <li>• Varying openers using fronted adverbials of time, manner and place.</li> <li>• Use of co-ordinating conjunctions to create compound sentences.</li> <li>• Use of subordinating conjunctions to create complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Commas for fronted adverbials.</li> <li>• Rhetorical questions using ?</li> <li>• Commas after fronted adverbials</li> <li>• ( ) to add additional information</li> <li>• ! to add emphasis.</li> </ul>		<p>Words that all have the /sh/ sound in them but the sound is spelt with 'ss' .</p> <p>Knowing how and when to use possessive apostrophes and the difference between plural and possessive 's'.</p> <p>Words that all have the 'sh' sound in them but the sound is spelt with 'ch' . Can you spot it?</p> <p>Tricky words: When, come, could, some, would, through, great, every, very, other.</p>	<p>Hot seating.</p> <p>Creating mind maps to record feelings and actions.</p>
	<p>Narrative – dialogue</p>	<ul style="list-style-type: none"> <li>• To create dialogue between characters using accurate speech rules</li> <li>• Speech verbs and adverbs.</li> <li>• Focus on the use of speech, action and description in narrative.</li> <li>• Fronted adverbials of time, manner place.</li> </ul>	<ul style="list-style-type: none"> <li>• “ “ to show spoken words</li> <li>• It should always start with a capital letter.</li> <li>• Add a comma to show your reported clause.</li> <li>• New speaker, new line.</li> <li>• Capital letters for proper nouns</li> </ul>			<p>Acting out scenes to create conversation.</p>
	<p>Descriptive language</p>	<ul style="list-style-type: none"> <li>• Selecting vocabulary to create mood and effect.</li> <li>• Different sentence lengths to create mood and effect.</li> <li>• Using sensory language to describe: See, smell, taste, touch, hear to create expanded noun phrases.</li> <li>• Prepositional language.</li> <li>• Fronted adverbials of time. Manner and place.</li> <li>• Vocabulary choices: -verbs, adverbs to describe actions.</li> <li>• Figurative language (similies and metaphors).</li> </ul>	<ul style="list-style-type: none"> <li>• Commas for fronted adverbials.</li> <li>• Commas in lists.</li> </ul>			<p>Personal perspectives of imagery that would have been seen using video stimulus.</p>

			<ul style="list-style-type: none"> <li>• Thesaurus to develop word choices.</li> <li>• Varying sentence type: short snappy, subordinate clauses to add detail and add create mood.</li> <li>• Impact sentences for suspense</li> </ul>				
	<p>Pompeii</p> 	<p>(1 week) Non chronological Report to persuade</p>	<ul style="list-style-type: none"> <li>• Formal writing style</li> <li>• Devise own questions to help sort and categorise research.</li> <li>• To synthesize information into own words.</li> <li>• To carry out own research around a topic and sort information into sections.</li> <li>• Use of appropriate subheadings</li> <li>• Use technical vocabulary.</li> <li>• Word choices to persuade – modal verbs, imperative verbs to show viewpoint and urgency.</li> <li>• Adverbials of time, manner and place to order and organise information.</li> </ul>	<ul style="list-style-type: none"> <li>• Commas after fronted adverbials.</li> <li>• Brackets used to add additional information.</li> <li>• Capital letters for proper nouns.</li> <li>• Rhetorical questions.</li> <li>• Exclamation for emphasis.</li> </ul>			<p>Record facts as a TV broadcast.</p> <p>Organise information into sections.</p> <p>Use Kidrex to research.</p>



Escape from Pompeii



(4 weeks)  
 Recount through narrative – letter

Recount through diary

Narrative – setting description

Letter

- Creating a character profile through a letter of introduction. Retelling events of the day in the life of the character.
- Setting and creating atmosphere through word choices (description and verb choices) and emotive language to show the feelings of the character.
- Create 2 contrasting setting descriptions to reflect differing mood using:
  - Sensory language to describe
  - Figurative language to add appropriate imagery (similes, personification, metaphors and alliteration).
  - Fronted adverbials to add variety to sentence starts
    - To reflect thoughts and emotions felt after the events of the story. Children are to infer feelings and emotions felt using the events that occurred from the story. Focus on use of co-ordinating and subordinating conjunctions to extend ideas and add detail.

- Commas after fronted adverbials.
- Brackets used to add additional information.
- Capital letters for proper nouns.
- Rhetorical questions
- Exclamation for emphasis.
- , to demarcate subordinate clauses (HA focus).

- Retrieval of information
- Inference to create characteristics of character

Hot heating

Mind mapping feelings and emotions

Thesaurus use to up-level vocabulary

Persuasion (2 weeks)

- Using DAFOREST techniques with a focus on including:
- Direct address
  - Alliteration
  - Facts
  - Opinion
  - Repetition and rhetorical questions
  - Emotive language (through use of adjective choice)
  - Imperative verbs

- Using question marks for rhetorical questions. Use ! for emphasis and to add viewpoint
- Capital letters for proper nouns.
- Brackets to add additional information,

Link to Spain Topic

Barcelona’s Football Stadium

Camp Nou

Barcelona’s Basilica

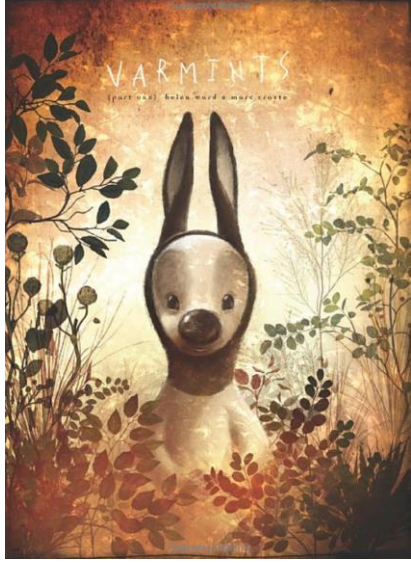
La Sagrada Família








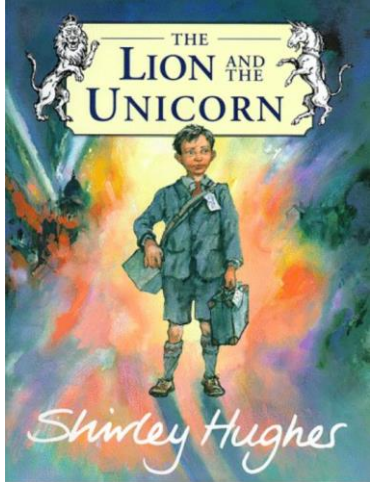
# Year 4 English overview




	<u>Text/ video/ picture stimulus:</u>	<u>Genre of Writing:</u>	<u>Writing Skills taught (including grammar skills taught)::</u>	<u>Punctuation skills taught:</u>	<u>Reading skills taught:</u>	<u>Spelling rule and vocabulary:</u>	<u>Opportunities to engage: (e.g. drama/ hotseating, trips, writing for purpose)</u>
AUTUMN 1	<p>Varmints (4 weeks) By Helen Ward Book and Short Film <a href="#">Varmints - short film. - YouTube</a></p> 	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>Explanation Text – The Life Cycle (Cross Curricular Living Things and Their Habitats Science)</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>Descriptive</li> <li>Comparison</li> <li>Retelling</li> <li>Setting Description</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Identifying themes and conventions in a wide range of books</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Understand what they read, in books they can read independently, by:</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Retrieve and record information from non-fiction</li> </ul>	<p>Word list words:</p> <p>decide guide important learn natural notice possible group</p> <ul style="list-style-type: none"> <li>The suffix -ation</li> <li>Words with endings sounding like /zə/ or /tʃə/</li> </ul>	<p>Cross Curricular opportunities – Living Things and Their Habitats</p> <p>Short Film – sound tracking</p> <p>Freeze Frames</p> <p>Noun Phrase Jigsaw</p>



	<p>Jabberwocky (2/3 weeks) By Lewis Carroll</p> 	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>Nonsense Poem</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>Performance Poetry</li> <li>Explanatory Descriptions</li> </ul>	<p>- Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)</p> <p>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>		<p>- Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of poetry</li> <li>- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action</li> <li>- Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- Predicting what might happen from details stated and implied</li> <li>- Identifying themes and conventions in a wide range of books</li> <li>- Discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p>- Word List Words:</p> <p>certain continue experience forward(s) guard peculiar surprise various strange ordinary</p> <ul style="list-style-type: none"> <li>- The suffix -ly</li> </ul>	<p>Create their own creature</p> <p>Performing Poetry</p> <p>Class anthology of nonsense poems</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Term 2</p>	<p>Tar Beach By Faith Ringgold</p> 	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>Own Version of Narrative (written as playscript)</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>Character description</li> <li>Formal letter</li> <li>Book review</li> <li>Dialogue (direct speech)</li> <li>Retelling</li> </ul>	<p>- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>- Introduction to paragraphs as a way to group related material</p> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)</p>	<p>- Introduction to inverted commas to punctuate direct speech</p> <p>- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>- Use of commas after fronted adverbials</p>	<p>- Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- Reading books that are structured in different ways and reading for a range of purposes</li> <li>- Identifying themes and conventions in a wide range of books</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>- Word List Words:</p> <p>address circle fruit library possess(ion) through dessert quarter woman</p> <ul style="list-style-type: none"> <li>- Possessive apostrophes with plural words</li> <li>- Homophones and near homophones</li> <li>- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<p>Senses Splat</p> <p>Freeze Frames</p> <p>Thought Tracking</p> <p>Role on the Wall</p> <p>Teacher in Role</p> <p>Role Play</p> <p>Group Write</p>

			- Fronted adverbials [for example, Later that day, I heard the bad news.]				
	<p>Winter Poetry  <a href="#">KS2 Winter Poems Pack - Primary Resources (teacher made) (twinkl.co.uk)</a></p>  <p>KS2 Winter Poem Pack</p>	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>Winter Poem</li> </ul>	<ul style="list-style-type: none"> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>- Similes and Metaphors for description</li> <li>- Personification for description</li> <li>- Powerful adjectives to describe</li> </ul>		<ul style="list-style-type: none"> <li>- Develop positive attitudes to reading and understanding of what they read by:</li> <li>- Listening to and discussing a wide range of poetry</li> <li>- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action</li> <li>- Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- Predicting what might happen from details stated and implied</li> <li>- Identifying themes and conventions in a wide range of books</li> <li>- Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>- Word List Words: Describe Build Breath Through</li> <li>- use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<p>Poetry Review</p> <p>Performing Poetry</p> <p>Class Anthology of Winter Poetry</p>
Spring 1	<p>Half Term theme: WW2</p> <p>The Lion and the Unicorn  By Shirley Hughes</p> 	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>Own Version of Historical Narrative (<a href="#">link to WW2 topic</a>)</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>Letter</li> <li>Diary entry</li> <li>Character and setting description</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions</li> <li>- Headings and sub-headings to aid presentation</li> <li>- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>- The grammatical difference between plural and possessive -s</li> <li>- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of</li> </ul>	<ul style="list-style-type: none"> <li>- Use of inverted commas and other punctuation to indicate direct speech</li> <li>- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- Identifying themes and conventions in a wide range of books</li> <li>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- Discussing words and phrases that capture the reader's interest and imagination</li> <li>- Asking questions to improve their understanding of a text</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Word List Words: address busy/business difficult experience heart history potatoes recent</li> <li>- Words with the /k/ sound spelt ch (Greek in origin)</li> <li>- Words with the /j/ sound spelt ch (mostly French in origin)</li> <li>- Words with the /s/ sound spelt sc (Latin in origin)</li> </ul>	<p>Role Play</p> <p>Cross Curricular opportunities – WW2</p>

		<p>we was, or I did instead of I done]</p> <ul style="list-style-type: none"> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>- Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>- Use of paragraphs to organise ideas around a theme</li> </ul>		<ul style="list-style-type: none"> <li>- Predicting what might happen from details stated and implied</li> <li>- Identifying how language, structure, and presentation contribute to meaning</li> <li>- Retrieving and record information from non-fiction</li> <li>- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>		
<p>Biographies – Captain Sir Thomas Moore</p> 	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>• Biography (impersonal recount) on Captain Tom (<a href="#">link to WW2 topic</a>)</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>• Magazine article</li> </ul>	<ul style="list-style-type: none"> <li>-past tense (specific events that only happened once)</li> <li>- time conjunctions and other devices to aid chronological structure</li> <li>-third person writing</li> <li>-descriptive language (adjectives and adverbs) provide factual detail, rather than effect</li> <li>-using fronted adverbials</li> <li>- paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-using dictionaries to check the meaning of words that they have read</li> <li>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>-asking questions to improve their understanding of a text</li> <li>-identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>-identifying how language, structure, and presentation contribute to meaning</li> <li>-retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>- spell further homophones</li> </ul>	<p>Watch clips of news related to Tom Moore</p> <p>Watch interviews of Tom Moore</p>



Half Term Theme: Belonging

The Iron Man  
By Ted Hughes

- Extended Write:
- Newspaper Report (discovery of the Iron Man)
- Short Writes:
- Character description
  - Short news report
  - Letter of advice
  - Menu (using descriptive devices)
  - Poetry

- Add clarity and detail to sentences by adding fronted adverbials.
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair)

- Inverted commas for direct speech and using a comma after the reporting clause e.g. The conductor shouted, 'Sit down!')

- Identify themes and conventions in books
- Discuss words and phrases that capture the reader's interest
- Identify how language, structure and presentation contribute to meaning
- Apply knowledge of root words linked with spelling.
- Understand and apply the rules and guidance for adding prefixes and suffixes.
- When reading longer words test out and explore different pronunciations.
- To read, learn and understand the words from the year 3/4 word list: describe, therefore, eight, height, weight

- Word List Words:
- appear
  - consider
  - describe
  - height
  - length
  - pressure
  - straight
  - weight
  - certain
  - purpose
  - breathe
  - The suffix -ly
  - Endings which sound like /ʒən/
  - The suffix -ous

- Talk to the Hand
- Role on the Wall
- Teacher in Role
- Conscience Alley
- Story Rollercoaster
- Colour Splat

The Lost Thing  
By Shaun Tan  
Book and Short Film  
[The Lost Thing 2010 - YouTube](#)

- Extended Write:
- Own Version Fantasy Narrative
- Short Writes:
- Diary entry
  - Formal letter
  - Advert
  - Character and Setting description

- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

- Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")

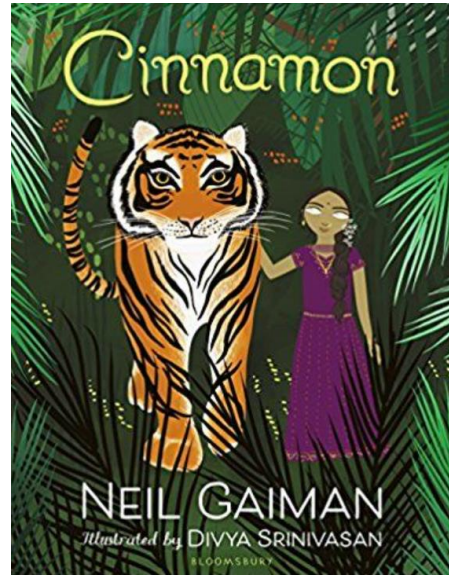
- Maintain positive attitudes to reading and understanding of what they read by:
- Reading books that are structured in different ways and reading for a range of purposes
- Understand what they read by:
- Asking questions to improve their understanding
- Identifying how language, structure and presentation contribute to meaning
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
- Providing reasoned justifications for their views

- Sound Tracking
- Shades of Meaning
- Thought Tapping

- Sound Tracking
- Shades of Meaning
- Thought Tapping

Half Term Theme: Author Comparison

Cinnamon  
By Neil Gaiman



Extended Write:

- Own Version of Mythical Tale

Short Writes:

- Diary entry
- Informal letter
- Dialogue
- Advert
- Limerick

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]  
 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  
 - Fronted adverbials [for example, Later that day, I heard the bad news.]  
 - Use of paragraphs to organise ideas around a theme  
 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

- Use of inverted commas and other punctuation to indicate direct speech

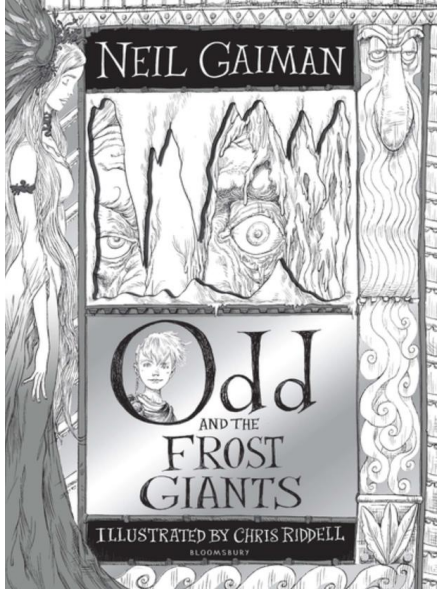

Develop positive attitudes to reading and understanding of what they read by:  
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  
 - Identifying themes and conventions in a wide range of books  
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  
 - Recognising some different forms of poetry [for example, free verse, narrative poetry]  
 - Understand what they read, in books they can read independently, by:  
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  
 - Asking questions to improve their understanding of a text  
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
 - Predicting what might happen from details stated and implied  
 - Identifying main ideas drawn from more than one paragraph and summarising these  
 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- Word List Words:  
 naughty  
 difficult  
 regular  
 sentence  
 strange  
 pressure  
 question  
 special  
 breathe  
 ordinary  
 - Words with endings sounding like /ʒə/ or /tʃə/  
 - Words with the /k/ sound spelt ch (Greek in origin)

Thought Tapping

Freeze Frames

Senses Splat

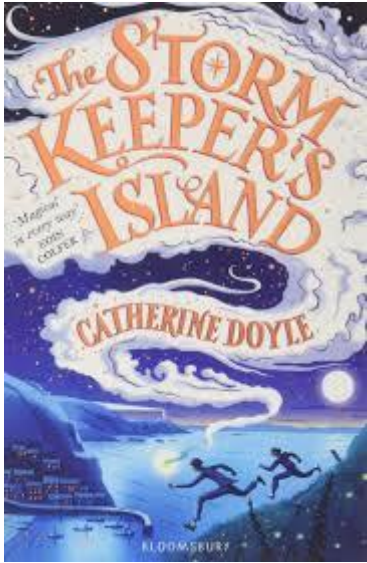
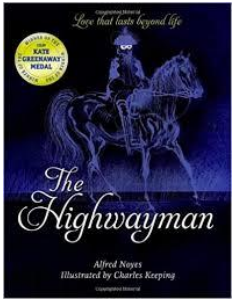
	<p>Odd and the Frost Giants By Neil Gaiman</p> 	<p>Extended Write:</p> <ul style="list-style-type: none"> <li>Retelling from an alternate perspective</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>Narrative recount</li> <li>Character and setting description</li> <li>Letter</li> <li>Short explanation</li> </ul>	<p>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>- Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>- using commas after fronted adverbials</p> <p>- using and punctuating direct speech</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally</li> <li>- Identifying themes and conventions</li> <li>- Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<p>- Word List Words:</p> <p>believe breath famous naughty reigns strength special surprises favourite considered</p> <ul style="list-style-type: none"> <li>- The /<sup>^</sup>/ sound spelt ou</li> <li>- More prefixes (dis-, mis-, in-, il-, im-, irre-, sub-, inter-, super, anti-, auto-)</li> </ul>	<p>Mind Mapping</p> <p>Research</p> <p>Author Comparison</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>Half Term Theme: Persuasion linked to Rainforests</p> 	<p>Extended Writes:</p> <ul style="list-style-type: none"> <li>Persuasive argument – deforestation</li> <li>Travel Brochure</li> </ul> <p>Short Writes:</p> <ul style="list-style-type: none"> <li>Persuasive Speech</li> <li>Persuasive Letter</li> </ul>	<p>-opening statement to be argued</p> <p>-arguments, given in the form of point + elaboration</p> <p>-elaboration may be evidence, explanation, examples</p> <p>-conclusion: reiteration of the case and summary of the points</p> <p>- present tense</p> <p>-technical language</p> <p>-persuasive devices including emotive language and rhetorical language.</p>	<p>-question marks for rhetorical questions</p> <p>-commas after fronted adverbials</p>	<p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-using dictionaries to check the meaning of words that they have read</p> <p>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-asking questions to improve their understanding of a text</p> <p>-identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>-retrieve and record information from non-fiction</p>	<p>-use further prefixes and suffixes and understand how to add them</p> <p>-spell further homophones</p> <p>-place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>- use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Videos related to deforestation</p> <p>Debate</p> <p>Hot seating</p>










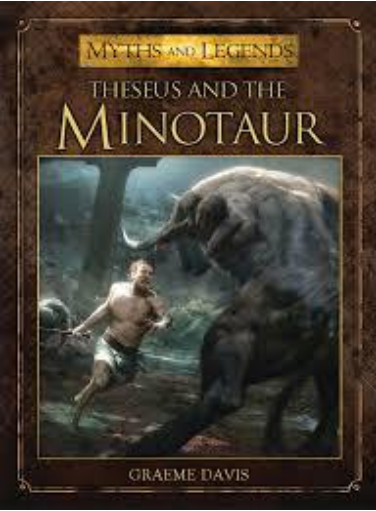

# Year 5 English overview





	<u>Text/ video/ picture stimulus:</u>	<u>Genre of Writing:</u>	<u>Writing Skills taught (including grammar skills taught)::</u>	<u>Punctuation skills taught:</u>	<u>Reading skills taught:</u>	<u>Spelling rule and vocabulary:</u>	<u>Opportunities to engage in the text: (e.g. drama/ hotseating, trips, writing for purpose etc)</u>
Autumn 1	<p>The Storm Keeper's Island by Catherine Doyle</p> 	Email	<ul style="list-style-type: none"> <li>Formal / informal writing style</li> <li>Recap of word class (adjectives, nouns, verbs, adverbs)</li> <li>Expanded noun phrases to describe a setting.</li> </ul>	<ul style="list-style-type: none"> <li>Recap of basic punctuation (full stops, capital letters, question marks, commas etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Using direct quotes from a text.</li> <li>Using evidence to support answers.</li> <li>Making inferences about a character's thoughts, feelings and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in –able and –ible</li> <li>Words ending in –ably and –ibly</li> <li>Singular words to plural (es ad ies spellings)</li> <li>Spellings with unstressed vowel sounds.</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Hot seating to explore character feelings</li> </ul>
		Poetry	<ul style="list-style-type: none"> <li>Prepositional language</li> <li>Prepositional phrases to describe</li> </ul>	<ul style="list-style-type: none"> <li>Use of punctuation within poetry – Full stops, commas and capital letters.</li> </ul>			<ul style="list-style-type: none"> <li>Author's use of language</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Understanding words in context.</li> </ul>
		Diary	<ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Using language to create a mood and atmosphere.</li> <li>Choice of language</li> <li>Figurative language ( similes, metaphors, personification)</li> </ul>	<ul style="list-style-type: none"> <li>Comma use after fronted adverbials</li> <li>Commas between lists</li> <li>Commas to show parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Hot seating to explore character feelings</li> </ul>		
		Narrative	<ul style="list-style-type: none"> <li>Sentence structure – Use of short sentences, compound and complex sentences.</li> <li>Use of repetition for effect.</li> </ul>				<ul style="list-style-type: none"> <li>Drama opportunities to act out alternative endings.</li> </ul>
		Non-chronological to persuade	<ul style="list-style-type: none"> <li>Imperative and modal verbs to convey urgency</li> <li>Adverbials to convey sense of certainty</li> </ul>	<ul style="list-style-type: none"> <li>Question marks for rhetorical questions.</li> <li>Use brackets or dashes for parenthesis, including for emphasis</li> </ul>	<ul style="list-style-type: none"> <li>Look at writing for a purpose and how sentence structures can be used for effect.</li> <li>Understand author intentions – use of persuasion.</li> <li>Use of layout feature and their purpose for organization.</li> </ul>		
Autumn 2	<p>The Highwayman by Alfred Noyes. Video version – <a href="https://www.youtube.com/watch?v=ryu1JZiSbHo">https://www.youtube.com/watch?v=ryu1JZiSbHo</a></p> 	Poetry	<ul style="list-style-type: none"> <li>Using language to create a mood and atmosphere.</li> <li>Choice of language</li> <li>Figurative language ( similes, metaphors, personification)</li> </ul>	<ul style="list-style-type: none"> <li>Different uses for commas</li> <li>Apostrophes for contraction</li> <li>Apostrophes for possession</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to understand the meaning of words in context</li> <li>Making inference about characters actions and motives</li> <li>Sequencing the main events of the story</li> </ul>	<ul style="list-style-type: none"> <li>Words with silent letters</li> <li>Words ending in -ment</li> </ul>	<ul style="list-style-type: none"> <li>Freeze frame</li> </ul>
	<p>The Flannan Isle lighthouse mystery (Real newspapers, news reports and first person recounts from the events)</p>	Newspaper reports	<ul style="list-style-type: none"> <li>Speech – direct and reported</li> <li>Reporting clauses</li> <li>Use of fronted adverbials of time, place and number to link ideas across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Speech punctuation – inverted commas, capital letters after inverted commas, punctuation before inverted commas etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use of layout feature and their purpose for organization.</li> <li>Look at writing for a purpose and how sentence structures can be used for effect.</li> <li>Understanding words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for spelling at the point of writing using NC words</li> </ul>	<ul style="list-style-type: none"> <li>Crime scene set up to investigate and look for clues</li> <li>Role play characters to carry</li> </ul>

			<ul style="list-style-type: none"> <li>Relative clauses to add extra information into sentences</li> </ul>	<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Commas, brackets and dashes to mark parenthesis</li> </ul>		<ul style="list-style-type: none"> <li>Homophones &amp; Near Homophones</li> </ul>	<ul style="list-style-type: none"> <li>out interviews and record quotes.</li> </ul>
Spring 1	<p>Fantastic Beats and Where to Find Them by JK Rowling Video clips from the film version</p> 	Information texts	<ul style="list-style-type: none"> <li>Parenthesis for extra information</li> <li>Use of dashes for effect</li> <li>Conjunctions to extend sentences</li> </ul>	<ul style="list-style-type: none"> <li>Commas to indicate parenthesis</li> <li>Brackets to indicate parenthesis</li> <li>Dashes (double and dramatic dash) to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>To locate and retrieve information</li> <li>Understanding words in context</li> </ul>	<ul style="list-style-type: none"> <li>*Creating nouns using -ity suffix</li> <li>*Creating nouns using -ness suffix</li> <li>Creating nouns using -ship suffix</li> </ul>	<ul style="list-style-type: none"> <li>Creating/designing their own fantastic beast</li> </ul>
	<p>Standon Bowers</p> 	Recounts/letters	<ul style="list-style-type: none"> <li>Present/past tense (tense choice to develop cohesion across paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>Recap of basic punctuation (full stops, capital letters, question marks, commas etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Look at writing for a purpose and how sentence structures can be used for effect.</li> <li>Understand author intentions – use of recounts/balanced arguments</li> <li>Use of layout feature and their purpose for organization.</li> </ul>	<ul style="list-style-type: none"> <li>Homophones &amp; Near Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Standon Bowers residential</li> </ul>
	<p>Our Local Area Using Year 6 exemplification material - Frankie</p> 	Balanced argument	<ul style="list-style-type: none"> <li>Modal verbs – indicating degrees of possibility</li> <li>Cohesion across paragraphs using adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Use of exclamation marks</li> </ul>			<ul style="list-style-type: none"> <li>Homophones &amp; Near Homophones</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>William Shakespeare's Macbeth  <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth/zdt42sg">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth/zdt42sg</a></p> 	<p>Narrative Poetry Play scripts</p>	<ul style="list-style-type: none"> <li>Using language to create a mood and atmosphere.</li> <li>Choice of language</li> <li>Figurative language ( similes, metaphors, personification)</li> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Semi-colons</li> <li>Progressive tenses</li> <li>Perfect tenses</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Different uses for commas</li> <li>Comma use after fronted adverbials</li> <li>Commas between lists</li> <li>Commas to show parenthesis.</li> <li>Semi-colons</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Making inferences about a character's thoughts, feelings and actions.</li> <li>Author's use of language</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Understanding words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter string 'ough'</li> <li>Words with an /ear/ sound spelt 'ere'</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Trip to Stratford upon Avon to Shakespeare museum</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>Traditional Greek Myths Theseus and the Minotaur</p> 	<p>Narrative</p>	<ul style="list-style-type: none"> <li>Speech punctuation</li> <li>Speech punctuation – using dialogue to convey a character and advance the action</li> <li>Building cohesion across paragraphs</li> <li>Conjunction to extend sentences and add detail</li> <li>Recap of word class (adjectives, nouns, verbs, adverbs)</li> <li>Expanded noun phrases to describe a setting/character</li> </ul>	<ul style="list-style-type: none"> <li>Speech punctuation</li> <li>Commas to mark different clauses in sentences – fronted adverbials, subordinate clauses etc.</li> <li>Commas between adjectives</li> </ul>	<ul style="list-style-type: none"> <li>To locate and retrieve information</li> <li>Understanding words in context</li> <li>Sequencing and summarizing the text</li> </ul>	<ul style="list-style-type: none"> <li>Words with an /or/sound spelt 'or'</li> <li>Words with an /or/ sound spelt 'au'</li> <li>Convert nouns or adjectives into verbs using the suffix -ate</li> </ul>	<ul style="list-style-type: none"> <li>Linked to topic of Ancient Greece – opportunities for hot seating/drama/ Role play</li> </ul>
<p>FARThER by Grahame Baker-Smith</p> 	<p>Narrative</p>	<ul style="list-style-type: none"> <li>Using language to create a mood and atmosphere.</li> <li>Choice of language</li> <li>Figurative language ( similes, metaphors, personification)</li> <li>Conjunctions to extend and add detail</li> <li>Sentence structure – Use of short sentences, compound and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Commas to mark clauses</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences about a character's thoughts, feelings and actions.</li> <li>Author's use of language</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Understanding words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using the suffix -ise</li> <li>Convert nouns or adjectives into verbs using the suffix -ify</li> <li>Convert nouns or adjectives into verbs using the suffix -en</li> </ul>	<ul style="list-style-type: none"> <li>Designing a flying machine</li> </ul>	
<p>Instructions</p>	<ul style="list-style-type: none"> <li>Understanding layout and structure</li> <li>Different sentence types</li> </ul>	<ul style="list-style-type: none"> <li>Colons</li> </ul>					
<p>Biographies</p>	<ul style="list-style-type: none"> <li>Using a range of sentence types to create effect</li> <li>Use of colons and semi-colons within writing</li> </ul>	<ul style="list-style-type: none"> <li>Semi-colons</li> </ul>					


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>William Shakespeare's Macbeth  <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth/zdt42sg">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth/zdt42sg</a></p> 	<p>Narrative          Poetry          Play scripts</p>	<ul style="list-style-type: none"> <li>Using language to create a mood and atmosphere.</li> <li>Choice of language</li> <li>Figurative language ( similes, metaphors, personification)</li> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Semi-colons</li> <li>Progressive tenses</li> <li>Perfect tenses</li> </ul>	<ul style="list-style-type: none"> <li>Different uses for commas</li> <li>Comma use after fronted adverbials</li> <li>Commas between lists</li> <li>Commas to show parenthesis.</li> <li>Semi-colons</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences about a character's thoughts, feelings and actions.</li> <li>Author's use of language</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Understanding words in context.</li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter string 'ough'</li> <li>Words with an /ear/ sound spelt 'ere'</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Stratford upon Avon to Shakespeare museum</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>Hidden Figures by Margot Lee Shetterly</p> 	<p>Narrative          Diary entries          Descriptions          Letters          Persuasion</p>				<ul style="list-style-type: none"> <li>Unstressed vowels in polysyllabic vowels</li> <li>Adding verb prefixes de-, re- and over-</li> <li>Converting nouns or verbs into adjectives using suffix -ful, -ive and -al</li> </ul>	

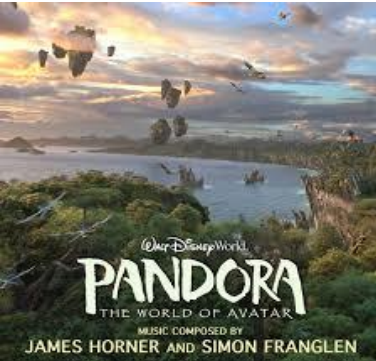





# Year 6 English overview

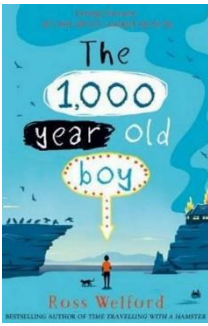
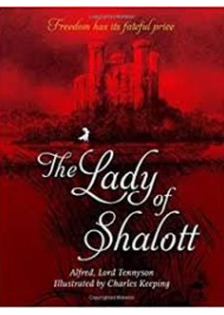


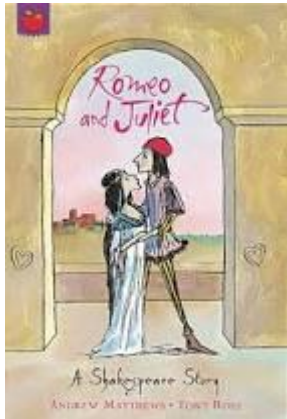
	<u>Text/ video/ picture stimulus:</u>	<u>Genre of Writing:</u>	<u>Writing Skills taught (including grammar skills taught)::</u>	<u>Punctuation skills taught:</u>	<u>Reading skills taught:</u>	<u>Spelling rule and vocabulary:</u>	<u>Opportunities to engage: (e.g. drama/ hotseating, trips, writing for purpose)</u>
	The promise – Nicola Davies (2 weeks) 	Setting description	<ul style="list-style-type: none"> <li>Figurative language – similes, metaphors, personification.</li> <li>Recap of word class (adjectives, nouns, verbs, adverbs)</li> <li>Ambitious use of vocabulary.</li> <li>Expanded noun phrases to describe a setting.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of basic forms of punctuation and using them consistently and accurately – capital letters, full stops, commas, question marks and explanation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Words with the suffix –ible/-able</li> <li>Homophones- words which sound the same but hold different meanings.</li> <li>Words with unstressed vowels</li> <li>Words with the suffix –tious/cious</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of artwork</li> <li>Language games</li> <li>Planting seeds</li> </ul>
		Diary	<ul style="list-style-type: none"> <li>Informal writing style</li> <li>Fronted adverbials</li> <li>Choice of language</li> <li>Application of figurative language</li> <li>Sentence structure – Use of short sentences, compound and complex sentences.</li> <li>Use of repetition for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Comma use after fronted adverbials, between lists and to show parenthesis.</li> <li>Parenthesis using commas, dashes and brackets.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>		<ul style="list-style-type: none"> <li>Hot seating and taking on the role of the character.</li> </ul>
		Newspaper report	<ul style="list-style-type: none"> <li>Adverbials of time, place and manner</li> <li>Passive Voice</li> <li>Formal tone</li> <li>Direct and report speech</li> </ul>	<ul style="list-style-type: none"> <li>Speech punctuation for direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through debates.</li> <li>Provide reasoned justifications for their views.</li> </ul>		<ul style="list-style-type: none"> <li>Recreation of the crime scene.</li> <li>Opportunities for the children to take on the role of reporters, witnesses and detectives.</li> <li>Opportunities to role play a press conference.</li> </ul>
	Oliver Twist – Charles Dickens	Crime report/ detailed wanted notice	<ul style="list-style-type: none"> <li>Use subordinate clauses to add detail or context, including in varied positions.</li> <li>Use relative clauses to add detail or context,</li> <li>Use a wide range of sentence structures to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Revise using commas to clarify meaning or avoid ambiguity in writing.</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> </ul>		<ul style="list-style-type: none"> <li>Drama and role play of the pickpocketing scene and analysis of the song from the film. Relate descriptions to character’s movements and characterization.</li> </ul>
		Diary	<ul style="list-style-type: none"> <li>Use subordinating conjunctions in varied positions.</li> <li>Use expanded noun phrases to inform.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use colons to link related clauses.</li> <li>Use brackets or dashes to mark relative clauses</li> <li>Secure use of commas to mark clauses, including</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Hot seating opportunities and taking on the role of the character.</li> </ul>	



				opening subordinating clauses	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views</li> </ul>		<ul style="list-style-type: none"> <li>Opportunities to make comparisons between retellings of the story including film and written.</li> <li>Consideration of character viewpoints or alternative endings.</li> </ul>
		Narrative – historical fiction	<ul style="list-style-type: none"> <li>Subject/verb agreement</li> <li>Understanding of genre and features</li> <li>Use of powerful and emotive language</li> <li>Using show not tell to evoke emotion</li> <li>Using sentence types to create specific effects</li> <li>Use of rhetorical questions to show thoughts</li> <li>Fronted adverbials</li> <li>Use of speech, action and description</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets for incidentals,</li> <li>Use dashes to emphasise additional information.</li> <li>Use colons to add further detail in a new clause.</li> <li>Speech punctuation for direct speech</li> </ul>			
Autumn Term 2	Pandora – Inspired by the movie Avatar 	Narrative – traditional tails with a sci-fi twist.	<ul style="list-style-type: none"> <li>Figurative language – similes, metaphors, personification.</li> <li>Revise and embed word class (adjectives, nouns, verbs, adverbs, prepositions)</li> <li>Ambitious use of vocabulary.</li> <li>Expanded noun phrases.</li> <li>Use subordinate clauses to add detail or context, including in varied positions.</li> <li>Use relative clauses to add detail or context,</li> <li>Use a wide range of sentence structures to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Ensure basic punctuation is revised and embedded.</li> <li>Comma use after fronted adverbials, between lists and to show parenthesis.</li> <li>Parenthesis using commas, dashes and brackets.</li> <li>Use dashes to emphasise additional information.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>asking questions to improve their understanding</li> </ul>	<ul style="list-style-type: none"> <li>Words containing ough</li> <li>Word endings: suffixes tial/cial</li> <li>Suffixes: Adding suffixes beginning with vowel letters to words ending in –fer.</li> <li>Words ending in the letter string –ive</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore visual elements through film.</li> </ul>
		Persuasive writing/ advertising	<ul style="list-style-type: none"> <li>Use imperative and modal verbs to convey urgency</li> <li>Use adverbials to convey sense of certainty</li> <li>Use short sentences for emphasis</li> </ul>	<ul style="list-style-type: none"> <li>Use ? ! for rhetorical / exclamatory sentences</li> <li>Use colons and semi-colons to list features, attractions or arguments</li> </ul>			<ul style="list-style-type: none"> <li>Opportunities for writing for a purpose through persuasive writing/ persuasive speeches and advertisements.</li> </ul>

			<ul style="list-style-type: none"> <li>Use of the subjunctive form for formal structure</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets or dashes for parenthesis, including for emphasis</li> <li>Use semi-colons for structure repetition</li> </ul>			
		Non-chronological reports	<ul style="list-style-type: none"> <li>Use subordinating conjunctions in varied positions.</li> <li>Use expanded noun phrases to inform.</li> <li>Use relative clauses to add further detail.</li> <li>Begin to use passive voice to remain formal or detached.</li> <li>Begin to use colons to link related clauses.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets or dashes to explain technical vocabulary</li> <li>Use semi-colons to punctuate complex lists, including when using bullet points</li> <li>Use colons to introduce lists or sections</li> <li>Use brackets or dashes to mark relative clauses</li> <li>Secure use of commas to mark clauses, including opening subordinating clauses</li> <li>Begin to use colons &amp; semi-colons to mark clauses</li> </ul>			<ul style="list-style-type: none"> <li>Creation of maps, leaflets etc</li> <li>Computing opportunities to record reports. tours, documentaries.</li> </ul>
	<p>Topic link – Volcanoes/ mountains</p> 	Explanation – non-chronological report	<ul style="list-style-type: none"> <li>Use subordinating conjunctions in varied positions.</li> <li>Use expanded noun phrases to inform.</li> <li>Use relative clauses to add further detail.</li> <li>Begin to use passive voice to remain formal or detached.</li> <li>Begin to use colons to link related clauses.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets or dashes to explain technical vocabulary</li> <li>Use semi-colons to punctuate complex lists, including when using bullet points</li> <li>Use colons to introduce lists or sections</li> <li>Use brackets or dashes to mark relative clauses</li> <li>Secure use of commas to mark clauses, including opening subordinating clauses</li> <li>Begin to use colons &amp; semi-colons to mark clauses</li> </ul>			<ul style="list-style-type: none"> <li>Links to science and geography. Experiments to explore volcanic eruptions.</li> </ul>
Spring 1	1000 year old boy – Ross Welford	Balanced argument	<ul style="list-style-type: none"> <li>Use modal verbs to convey degrees of probability.</li> <li>Use relative clauses to provide supporting detail.</li> <li>Use adverbials to provide cohesion across the text,</li> <li>Use expanded noun phrases to describe in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets or dashes for parenthesis, including for emphasis</li> <li>Use semi-colons for to mark related clauses</li> <li>Use commas to mark relative clauses</li> <li>Use colons and semi-colons to punctuate complex lists</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they</li> </ul>	<ul style="list-style-type: none"> <li>Words containing one or more letter that is not pronounced.</li> <li>Adding a suffix to words ending in y</li> <li>Adding the prefixes: dis- mis- anti-</li> <li>Occupation words ending in -cian</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for debates, class discussions, voting poles and conscience alley.</li> </ul>

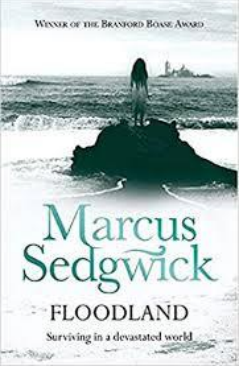


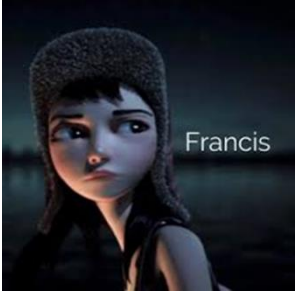

	<p>Letter writing</p>	<ul style="list-style-type: none"> <li>• Begin to use passive voice to maintain impersonal tone.</li> <li>• Use subordinating conjunctions in varied positions</li> <li>• Use relative clauses to add further detail</li> <li>• Show control over levels of formality within writing.</li> <li>• Use colons to link related clauses, England was a good country to invade: it had plenty of useful land.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Use brackets or dashes to mark relative clauses</li> <li>• Secure use of commas to mark clauses, including opening subordinating clauses</li> <li>• Begin to use colons &amp; semi-colons to mark clauses</li> </ul>	<p>have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views.</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion and role play of taking on the role of alternative characters – responding to letters and development of narrative.</li> <li>• Letter writing from different time periods – considering changes in language and formality</li> </ul>
	<p>Review</p>	<ul style="list-style-type: none"> <li>• Use modal verbs to convey degrees of probability.</li> <li>• Use relative clauses to provide supporting detail.</li> <li>• Use adverbials to provide cohesion across the text,</li> <li>• Use expanded noun phrases to describe in detail.</li> <li>• Begin to use passive voice to maintain impersonal tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Use brackets or dashes for parenthesis, including for emphasis</li> <li>• Use semi-colons for to mark related clauses</li> <li>• Use commas to mark relative clauses</li> <li>• Use colons and semi-colons to punctuate complex lists</li> </ul>			<ul style="list-style-type: none"> <li>• Interviews and gathering other perspectives.</li> <li>• Computing and filming opportunities</li> </ul>
<p>The lady of Shalott – Alfred Lord Tennyson (illustrated version by Charles Keeping)</p> 	<p>Writing in role</p>	<ul style="list-style-type: none"> <li>• Control over tenses (e.g. present tense for thoughts, past tense for events).</li> <li>• Use a wide range of sentence structures to add interest</li> <li>• Use subordinating conjunctions in varied positions.</li> <li>• Use expanded noun phrases to inform.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise previously used punctuation looking at accuracy and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</li> </ul>		<ul style="list-style-type: none"> <li>• Links to art and illustration.</li> <li>• Performance of internal monologues.</li> </ul>
	<p>Narrative poetry</p>	<ul style="list-style-type: none"> <li>• Electing appropriate grammar and vocabulary,</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the use of punctuation in poetry and</li> </ul>			<ul style="list-style-type: none"> <li>• Opportunities for performance-based poetry.</li> </ul>

			<p>understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>the effect on rhyme and meaning.</p> <ul style="list-style-type: none"> <li>Using punctuation accurately to form narrative poems.</li> </ul>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>		
Spring 2	<p>Romeo and Juliet – Shakespeare</p> 	<p>Character descriptions and profiles</p>	<ul style="list-style-type: none"> <li>Remind pupils of features of formality which have been taught (formal vocabulary – my father is the head of the household, no contractions, use of the passive –who can be seen, use of the subjunctive – if you were to hear him speak)</li> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>Revise previously used punctuation looking at accuracy and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>Summarising main ideas from more than one paragraph: ordering events from when they were mentioned in the text, identifying true and false statements and summarising messages and themes within a story.</li> <li>Identifying how information in a text is related and contributes to the meaning as a whole: finding features of a text and considering how these features contribute to a text.</li> <li>Answering questions which make comparisons: discussing relationships between two characters- their similarities and difference.</li> <li>Questions where evidence is required: direct quotes, quotation marks and use of P.E.E</li> <li>Understanding inference, what is meant by inference and</li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes to change word class using ment/ion</li> <li>Double consonants</li> <li>Adding uncommon prefixes: in- im- un-</li> <li>Use of hyphen</li> </ul>	<ul style="list-style-type: none"> <li>Theatre workshops</li> <li>Visits to RSC</li> </ul>
		<p>Eyewitness accounts</p> <p>See Michaels Morpurgo's Tales From Shakespeare resources</p>					

	<p>Topic link – sustainability – persuasive writing.</p> 	<p>Persuasive speech</p>	<ul style="list-style-type: none"> <li>• The use of active and passive voice</li> <li>• Understanding the genre and features of persuasive texts such as the use of DAFOREST</li> <li>• Knowing the features and formality of a persuasive letter</li> <li>• Using P.E.E to make a persuasive argument</li> <li>• Organising and sourcing relevant information to support a specific point of view</li> <li>• Use of powerful vocabulary and phrasing</li> <li>• Openers to grab attention and convey viewpoint</li> <li>• Conjunctions to extend reasons</li> <li>• Use of second person</li> <li>• Imperative and modal verbs</li> <li>• Subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>• Revise previously used punctuation looking at accuracy and consistency</li> <li>• Use ? ! for rhetorical / exclamatory sentences</li> <li>• Use colons and semi-colons to list features, attractions or arguments</li> <li>• Use brackets or dashes for parenthesis, including for emphasis</li> <li>• Use semi-colons for structure repetition,</li> </ul>			<ul style="list-style-type: none"> <li>• Writing for a purpose to local councilors, companies and year groups within school.</li> <li>• Research and exploration</li> <li>• Taking inspiration from key figures and speeches</li> </ul>
<p>Summer 1</p>	<p>Eye of the storm</p> 	<p>Letters</p>	<ul style="list-style-type: none"> <li>• Use subordinating conjunctions in varied positions</li> <li>• Use expanded noun phrases to inform,</li> <li>• Use relative clauses to add further detail</li> <li>• Begin to use passive voice to remain formal or detached</li> <li>•</li> </ul>	<p>Revise and apply the punctuation taught throughout the year.</p>	<ul style="list-style-type: none"> <li>• Text marking</li> <li>• Using inference and deduction strategies to decipher the meaning of unfamiliar vocabulary</li> <li>• Answering simple fact retrieval questions where answers can be retrieved from the text</li> <li>• How best to answer and complete summarising questions</li> </ul>	<p>Silent letters</p> <p>Adding suffixes</p> <ol style="list-style-type: none"> <li>1. doubling final consonant to add -ing and -ed e.g. hopped stopped</li> <li>2. when we change y to an i and add suffix. e.g. beautiful happiest</li> <li>3. -cious/ -tious e.g. delicious infectious</li> <li>4. -ance/ant or -ence/ent e.g. abundant/abundance independent/independence</li> <li>5. cial/tial e.g. crucial essential</li> <li>6. ible/able e.g. edible adaptable</li> <li>7. -tion/-sion/-ssion/-cian e.g. station/ explosion/ mission/ magician</li> </ol>	
		<p>Narrative - fantasy</p>	<ul style="list-style-type: none"> <li>• Identifying most appropriate synonyms to create mood</li> <li>• Use of powerful vocabulary</li> <li>• Use of word classes to describe. E.g. verbs, nouns, adjectives</li> <li>• Reviewing of modelled writes-identifying of techniques used to create mood and build tension</li> <li>• Creating detailed descriptions</li> <li>• Use of conjunctions and relative pronouns and adverbs</li> <li>• Use subordinate clauses to add detail or context,</li> </ul>	<p>Revise and apply the punctuation taught throughout the year.</p>			



			<p>including in varied positions.</p> <ul style="list-style-type: none"> <li>• Use of openers</li> </ul>			
<p>Floodland –Marcus Sedgwick</p> 	<p>Free writing opportunities including:</p> <p>Letter writing Writing in role Poetry Persuasive speeches Cross curricular writing opportunities</p>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</li> <li>• using a wide range of devices to build cohesion within and across paragraphs;</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p>Revise and apply the punctuation taught throughout the year.</p>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Revision and application of VIPER skills</li> <li>• Focus on the development of reading for enjoyment and exploration of authors and genres.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• This book offers a range of opportunities to cover a diversity of themes in the PSHE programmes of study including the notions of bravery and risk taking, bereavement, friendship, bullying and empathy.</li> <li>• Explore links to topic work based on climate change</li> <li>• Role on the wall</li> <li>• Language exploration</li> <li>• Visualisation</li> <li>• Hot seating</li> <li>• Freeze-frame and thought tracking</li> </ul>	

<p>Frances</p> 	<p>Narrative</p>	<ul style="list-style-type: none"> <li>The narrator uses questions to exaggerate the mystery, e.g. Who could it be?</li> <li>Language is used to intensify the mystery, particularly adjectives and adverbials.</li> <li>Use of pronouns to create mystery by avoiding naming or defining characters, especially when they first appear in the story. Use of the pronoun 'it' to suggest a non-human or mysterious character.</li> <li>Identifying types of phrases and clauses</li> <li>Changing tense and person to flashback</li> <li>How to portray emotions in multiple ways such as through rhetorical questions and show not tell</li> <li>Editing, drafting and improving using editing stations</li> <li>Using short simple sentences for impact</li> </ul>	<ul style="list-style-type: none"> <li>Use of ellipsis to create suspense</li> <li>Punctuation which can support building of tension such as dashes and colons</li> <li>The use of singular and plural possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>use text marking to identify important sections, themes and unknown words</li> <li>use evidence from the text using the opener – in the text it says that</li> <li>using evidence in a text to support statements</li> <li>Analysing incorrect answers to comprehension questions and correcting them</li> <li>Use of skimming and scanning to identify key words needed to answer a question</li> </ul>	<p>Revision and application of Year 5 and 6 spelling rules.</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the</li> <li>spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these</li> <li>in a dictionary</li> <li>use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement in video stimulus</li> <li>Recreation of journal and narrative from Frances' viewpoint</li> <li>Language games to build suspense</li> <li>Role play and freeze frames</li> </ul>
<p>Biographies – People who inspire me.</p> 	<p>Biographical writing</p>	<ul style="list-style-type: none"> <li>Formal writing style</li> <li>The genre and purpose of the text type</li> <li>Using a range of sentence openers</li> <li>Use of brackets for embedded clauses</li> <li>Drafting, editing and improving</li> <li>Sentence types, identifying main clauses and subordinate clauses and varying the position of clauses within sentences for effect.</li> <li>Using paragraphs to organise in time sequence</li> <li>Use a range of tenses to indicate changes in timing, sequence, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets or dashes to explain technical vocabulary</li> <li>Use semi-colons to punctuate complex lists, including when using bullet points</li> <li>Use colons to introduce lists or sections</li> <li>Use brackets or dashes to mark relative clauses</li> <li>Secure use of commas to mark clauses, including opening subordinating clauses</li> <li>Use colons &amp; semi-colons to mark clauses</li> </ul>	<ul style="list-style-type: none"> <li>Skimming and scanning of text</li> <li>Selection and retrieval of key information to use</li> <li>Using direct quotes from a text</li> <li>Understanding the meaning of vocabulary/ word-meaning questions</li> <li>Answering fact retrieval questions</li> <li>Making inferences about a character's thoughts, feelings and actions.</li> <li>Use of P.E.E when answering three-mark questions</li> </ul>		<ul style="list-style-type: none"> <li>Research opportunities</li> <li>Freedom in presentation</li> <li>Guest speakers</li> <li>Interviews</li> <li>Letters to public figures</li> </ul>