

Upton Junior School



English Curriculum

2025 – 2026

One Childhood- One Chance

Empowering children through education.



English Intent at Upton

The intention of the English curriculum we offer at Upton Junior School is to give children the skills they need to become lifelong learners; communicate with the world around them and allow them to experience wider opportunities. We intend to develop the skills of speaking, listening, reading, and writing, including all essential skills which will allow all children to organise and express their own thoughts and access the knowledge and ideas of others.

Throughout all teaching of English there will be a focus on understanding language and using communication both orally and in written form to plan, develop and express themselves. We are intent on teaching children that these aspects of language are inextricably linked and that writing is a representation of speech and that they both come in a variety of forms linked to purpose. It is our intent that all children leave Upton as confident speakers, readers, and writers.

At Upton Junior School, we believe that every child will have the tools to:

- ❖ Confidently read a wide variety of texts.
- ❖ Transfer skills from spelling into writing.
- ❖ Make improvements to their writing.
- ❖ Articulate themselves confidently and concisely.
- ❖ Make links between reading and writing.
- ❖ Learn in a literacy rich environment.

Reading at Upton

Intent

At Upton we believe that the teaching of reading is integral to a child's understanding of the world around them; allows them to share in cultural experiences; see beyond what they know and express themselves. Our reading curriculum also allows our children the opportunity to develop their vocabulary and foster a lifelong love of reading. Reading is a pillar of our civilization, present in every facet of society, and pupils who read well will ultimately have greater access to our textually rich world. Generating a long-lasting love of books and affinity with quality texts is key to an inclusive and inspiring English Curriculum. With this in mind, we have adopted a '**Text-Based Curriculum**', where all aspects of English teaching and learning revolve around a chosen text. Each year group has carefully chosen quality core texts (including fiction and non-fiction) which act as the stimulus to teach pupils to speak and write fluently so that they can communicate their ideas and emotions. Our engaging and challenging core texts allow pupils to develop a love literature and read for enjoyment. Ensuring all pupils develop the skills of language is essential not only to access the rest of the curriculum but also to participate

fully within society as educated citizens. Our curriculum has a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic, and critical readers. Where needed children will follow a systematic, synthetic phonics programme where reading and applying phonics through decodable books and developing skills for writing are key. Within our **Text-Based Curriculum** lessons are designed to promote key English skills as outlined in the National Curriculum. This cycle is repeated throughout the year, ensuring a rigorous and robust curriculum that enables new learning as well as the opportunity to embed key skills through use and repetition.

Reading is at the very heart of our curriculum and we are committed to promoting a love for reading throughout our curriculum.

Implementation

Learning to read underpins everything and is one of the most important things your child will ever learn. Therefore, we put as much time and energy as we possibly can into making sure that every child in our care not only learns to read but understands what they read as well. We also want every child to develop a love of reading so that they will want to read for themselves.

Starting their journey with us in year 3, the children are immersed in high quality texts however they are also assessed on a phonics screener. If further support is required a child will follow the Read Write Inc scheme to further develop their phonic awareness. This includes learning to make different sounds and developing listening skills. They will revise letter sounds and learn new digraphs and trigraphs. At this stage the children are also becoming more confident with segmenting and blending sounds to read whole words. Children will learn to read and write a range of graphemes and alternate graphemes. Alongside this the children are taught the 'tricky words' – high frequency words which do not follow the regular phonetic pattern. Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling, and grammar activities.

Throughout years 3-6, children use reciprocal reading strategies to further develop their reading and comprehension. Children will take part in daily guided reading lessons which develop these skills alongside the development of inference skills. All of these we believe are key when creating lifelong and successful readers.

Teachers regularly read with the children, so they get to know and love all sorts of stories, poetry, and information books. This is in addition to the books that they bring home. This helps to extend children's oracy, vocabulary, and comprehension, as well as supporting their writing. All classrooms have designated, attractive book corners where the children can access a wide range of books, both fiction and non-fiction, to further embed their love of books and reading. Reading corners encompass the latest reading

trends and classic texts that should be part of every child's experience whilst at Upton which, in turn, builds the children's cultural capital. This is also reflected throughout the school in our library, shared book areas and with the high-quality texts that are displayed on every surface.

Reading for pleasure is key for us at Upton and so we celebrate reading together throughout the year by taking part in several school and national reading initiatives including World Book Day and National Poetry Day. We also introduce the children to a new author every term to broaden their horizons. Furthermore, we use reading ambassadors and reading buddies to promote a love of reading.

At Upton, we also use the Accelerated Reader programme. Children will take a Star Reading Test, at the beginning of every term, which will give them a ZPD level. From this, the children will select an appropriate home reading book. Once a child has finished reading a book, they take an Accelerated Reading, reading practice quiz on that text to ensure they are comprehending their independent reading. The results of these quizzes, along with teacher's judgement, help us to decide whether the child is ready to move on to more challenging texts. It is through this that we ensure progression in the children's home reading.

Impact

Children's progress in reading is regularly assessed through our compass grids and through regularly reading with the children. Through the structure of reading sessions and the many activities put in place all children will have the tools to access a wide range of rich texts and comprehend their meaning; develop a vast love of reading and improve their oracy and vocabulary.

English Text Map 2025-2026

Our Reading Spine

Reading is placed at the heart of Upton's curriculum with an emphasis placed on children exploring and being immersed in a range of different text types and authors. Learning is brought alive using a range of different teaching strategies which will inspire the children to become life-long readers. Our aim is to develop every child's reading skill in order to improve their life chances, provide them with life skills and promote reading for pleasure and enjoyment. Reading is the key to unlocking every child's potential.

Our reading and writing links to our topic lessons so there truly is cross curricular learning across the school day. This means that children are able to apply their knowledge and make connections within and across their learning.

Year 3		
Term	Texts	Text types to cover
1	Stone Age Boy	Non-fiction – information text about the Stone Age Recounts – diaries and letters Descriptive setting description Instructions Debate and persuasion Narrative.
2	The Iron Man	Non-fiction week – report writing Character description Setting description Newspaper report Non-chronological report Narrative – the Iron Man’s next adventure.
3	Esio Trot	Non-fiction – how to guide Setting description Character description Letters Writing in role as a character
4	Revolt Against the Romans	Non-fiction – explanation text Historical setting descriptions – journey Character description Diary entry Writing in role Newspaper report.
5	The Great Chocplot	Non-fiction – Information text Descriptive writing using the senses Contrasting character description Recounts Conversation – dialogue Narrative – Action and adventure.
6	Charlotte’s Web The Great Kapok Tree	Non-fiction – Explanation text Narrative – dialogue Recounts Description with action

Year 4		
Term	Texts	Text types to cover
1	Gregory Cool Leon and the Place Between	Non-fiction: explanation text Recount – diary entry and letters Setting descriptions including comparative Non chronological report Character description Playscripts

		Narrative.
2	Marcy and the Riddle of the Sphinx The Egyptian Cinderella Poetry	Non-fiction: explanation text Character description Setting description Recount Dialogue Writing in role – diary writing Poetry
3	I Survived... the eruption of Mt St Helens!	Non-fiction: information text Character description Comparative setting description Newspaper report Weave dialogue and description. Narrative – write own I survived story Poetry
4	The Miraculous Journey of Edward Tulane	Non-fiction – Biography Character description Recounts – Dairy’s and letters Show characterisation through narrative. Writing in role/show point of view Retelling the story
5	Song of the Dolphin Boy	Non-fiction – non-chronological report Poetry Entwined character and setting description. Recount Narrative – traditional folk tale Persuasive letter
6	The Boy at the Back of the Class	Narrative - Historical Balanced arguments

Year 5		
Term	Texts	Text types to cover
1	There’s a Boy in the Girls’ Bathroom The Lady of Shallot	Non-fiction: factual report Recounts – diary and letter Character and setting descriptions Writing in role showing point of view Internal monologue Persuasive arguments Analyse of poem Figurative language poetry
2	Cosmic	Non-fiction: information text Descriptive writing about space Narrative – mishap story Space poetry Playscript using persuasion.

		Persuasion including a balanced argument Recounts
3	Anglo Saxon Boy	Non-fiction – expert report Writing in role Historical character and setting description. Newspaper report Internal monologue Saxon quest.
4	Who Let the Gods Out?	Non-fiction – non chronological report. Instructions Persuasion/debates Recounts – letters and diary’s Newspaper reports
5	Street Child	Poetry – convey information Character description Informal letters Setting description/writing in role A series of diary entries Show point of view Newspaper reports
6	When the Mountain’s Roared	Narrative – adventure story Flashback Viewpoint Descriptive writing using show don’t tell Persuasion – balanced arguments Building tension and suspense

Year 6		
<u>Term</u>	<u>Texts</u>	<u>Text types to cover</u>
1	Floodland	Non-fiction: Charles Darwin information text. Non chronological report – cause and effect of Climate change. Recounts – diary entries and letters Setting and character description Speech writing Debates – show viewpoint. Newspaper report Persuasion
2	Viking Boy	Non-fiction: write a speech about how the Victorian era impacted life today. Create atmosphere – setting description. Character description Internal monologue Autobiography

		Debate and persuade. Write in role.
3	Skellig	Non-fiction: balanced argument Setting and character description Narrative dream sequence Recounts Internal monologue Write from characters point of view. Weave action and dialogue. Poetry
4	Letters from the Lighthouse	Non-fiction – autobiography Suspense Narrative Newspaper report Debate/balanced argument. Emotive and persuasive speech
5	Kensuke’s Kingdom	Non-chronological reports Narrative – tension and weaving action, dialogue, and description. Description – lighthouse Instructions Newspaper report Flashback
6	Wonder	Poetry Write from different perspectives. Speech writing Recounts Internal monologues

Why we have chosen these books at Upton:

Year 6		
Term	Book	Why
1	Floodland	Cross Curricular and links to our thematic learning Darwin’s Delight. CV: respect the world
2	Viking Boy	Links to thematic learning on Vikings. Build on vocabulary and figurative language.
3	Skellig	Links to thematic learning on the human body.
4	Letters from the Lighthouse	Cross Curricular to World War Two learning Links to core values – respect, resilience and friendship.
5	Kensuke’s Kingdom	Links to values Cross Curricular to World War Two learning
6	Wonder	Links to transition & PSHE links Links to all core values

Year 5		
Term	Book	Why
1	There's a Boy in the Girls' Bathroom The Lady of Shallot	Links to PSHE and personal development thinking about the thought and feelings that others experience in different situations. Make links to their own lives. Expose children to different authors and show how books can be both comical and have a deep message at the same time. Links to all core values make this explicit in teaching. Classical poetry.
2	Cosmic	Links to space and thematic learning.
3	Anglo Saxon Boy	To promote a love of reading and expose the year group to different authors. Links to topic on Saxons
4	Who Let the Gods Out?	Links to thematic learning of Gods and Mortals.
5	Street Child	Historical fiction
6	When the Mountains Roared	Links to the wider world, respect and diversity.

Year 4		
Term	Book	Why
1	Gregory Cool Leon and the Place Between	<ul style="list-style-type: none"> • Links with Core Value– friendship. • Exposure to other cultures.
2	Marcy and the Riddle of the Sphinx The Egyptian Cinderella	<ul style="list-style-type: none"> • Links to thematic learning - Egypt
3	I survived....the Eruption of Mt St Helens	<ul style="list-style-type: none"> • Book links to thematic learning on earthquakes and volcanoes.
4	The Miraculous Journey of Edward Tulane	<ul style="list-style-type: none"> • Themes of coping with change and adjustment and of recognising and celebrating differences. • PSHE links • Focus on vocabulary
5	Song of the Dolphin Boy	<ul style="list-style-type: none"> • Links to thematic topic Water World. Links to looking after the world around us.
6	The Boy at the Back of the Class	<ul style="list-style-type: none"> • PSHE links • Links to thematic –due to refuges crossing the English Channel

Year 3		
Term	Book	Why
1	Stone Age Boy	Links to thematic learning on the Stone Age
2	The Iron Man	Links to thematic learning, feel the force, see the light and magnetism A 'modern fairy tale' – helping expose children to a wide range of genres. Explores the themes of bravery, prejudice, irrational fear and the dual nature of the things around us; the Iron Man is destructive but has a good heart.
3	Esio Trot	Links to PSHE and relationships Links to core values
4	Revolt against the Romans	Historical fiction Links to thematic learning on the Romans
5	The Great Chocoplot	Links to thematic learning – From Bean to Bar
6	The Great Kapok Tree Charlotte's Web	Links to thematic learning Rainforest Revealed. Classical text.

Whole-School Reading Progression Map

Skills	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • Apply phonic decoding until automatic and reading is fluent • Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) • Re-read books to build up fluency and confidence in word reading • Note punctuation to read with appropriate expression • Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words, noting unusual correspondences • Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically Read polysyllabic words containing above graphemes • Read most words quickly & accurately without 	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud</p> <p>Understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

	overt sounding and blending				
Range of reading	Listen to, discuss, and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books
Familiarity with texts>	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry	Increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally identify themes and conventions in a wide range of books	Increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally identify themes and conventions in a wide range of books	Increase 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 identify and discuss themes and conventions in and across a wide range of writing	Increase 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 identify and discuss themes and conventions in and across a wide range of writing
Poetry and performance:	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action *recognising	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action	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	Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, and

		some different forms of poetry	Recognising some different forms of poetry	meaning is clear to an audience	volume so that the meaning is clear to an audience
Word meaning:	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of unfamiliar words Use word origin dictionaries to find meanings	using dictionaries to check the meaning of unfamiliar words Link to entomology
Understanding	Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading	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 Identifying main ideas drawn from more than one paragraph and summarising these	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 Identifying main ideas drawn from more than one paragraph and summarising these	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	Making inferences on the basis of what is being said and done Answering and asking questions	Drawing simple inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with some evidence	Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with developing evidence	Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with secure evidence	Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with deepening evidence

					Understand how characters change and develop through texts by drawing inferences based on indirect clues
Prediction	Predicting what might happen on the basis of what has been read so far using quality texts of a suitable age.	Predicting what might happen from details stated and implied using quality texts of a suitable age and justify using some evidence.	Predicting what might happen from details stated and implied using quality texts of a suitable age and justify using developing evidence.	Predicting what might happen from details stated and implied using quality texts of a suitable age and justify with secure evidence.	Predicting what might happen from details stated and implied using quality texts of a suitable age and justify with deepening evidence.
Authorial Intent	Discussing their favourite words and phrases	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To explore how a write uses 'show not tell' techniques to introduce or develop a character	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To know that techniques and structures used support the writers purpose
Non-fiction	Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	Distinguish between statements of fact and opinion*retrieve, record, and present information from non-fiction	distinguish between statements of fact and opinion*retrieve, record, and present information from non-fiction

			To choose a specific non – fiction book for a specific purpose	To evaluate the usefulness of a non – fiction book and to research questions raise	To use non-fiction materials for purposeful information retrieval
Discussing reading:	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns, and listening to what others say</p> <p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves</p>	<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>To use appropriate terminology when discussing texts e.g., plot, character, setting etc.</p>	<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>To identify main ideas drawn from more than one paragraph and summarise these</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>Provide reasoned justifications for their views</p> <p>To identify main ideas drawn from more than one paragraph and summarise these</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Discuss, compare, and evaluate books across a wide range of genres, building on their own and others’ ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Provide reasoned justifications for their views</p> <p>To draw out key information and summarise the main ideas in a text</p>

Writing at Upton - We Are Writers!

At Upton we love writing and this is passed onto our children through creative and immersive lessons including the use of art, drama, and music. Speaking and oracy is a key component of every lesson with children rehearsing their skills and drafting their writing. We place emphasis on improving and editing our writing throughout the process producing aspirational pieces. Our reading and writing curriculum are inextricably linked ensuring that connections are made. At the heart of our writing curriculum are high expectations from all ensuring that we provide language-rich environments which provide ongoing opportunities. It is our intention that every child leave Upton a writer!

Intent

At Upton Junior School, we believe that all our children should be able to confidentially communicate their ideas, knowledge, and emotions through their own writing. We want the children to be able to transfer their knowledge from reading and SPaG to write cohesive and interesting pieces applying their knowledge of spelling, punctuation, and grammar. We want all our pupils to acquire a vast array of vocabulary which they both comprehend and use effectively in their own pieces. Furthermore, we want them to write clearly, accurately, coherently, and creatively adapting their language and style for a range of meaningful contexts, purposes, and audiences. Through explicitly taught handwriting, spelling and grammar sessions children can understand the conventions of writing and manipulate language to create effects for the reader.

Children will be able to present their work in a variety of ways taking pride in their outcomes; they will also write for a variety of genres in both English lessons and across the wider curriculum. Through our text-based curriculum children will transfer skills learnt into their own writing and will acquire and learn the skills needed to plan, draft, and refine their own work. Over time, and through encouragement, they will become independent in being able to identify their own areas for improvement in all pieces of writing.

Implementation

During English lessons, the use of high-quality, vocabulary-rich texts is key in teaching the core skills in line with the expectations of the National Curriculum through a combination of approaches/opportunities. These include:

- ❖ Shared writing
- ❖ Guided writing
- ❖ Whole class modelled writing
- ❖ Independent writing
- ❖ Paired writing
- ❖ Writing different text types and narrative styles
- ❖ Writing across a variety of curriculum areas
- ❖ Drama

- ❖ Using art and music as a stimuli
- ❖ Outdoor learning opportunities
- ❖ Unpicking a WAGOLL (What A Good One Looks Like)
- ❖ Planning, drafting, editing, improving, and publishing

Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the child’s next steps. Our children will have the knowledge and skills to be able to write for both a range of audiences and purposes successfully. Children will become confident writers and will have the ability to plan, draft, and edit their own work. By the end of Key Stage 2 our children will be writers and will have honed their craft manipulating language, grammar, and punctuation to create effect and do this across the curriculum showing that they are able to transfer their skills.

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar (SPaG) is taught at Upton through explicit lessons. The children will be taught the following across a week:

- Monday – practical PaG task
- Tuesday – recorded PaG task
- Wednesday – practical spelling task
- Thursday – recorded application spelling task
- Friday – spelling assessment or recap
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Spelling, punctuation and grammar is also referred to, modelled and taught in reading and writing lessons. This is fundamental in the teaching of Upton’s English curriculum resulting in a transference of skills and for connections to be made by our pupils. Links will also be made to the core texts as well. Spelling, punctuation and grammar is planned and taught using the National Curriculum; children are expected to apply their knowledge in their writing.

Spelling, punctuation, and grammar is broken down into each year group and applied to medium term plans. Weekly spellings are set as part of home learning using look, say, cover, write, check approach. These spellings are linked to the National Curriculum spellings found in appendix 1. Spellings also follow the Read, Write Spelling programme and all spelling sessions start with speed sounds. All children will dot and dash weekly.

Spelling progression:

Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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HFW Assess children Common exception words	What are prefixes and suffixes Words ending in -ture The suffix -ation Homophones	Words with the k sound spelt ch Words with the sh sound spelt ch Adding the suffix -ion Adding the suffix -ian	The prefix re- The prefix anti- The prefix super- The prefixes super, anti and auto-	Homophones and near homophones Days of the week Months of the Year Common exception words	Word families Common exception words High frequency words
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Year 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Prefixes in- un- dis- Words ending in zhuh spelt sure Short u sound spelt ou Prefix auto	Suffix -ly Prefix inter Words with the ay sound spelt eigh, ei, ey Words ending in ous S spelt sc Words ending in sion	Revising prefixes un-, in-, mis- dis- Adding prefix il- The c sound spelt -que and the g sound spelt -gue Homophones Adding ir- to words beginning with r	Adding the suffix -ion Focus on orange words	Prefixes – un-, in-, dis-, mis- Prefixes auto and inter Suffixes Homophones and near homophones Possessive apostrophes with plural words Adding il- and ir-	Homophones and near homophones Contractions Possessive apostrophes

Year 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Silent b -ible -able -ibly and -ably	Silent t Silent letters -ent, ence and ency	Ee spelt ei -cious -tious	-cial -tial -ough	-homophones ei/ie Hyphens	Prefixes and suffixes Doubling consonants Recap and consolidate gaps

Year 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Suffixes -ing -ed -er -est -less -ness -ful -ment Double consonants (swap, double or drop)	- change the y to an l - The sh sound spelt ti and ci - Sh sound si and ssi - homophones -	- Silent letters - ei and ie - ible, able, ibly, ably - ous - ough - hypens	- Plural nouns - recap ie and ei - homophones - double consonants -Year 5 & 6 curriculum words	Recap and revision Consolidate gaps	Recap and revision Consolidate gaps

Handwriting

Handwriting is taught through weekly spellings and through teacher modelling. In all year groups, extra handwriting sessions are implemented when needed and at the teacher discretion. Handwriting is modelled in all classrooms and a model of excellence is seen on display in all rooms and around the school. Handwriting follows the Ruth Miskin Read Write Inc Phonics approach and developed throughout the school.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Children handle equipment and tools effectively, including pencils for writing. Children write in print.	Sit correctly at the table, holding pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Understand which letters belong to which handwriting 'families' and practise these.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capitals of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Write digits of the correct size and orientation.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write legibly, fluently, with increasing speed by: <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task. 	Write legibly, fluently, with increasing speed by: <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.

Vocabulary and Oracy

The teaching of vocabulary, in particular, is essential to the development of both written and oratory skills. Key words are selected from the text studied and pupils are shown how they are used in context, progressing to using them within their own writing. From this increasing vocabulary, figurative language can be crafted to create the all-important image in the mind of a reader.

Oracy is the ability to speak clearly, to share ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. At Upton, we place great emphasis on giving all children the tools to communicate effectively by providing them with a range of opportunities including:

- ❖ Talk partners
- ❖ Learning new vocabulary
- ❖ My turn, your turn
- ❖ Encouraged to speak in full sentences
- ❖ Track the speaker
- ❖ Class discussions
- ❖ Drama
- ❖ Reading aloud in class
- ❖ Show and tell
- ❖ Forming opinions and sharing them
- ❖ Class debates
- ❖ Speaker competitions

Whole-School Writing Progression Map

	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Text structure	<p>Written planning outlines the content of writing and is referenced to.</p> <p>Ability to write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional)</p> <p>Sequenced instructions using modal verbs and numbers to order.</p> <p>Related ideas are grouped together in sections in non-fiction texts, which begins to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts)</p> <p>Developing use of subordination (when, if, that or because) and secure coordination (or, but) to link words and phrases.</p> <p>Fluency in changes in sentence openers, such as variations between pronouns, subjects, and prepositions with a variety of time openers.</p>	<p>Through the collection of ideas orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings.</p> <p>Ability to write a generally well balanced 5-part narrative where the main conflict/problem is solved. (Adventure, Mystery, and Familiar Settings)</p> <p>Endings of narratives are carefully thought out.</p> <p>Settings, characters, and plot are developed through description.</p> <p>Consistent use of paragraphs in narrative and which link information together in non-fiction text types.</p> <p>Headings, subheadings, photographs and illustrations are used to aid presentation in reports, recounts, and instructions.</p> <p>Conjunctions to express time, place, and cause (when, before, after, while, so or because).</p>	<p>Produce carefully thought out plans that match finished independent pieces.</p> <p>Narratives (Historical, imaginary worlds and Dilemmas are well paced, with a build-up and complication that lead to a defined ending.</p> <p>Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding.</p> <p>Characters are created with interaction to reveal feelings</p> <p>A variety of sentences are used made up of phrases and different clause types.</p> <p>Paragraphs organise ideas around a theme or open with topic sentences in recounts, reports, and explanations.</p> <p>In non-fiction texts the layout attempts to organise key elements through control of the specific features.</p>	<p>Planning takes account of the audience and purpose of the writing. Narratives (Significant authors, myths, and stories from other cultures) effectively develop characters, settings, and atmosphere through detailed description.</p> <p>Paragraphing is controlled to organise writing into different information or events.</p> <p>Evidence of the application of specific features to ensure a text types matches its intention.</p> <p>Causal and logical connectives are used in addition to time openers (however or therefore).</p> <p>Cohesion in paragraphs is built up through the use of then, after, that, this or firstly or varying the length.</p> <p>Adverbials of time (later), place (nearby) or number (secondly) are used to link ideas across paragraphs or tense</p>	<p>The appropriate form and register are apparent for the text type.</p> <p>Main ideas in both fiction and non-fiction are sustained and developed logically.</p> <p>Planning uses paragraphs to structure the plot in narrative (Suspense, flashbacks, and quest) showing changes in time, place, and events.</p> <p>In non-fiction (biographies, newspapers, persuasions, and arguments) paragraphs organise information logically</p> <p>Cohesion across paragraphs is clear using repetition of a word or phrase, adverbials (on the other hand, in contrast or as a consequence) or ellipsis.</p> <p>Controlled use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets, and tables is evident.</p> <p>Newspaper reports make frequent use of words or phrases to link events in time,</p>

	Explains the features/differences of instructions, information texts and recounts, within English books or orally in discussion.	Use of Adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences. Evidence of an ability to independently use the features of the text types covered to this point to write for real purposes and audiences across the curriculum. Procedural texts make use of detailed information about how, where and when steps take place. Imperatives are used directly or indirectly.	Recounts have three clear parts made up of the setting, events in order and a concluding comment. Subordination connectives are used between, at the beginning and within sentences. (We wore our wellies <u>when</u> we played in the puddles) Cohesion in sentences is achieved through using appropriate nouns and pronouns. Non chronological reports make controlled use of linking verbs to give coherence. (is, are, has, have and belong to)	choices may do this (he had seen her before) Short sentences are used to speed up action in narratives. Dialogue and reactions from other characters is used to add interest to a character. Writing shows evidence of the writer's viewpoint through comments about the characters and/or events. Controlled conclusions summarise non-fiction texts. (Procedural, explanation, and persuasion)	such as at the same time, as soon as or late in the afternoon) Uses a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives) Characters, dialogue and action advances narrative writing. Complex sentences are controlled to manipulate clauses for specific effects. Some sentences start with conjunctions although, despite, as, since, or whenever.
Composition: Punctuation and Grammar	Usually, consistent use of past and present tenses within all forms of writing. (has/had, was/were) Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Controlled use of statements, questions, exclamations, or commands.	Consistent use of the first and third person. Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play) Accurate use of inverted commas for direct speech. Correct use of the possessive apostrophe. Evidence of improvements made through editing to make	Accurate tense and person is employed across different text types. Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair). Fronted adverbials are evident with correct use of the comma (<u>later that day</u> , I heard the bad news)	Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form. There is correct subject and verb agreement when using singular and plural. Brackets, dashes or commas are used to indicate parenthesis. Commas are used to clarify meaning or avoid ambiguity.	Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me) Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between informal

	<p>Consistent use of full stops, capital letters, question marks and exclamation marks.</p> <p>Evidence of commas within a list.</p> <p>Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.</p> <p>Experimentation with inverted commas.</p> <p>A growing ability to accurately proofread to check for errors in grammar and punctuation is evident.</p>	<p>changes to grammar and vocabulary.</p> <p>Proofreading eliminates simple errors and is an embedded part of the writing process.</p> <p>Secure use of the forms a or an when writing a sentence. (I would like an apple, not I would like a apple)</p> <p>Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship)</p> <p>Variation of long and short sentences for description.</p>	<p>Verb inflections are secured (we were instead of we was or I did instead of I done)</p> <p>Direct speech is punctuated with inverted commas and other punctuation accurately.</p> <p>Apostrophes accurately mark plural possession (the girl's name or the girls' names)</p> <p>Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person.</p> <p>Evidence of a growing ability to comment on sound effects (repetition/alliteration) visual effects (simile, personification, and metaphor) and surprising word combinations is evident.</p>	<p>Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning. Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>speech and formal speech when writing.</p> <p>The full range of punctuation is controlled.</p> <p>Use of the semi -colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of the semi -colon within a list.</p> <p>Correctly punctuated bullet points to list information.</p> <p>Use of hyphens to avoid ambiguity (recover versus re - cover or man eating shark versus man - eating shark.</p> <p>Use of fronted adverbial phrases Proof reading and editing is embedded as a process to further develop compositions</p>
Composition: Vocabulary	<p>Use of some technical words in non -fiction text types.</p> <p>Use of simple/comparative adjectives and well - chosen verbs in narratives.</p> <p>Expanded noun phrases for description and</p>	<p>Growing awareness of language choices that grip the reader's interest.</p> <p>Use of specific nouns (terrier instead of dog) Adverbs are used carefully to detail actions.</p>	<p>Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations.</p> <p>Use of fronted adverbials for effect. (Majestically the swan glided onto the river).</p>	<p>Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility.</p> <p>Evidence of the use of stylistic devices such as similes, metaphors, and</p>	<p>Use of synonyms and antonyms</p> <p>Expanded noun phrases add well thought -out detail to writing.</p> <p>Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality.</p>

	<p>specification (the blue butterfly or the man in the moon). Writing uses both description and dialogue for characters and setting to engage the reader. Some use of adverbs</p>	<p>Action verbs provide interest, such as cackled instead of laughed. Use of phrases and words that take time to describe characters and events without moving on abruptly. Some evidence of words chosen to introduce opinion or add clarity. Technical or scientific terms are controlled and expanded in non-fiction texts. Descriptive language that is factual rather than imaginative is used.</p>	<p>Words are chosen carefully to describe events, characters, and feelings. Powerful verbs add impact. Word use is lively and imaginative, intended to amuse, entertain, or inform. Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition. In stories with historical settings vocabulary is chosen to describe in detail.</p>	<p>personification to create effects. Precise detail adds interest and engages the reader. Modal verbs indicate degrees of possibility. (might, may, must & could) Adverbs and adverbials are used to make links within paragraphs. Distinguishes between the formal and informal spoken and written language. Some expanded noun phrases may be used to add well thought out detail to writing.</p>	<p>Personal comments, flash backs and hooks may be used to engage the reader. Conjunctions chosen relate to the text type. Adverbials of place are evident (walked wearily into the deep dark forest). Ability to use a variety of linguistic terms, to confidently discuss their writing. Both adjectives and adverbs provide detailed description and information. Figurative language is evident, such as The wind wrapped me like a cloak.</p>
Transcription spelling	<p>Read Write Independent application of Phonics Phase 5 Spells almost all words in the year 1 & 2 list. 40+ phonemes taught in Band 1 are secure Working Securely in Phase 6 Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills. Competent growing application of prefix and suffix rules in independent</p>	<p>National Curriculum In most writing: Spell words as accurately as possible using phonics. Use of a dictionary to check for unknown or new spellings by using the first two or three letters. Formation of nouns using a range of prefixes. Spell words using a range of prefixes and suffixes. Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion.</p>	<p>Across a range of writing: Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. Consolidates spelling words with prefixes and suffixes - Prefixes-re, sub, inter, super, anti and auto. -Suffixes-ous Spells words with the g phoneme spelt as gue, such as league and tongue. Spells words with the s</p>	<p>Across a range of writing: Nouns or adjectives are converted into verbs using suffixes ate, ise or ify. Makes independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word. Spells words with the endings - able, ible and ibly Spells words with l - phoneme represented as ei</p>	<p>Fluency across a range of text types: Revision of work done throughout KS2 Applies a range of taught spelling strategies independently when spelling words. Independently uses dictionaries to check the spelling and meaning of words. Spells words with the endings ♣ cious and tious ♣ cial and tial ♣ ance and ancy ♣ ent ♣ ence and ency</p>

	<p>writing. (ed, ing, s, es, er, est, ly, ful and ness) National Curriculum Spells a few common homophones and near homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight. Usually spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly. Spells the majority of the common exception words on the year 2 list.</p>	<p>Spell words with the u phoneme as the grapheme ou, such as young, trouble and country. Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid. Spell words with additional prefixes and suffixes and understand how to add them to root words. Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher.</p>	<p>phoneme as sc, such as scene and discipline Spells words with ei, eigh or ey, such as weigh, vein or neighbour. Spells plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices's. Recognise and spell additional homophones from the year 4 list. (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether and whose/who's) Spell year 4 words identified from the spelling list. (accident, answer, breath, breathe, business, weight, disappear, eight,</p>	<p>after c, such as deceive, conceive or receive. Spells words containing the letter string ough, such as bought, rough, cough, though or thorough. Spells words with silent letters, such as Island, lamb, solemn or knight. Spells most of the year 5 words from the spelling list. (accompany, according, achieve, aggressive, attached, available, average, bargain, bruise, communicate, community, determined, develop, embarrass, environment, equipment, especially, exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety,</p>	<p>Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring. Makes the correct spelling choice between homophones in the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery. Spells most of the year 6 words from the spelling list. (accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege,</p>
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			forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though and various)	vegetable, vehicle and yacht).	profession, pronunciation, relevant, restaurant, secretary, signature, sufficient and temperature).
Transcription: Handwriting	Forms all lowercase letters cursively with correct size and direction in relation to each other. Understands not to join capital letters to other letters. Begins to join letters with a continuous cursive style.	All diagonal and horizontal strokes are formed correctly. A fluent continuous cursive handwriting style is developing through increased legibility, consistency, and quality of presentation.	A fluent continuous cursive handwriting style is secure. Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc.	Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc. The writer's own style is evident and may change for different text types.	Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc. The writer's own style is evident and may change for different text types

English Long Term Plans

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Floodland	Viking Boy	Skellig	Letters from the Lighthouse	Kensuke's Kingdom	Wonder
Writing Skills	Use clause structures in writing. Improve and vary vocabulary choices. Integrate dialogue, action, and description. Range of sentence openers Use figurative language. Emotive language Show don't tell. Use verbs to move action on.	Show don't tell. Emotive language Vary vocabulary choices. Expanded noun phrases. Figurative language. Descriptive writing. Range of conjunctions. Use persuasive devices.	Active and Passive Cohesive devices Emotive language Story openings: dialogue, talking to the reader, setting, character, flashback. Tenses 1 st .3 rd person Infer character. Organise writing. Use verbs to move action on.	Range of clause structures and vary positions. Parenthesis. Imperative verbs. Active and Passive. Formal/informal. Debate and justify reasons. Emotive language	Use nonfiction writing skills Debate and justify reasons. Build cohesion Persuasive devices	Using all skills from over the year
Writing Genre/type	Internal Monologue Diary entry Character description Setting description Recount Newspaper report Persuasive piece on climate change Letter writing	Biography/ Autobiography. Narrative writing Letter writing Setting descriptions Poetry Persuasion Change poetry in narrative	Recounts Newspaper reports Story openings Write in role. Create suspense and tension. Narratives with flashbacks Weave action, dialogue, and description Diary entry Instructions	Change poetry into narrative. Weaving action and description. Formal/informal Character/setting description Show viewpoint. Newspaper reports	Persuasion. Show viewpoint. Commentary Writing narrative – Alma Write a balanced argument.	Dairy entries Character Persuasion Speech Write from different perspectives. Internal monologues

SPaG	Apostrophes Conjunctions Commas – look at different uses. Types of adverbs Types of nouns Direct speech (punctuate accurately) Direct and reported speech.	Prepositions and prepositional phrases Identify different clause structures. Fronted Adverbials Brackets Modal verbs Types of openers	Clause Structures (varying and positions) Parenthesis Active and Passive Cohesive devices Imperative Verbs Direct and reported speech. Hyphens Colons and semicolons	Determiners Relative and possessive pronouns Apostrophes Subjunctive form Colons and semicolons Types of Adverbs/nouns/conjunction- Revision	Revision – from gap analysis for each individual class Focus on: advanced punctuation Passive/active Subjunctive Prepositions	Revision
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Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	There's a Boy in the Girls' Bathroom. The Lady of Shallot	Cosmic	Anglo Saxon Boy	Who Let the Gods Out?	Street Child	When the Mountains Roared
Writing Skills	Wide range of adjectives, verbs and adverbs. Relative clauses. Sub/coordinating conjunctions. Figurative language: Personification, metaphors and similes. Imagery.	Complex sentences Inverted commas Noun phrases Adverbs Emotive language Show POV Personification. Use interesting adjectives, fronted adverbials and subordinate clauses.	Descriptive and figurative language. Build cohesion Persuasion	Persuasion Balanced argument Descriptive and figurative language. Emotive language. Powerful verbs.	Emotive language. Different perspectives/ point of view Modal verbs Creating tension and suspense	Show, not tell (emotions). Creating suspense/tension. Emotive language Weave action, dialogue and description Form poetry Syllabic pattern & rhyming schemes.

						Poetry- Intonation, tone, volume and action
Writing Genre/Type	Character description Diary entries Letters Debates Variety of recounts including viewpoints/bias Persuasive Argument (for debate).	Developing action and build up in narrative. Narrative including figurative language. Explanation text/non-Chronological report Newspaper report Setting description Character description Conversation Instructions Poetry	Narrative Writing from a different point of view. Flashback (building tension). Classical poetry– using to form own verse and as a basis for writing a variety of texts Descriptive writing	Setting/character description Show not tell (emotions). Suspense writing. Diary entry. Persuasive writing Advertisement. Recounts Non-Chronological report/explanation text	Letters Diary entries Variety of recounts including viewpoints / bias Emotive letter. Newspaper reports Narrative Character and setting descriptions. Information texts	Explanation texts Persuasion – extended argument of an opinion or view Flashback Newspaper reports Narrative Descriptive writing using show don't tell
SPaG	Simple and complex sentences. Word classes Expanded nouns phrases. Adverbs/Adverbial phrases (add details to verbs). Commas (subordinates clauses). Persuasive language. Brackets.	Sub/coordinating conjunctions. Complex sentences Sentence structure. Dialogue-inverted commas. Types of nouns Relative clauses. Relative pronouns	Powerful verbs. Varying sentence length for effect (tension/suspense). Improving vocabulary. Range of clause structures – relative and embedded Colons to introduce a list Cohesive devices	Complex sentences, using conjunctions. Main and sub-ordinate clause – range of clause structures Parenthesis Inverted commas Passive voice Bullet points	Semi colons and colons Persuasive sentence openers. Modal verbs Hyphens Use commas to clarify meaning and avoid ambiguity Cohesive devices	Imperative verbs. Modal verbs. Varying sentence length to create tension. Semi colons and colons Dashes Inverted commas Passive and active voice

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Gregory Cool Leon and the Place Between	Marcy and the Riddle of the Sphinx The Egyptian Cinderella	I survived the eruption of Mt St Helens	The Miraculous Journey of Edward Tulane	Song of the Dolphin Boy	The Boy at the Back of the Class
Writing Skills	Range of vocabulary – verbs/adverbs Expanded noun phrases. Fronted adverbials Write in role. Writing in first person Improve adjectives.	Use similes. Range of punctuation Range of conjunctions Fronted adverbials Improve vocabulary choices. 1 st /3 rd person Use persuasive features such as modal verbs. Persuasive language	Link paragraphs using conjunctions. Improve vocabulary choices. Use similes and introduce metaphors. Use prepositions. Vary clause structures.	Verb choices to move action on Vary clause structures. Commas after fronted adverbials. Brackets Dialogue	Writing in role Using dialogue Writing in first person Using a range of adjectives/improve vocabulary choices Use of modal verbs Using writing	Improve vocabulary skills Informal language Writing in the first person Use fronted adverbials Use accurate sentences Dialogue
Writing Genre/type	Character descriptions Setting descriptions Comparative setting description Diary entry Letter Non-fiction brochure for Trinidad and Tobago Poetry – shape and free verse	Setting and character description Narrative TV Advert Non-chronological report Persuasive posters and writing	Setting and character description Newspaper report Diary entry Poem Persuasive Text Non-chronological report TV script/Interview	Narrative Character and setting description. Newspaper report Information text Poetry	Writing in role Diary entry Character description	Non-chronological report Descriptive writing Writing about the local area – information text Letter/postcard Writing in role Discussion text Book review

SPaG	Capital letters Full stops Verbs Adverbs Adverbials Expanded noun phrases Apostrophes for contraction	Bullet points Subordinating conjunctions Fronted adverbials Commas for clauses Word classes – identify all Paragraphing	Fronted adverbials Coordinating conjunctions Difference between compound and complex and simple sentences. Inverted commas Prepositions	Apostrophes for possession and contraction Commas for clauses Tenses with verbs – e.g. was/ were Determiners	Subordinating conjunctions Modal verbs Clauses and conjunctions Subordinate clauses Apostrophes for possession	Ellipsis Difference between compound and complex and simple sentences. Paragraphing Synonyms Prepositions
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Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Stone Age Boy	The Iron man	Esio Trot	Revolt Against the Romans	The Great Chocoplot	Charlotte's Web
Writing skills	Using adjectives to describe Expanded noun phrases Accurate use of punctuation Verbs, adverbs Accurate sentence structure.	1 st /3 rd person Using adjectives to describe Expanded noun phrases Accurate use of punctuation Narrative writing	Different openings Expanded noun phrases. Use persuasive language. Powerful verbs Subheadings (organising writing) Shape poems Haiku Repeating patterns in poems (I am poem) Using rhythm and rhyme Similes	Organising writing Powerful adjectives and adverbs Rhetorical questions Persuasive features (slogans) Subheadings (organising information) Powerful verbs Dialogue – write a conversation	Organising writing using paragraphs and sub-headings Descriptive language – powerful Similes	Speech Subordinate clauses Vocabulary choices Description and similes Prepositions Show don't tell

			Alliteration Use of syllables			
Writing Genre/type	Setting description Character description Write a narrative Diary entry Persuasive language – poster	Character description Setting description Character profile Diary entry Different point of view with alternative ending Non fiction write – explanation text based on Ancient Egypt – mummification?	Explanation texts – fact file Diary Letter – use persuasive language Story openings Conversations	Information text – Writing from a different perspective Letter Persuasive letter Setting description Information text (leaflet) Write a conversation	Narrative - Setting and character description	Story opening Postcard/letter Narrative Setting description Gap fill based on assessments
SPaG	Capital letters and full stops Expanded noun phrases Common and proper nouns Sentence structure Nouns, adjectives, adverbs, and verbs Questions marks Suffixes – ed and ing	Capital letters and full stops Exclamation marks Expanded noun phrases Prepositions Verbs and adjectives Bullet points Word classes – focus on adjectives, verbs, nouns and adverbs Synonyms Paragraphs	Expanded noun phrases 'er' verbs and suffixes Adjectives Adverbs (ly) A or an Conjunctions Use of commas Paragraphs	Simple and compound sentences Plurals Apostrophes Use of past and present tense Subordinate clauses Inverted commas Imperative verbs	Pronouns Use of past and present tense Commands, statements, questions and exclamations Word classes Commas for clauses Bullet points Suffixes – ed and ing Apostrophes	Begin looking at main and subordinate clauses (commas) Word classes Commas for clauses Main and Subordinate clauses Fronted adverbials Inverted commas

Medium term Plans

Year 6

**Year 6 Term 1
Floodland**

Genre/Purpose	Letter and dairy entry Write a letter from Zoe to Natasha Write a diary entry recounting Zoe's parents leaving her <i>Oracy – read aloud</i>	Setting and character description Imagine Zoe and Dooby in the Cathedral. Describe the cathedral and weave a contrasting character description of Zoe and Dooby. <i>Oracy – generate vocab</i>	Speech Dooby's speech – I should be your leader. Show Dooby's character through what he says. <i>Oracy – read aloud</i>	Debate Is Dooby a good leader? <i>Oracy focus – plan in journals and then oracy focus (no need to write in books)</i>	Narrative Weave action, description and dialogue – the battle of the Eels leading to falling out of the boat. <i>Oracy – generate dialogue</i>	Newspaper Report Family reunited – recount from crossing the sea and being found then finding their way from the hospital <i>Oracy – drama for quotes</i>	Non-fiction <i>Discussion texts</i> <i>Explanatory texts</i> <i>Instructional texts</i> <i>Persuasion texts</i> <i>Non-chronological reports</i> <i>Recounts</i>
SPaG	PaG: Word Classes	PaG: Expanded noun phrases	PaG: Apostrophes – for contractions and possession	PaG: Conjunctions - subordinate and coordinating	PaG: Types of nouns Types of adverbs	PaG: Direct speech (punctuate accurately)	PaG: Commas – look at different uses
	Spelling: -ing	Spelling: -ed	Spelling: -er and -est	Spelling: -less and -ness	Spelling: -ful and -ment	Spelling: Year 5/6 spelling words	Spelling: Year 5/6 spelling words
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i>	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i>	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i>	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i>	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i>	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i>	
Writing	IALT: use modal verbs <u>Writing features to also include:</u> -Use emotive language -Write in the 1 st person -Write in the past tense spelling tense verbs correctly. -Informal tone	IALT: use figurative language <u>Writing features to also include:</u> -show characterisation through show don't tell -use rich and varied vocabulary -use descriptive language -use cohesive devices -use a range of openers and clause structures	IALT: use persuasive devices <u>Writing features to also include:</u> - use persuasive language -use emotive language -use AFOREST features to write speech	IALT: use emotive language <u>Writing features to also include:</u> - use persuasive language and techniques -show point of view	IALT: weave action, description and dialogue <u>Writing features to also include:</u> -se a range of openers and clause structures -use figurative language -use descriptive language -use cohesive devices -use a range of adverbials - use dialogue to progress the action -write in the 3 rd person	IALT: direct and reported speech <u>Writing features to also include:</u> - use paragraphs - write an introduction using the 5w's - use cohesive devices	IALT: <u>Writing features to also include:</u> -

Year 6 Term 2 Viking Boy							
Genre/Purpose	Setting description – the burning longhouse	Internal monologue – after the death of father, leaving mother and running Oracy focus – read aloud	Debate and Persuade Oracy focus – class discussion	Narrative - Write a Viking Quest 2 weeks	Non-Fiction Vikings <i>Discussion texts</i> <i>Explanatory texts</i> <i>Instructional texts</i> <i>Persuasion texts</i> <i>Non-chronological reports</i> <i>Recounts</i>	Character profile of Gunnar, comparing how he has developed as a character throughout the book.	Biography – (About Gunnar)
	PaG: Prepositions and prepositional phrases	PaG: Fronted adverbials	PaG: Identify different clause structures	PaG: Direct and reported speech.	PaG: Modal verbs	PaG: Types of openers	PaG: Brackets
		Spelling: Speed sounds and change the y for an i	Spelling: Speed sounds and the sh sound spelt ti and ci	Spelling: Speed sounds and Sh sound, si and ssi	Spelling: Speed sounds and homophones	Spelling: Speed sounds and suffix recap	Spelling: Speed sounds and homophones recap
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Poetry based on Norse Myths and Vikings (Blackout poems and sonnets) Oracy focus – read aloud	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read			
Writing	IALT: use figurative language Writing skills to also include and model: -Use ambitious vocabulary including adjectives, verbs, and adverbs -Use figurative language - Use a range of openers - Use a range of clauses	IALT: show characterisation Writing skills to also include and model: -Plan, draft, edit and improve -Sequence writing -Paragraphing -First person -Show in-depth characterisation	IALT: use persuasive language Writing skills to also include and model: -Use modal verbs. -Use emotive language. - Use repetition. - Use facts and figures to back up. -State a point, back it up, back it up, back it up and restate.	IALT: weave description and dialogue throughout a narrative Writing skills to also include and model: -Developing action and build up in narrative -including figurative language -Plan, draft, edit and improve -Use descriptive vocabulary	IALT: Writing skills to also include and model:	IALT: use show not tell Writing skills to also include and model: -Use rich and varied vocabulary. -Figurative language (similes, metaphors, and personification) -Use prepositional phrases. -Use a range of sentence types. - use third person	IALT: use organisational features Writing skills to also include and model: -Gather rich and varied vocabulary -Figurative language -Use a range of openers (SPACE) -Chronological order

Y6 T3 – The Highwayman and Skellig

Genre /Purpose	Setting description using figurative language Oracy – gather vocab GD – Take setting description and turn it into a poem	Character description – Tim the Ostler GD –Write a comparative setting description about the Highwayman and Tim Internal monologue – writing as Bess Oracy – Orally rehearse sentences before writing GD –Write an internal monologue in response of either Time, the Highwayman or Bess’ father	Debate and persuade Oracy – Mock trial for the Highwayman GD – Write a balanced argument from the Judge’s point of view.	Setting description – describe the garage Oracy – gather vocabulary GD – style and language choices. Setting description from Michael and then Skellig – varying POV. Character description – describe Skellig Oracy – rehearse sentences orally, adapting and changing. GD – Rewrite the character description as Skellig – how would he describe himself?	Dream sequence – Michael sees the man in the garage in his dreams. Oracy – role play GD – Michael and then swap POV	Write in role – letter from Michael to Skellig. Oracy – Orally rehearse letter GD – Children to choose how they present Michael’s feelings towards Skellig Write in role (diary entry) as Mina – chapter 24. Oracy – read diary entry aloud GD – vary POV from same events – how does vocab change based on POV
PaG and Spelling	Word Classes	Sentence construction	Modal verbs	Clause structure – subordinate and main clauses	Relative clauses	Parenthesis
	Spelling: Spelling assessment	Based on assessment	Based on assessment	Based on assessment	Based on assessment	Based on assessment
Reading	Predicting Clarifying Comprehension Vocabulary focus	Clarify – book talk Comprehension – PJs Poetry Comprehension – inference Summarise	Poetry – poetic features Reading comprehension – mixed question types Clarify – themes of text Poetry recital	Predicting – based on different front covers. Prove it statements – retrieval from text. Questioning – inference Comprehension - inference Poetry recital	Clarify – book talk Comprehension questions – mixed Summarise Book talk – clarify themes	Comprehension – PJ questions Inference through art Book talk – what do we learn about Mina? Rehearse poems

Writing	<p>IALT: Write a setting description <u>Writing skills to also include and model:</u> Use figurative language. Create atmosphere. Use the senses. Create imagery. Use prepositional phrases. Use rich and varied vocabulary. Use a range of sentence types.</p>	<p>IALT: Write a character description <u>Writing skills to also include and model:</u> Show don't tell Use rich and varied vocabulary Figurative language Prepositional phrases</p> <p>IALT: Write an internal monologue. <u>Writing skills to also include and model:</u> Use emotive language Use a range of openers Create mood, tone and atmosphere</p>	<p>IALT: Persuade <u>Writing skills to also include and model:</u> Use modal verbs Use emotive language Use prepositional phrases Use repetition Use facts and figures to support a point</p>	<p>IALT: Write a setting description <u>Writing skills to also include and model:</u> Use figurative language. Create atmosphere. Use the senses. Create imagery Use prepositional phrases Use rich and varied vocabulary Use a range of sentence types.</p> <p>IALT: Write a character description <u>Writing skills to also include and model:</u> Use show don't tell Use rich and varied vocabulary Use figurative language Use expanded noun phrases Use prepositional phrases</p>	<p>IALT: write a dream sequence <u>Writing skills to also include and model:</u> Use a range of cohesive devices. Use show don't tell. Build tension and suspense. Create mood, tone, and atmosphere. Use figurative language.</p>	<p>IALT: Write a letter <u>Writing skills to also include and model:</u> Use a range of openers Use emotive language Use cohesive devices</p> <p>IALT: write a diary entry <u>Writing skills to also include and model:</u> Gather rich and varied vocabulary. Use a range of openers (ISPACE). Use emotive language. Use a range of cohesive devices.</p>
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Year 6 Term 4
Letters from the Lighthouse

Genre/Purpose	Suspense narrative Creating mood, tone, and atmosphere - The Piano Oracy – gather vocab GD – style and language choices.	Newspaper report on evacuation Oracy – role play interviews for quotes GD – internal monologue	Description of the lighthouse – inside and out. Oracy – gather vocab GD – poem based on the description	Debate – should the German soldier be saved? Writing a balanced argument. Oracy – debate GD – narrative from soldier POV	May you never know what it means to be a refugee. Writing a persuasive and emotive speech. Oracy – read speech GD – turn speech into a poem	Non-Fiction Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts What is more important – your heart or head? Philosophical debate (science v soul – magic in book)
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot
	PaG: Modifiers to qualify, intensify or emphasise	PaG: Relative and possessive pronouns	PaG: Subjunctive form	PaG: Types of Adverbs/nouns/conjunctions	PaG: Tenses with verbs	PaG: Apostrophes
	Spelling: Plural nouns	Spelling: Recap ie and ei	Spelling: Homophones	Spelling: Double consonants	Spelling: Year 5 and year 6 curriculum words	Spelling: Year 5 and year 6 curriculum words
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read
Writing	IALT: write a narrative - appropriate punctuation -conjunctions -figurative language -high level vocab -dialogue -cohesive devices -passive voice -range of clause structures -descriptive language -parenthesis -hyphenated words -accurate spelling -accurate verb tense	IALT: write a newspaper report - appropriate punctuation -conjunctions -high level vocab -direct speech -cohesive devices -range of clause structures -hyphenated words -accurate spelling -accurate verb tense	IALT: write a setting description - appropriate punctuation -conjunctions -figurative language -high level vocab -dialogue -cohesive devices -passive voice -range of clause structures -descriptive language -parenthesis -hyphenated words -accurate spelling -accurate verb tense	IALT: write a debate - appropriate punctuation -conjunctions -high level vocab -cohesive devices -range of clause structures -hyphenated words -accurate spelling -accurate verb tense -emotive language	IALT: write a speech - appropriate punctuation -conjunctions -high level vocab -cohesive devices -range of clause structures -hyphenated words -accurate spelling -accurate verb tense -emotive language	IALT:

Year 6 Term 5
Kensuke's Kingdom

Genre/Purpose	Commentary Iguana v racer snake Oracy – gather vocab GD – POV writing (iguana or snake)	Character description Kensuke Oracy – role play interviews for quotes GD – diary entry	Narrative Jellyfish attack Oracy – gather vocab GD – language choices	SATS week	Activity week
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot		
	PaG: revision	PaG: revision	PaG: revision		
	Spelling: revision	Spelling: revision	Spelling: revision		
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read		
Writing	IALT: write a commentary -Move the action on through verb choices -Formal tone -Create tension through vocabulary choices. -Use modal verbs -Use emotive language and phrases	IALT: write a character description - Use a range of descriptive language including figurative language, expanded noun phrases and a range of openers. -Use a range of sentence types and clause structures.	IALT: write a narrative - Cohesion – conjunctions, openers, linking across paragraphs. Use a range of conjunctions. Weaving vocabulary choices with dialogue and verb choices. -weave action, description and dialogue throughout		

Year 5

Year 5 Term 1							
There's a Boy in the Girl's Bathroom							
Genre/Purpose	Diary entry Jeff's first day at school (If time/GD task – alternative perspective – Jeff's first day at school from Bradley's perspective) Oracy – drama to generate emotive language	Character description The two sides of Bradley Chalker's – start with art Oracy – generate vocabulary	Write in role Show characterisation through viewpoint. Show varying viewpoints of the same situation manipulating word choice – the birthday party Oracy – hot seat characters	Internal monologue Write as Bradley Chalker's – I am not a monster, but people think I am! Oracy – hot seat in planning	Character profile – how to include and support Jeff	Lady of Shalott Drama based. Edit and improve existing poetry with figurative language Oracy – drama	Non-fiction Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
SPaG	PaG: Word classes	PaG: Expanded nouns phrases	PaG: Simple and complex sentences	PaG: Adverbs/Adverbial phrases (add details to verbs)	PaG: Commas (subordinate clauses)	PaG: Persuasive language	Brackets
	Spelling: Silent b	Spelling: Suffix -ible,	Spelling: Suffix -able	Spelling: Suffix -ibly	Spelling: Suffix -ably	Spelling: Recap/secure Year 3/4 spelling words	Spelling: Recap/secure Year 3/4 spelling words
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read
Writing	IALT: use emotive language to recount events <u>Writing features to also include:</u> - write in role - write in first person -use cohesive devices - show characterisation through thoughts and actions	IALT: ambitious vocabulary <u>Writing features to also include:</u> - use cohesive devices - use descriptive language - use figurative language	IALT: write from varying perspectives <u>Writing features to also include:</u> - write in first person -use emotive language -show characterisation through thoughts and actions	IALT: use a range of openers <u>Writing features to also include:</u> - use emotive language -use rhetorical questions to engage the reader	IALT: use arrange of clause structures <u>Writing features to also include:</u> -	IALT: use figurative language to edit and improve. <u>Writing features to also include:</u> -use editing and improving skills -use drama	IALT: <u>Writing features to also include:</u> -

Year 5 Term 2 Cosmic							
Genre/Purpose	Descriptive writing – space. Use art and music as a stimulus	Narrative - first day at school – mishap story. Based on chapter 3	Space Poetry <i>Oracy focus – tone and intonation when reading poetry</i>	Playscript using persuasion (Liam and Florida after she votes for Eddie) <i>Oracy focus – read aloud</i>	Persuasive writing – balanced argument - Last chance to vote Should he go into space? <i>Oracy focus – write and debate in class</i>	Recounts Different POV about the Space journey. Letters/diaries and emails.	Non-fiction writing <i>Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts</i>
PaG and Spelling	PaG: Sentence structure	PaG: Dialogue-inverted commas	PaG: Complex sentences	PaG: Types of nouns	PaG: Relative clauses	PaG: Subordinating/coordinating conjunctions	PaG: Relative pronouns
	Spelling: Speed sounds and silent t	Spelling: Speed sounds and silent letters	Spelling: Speed sounds and Suffix -ent/-ant	Spelling: Speed sounds and Suffix -ence/ance	Spelling: Speed sounds and Suffix -ency/ancy	Spelling: Speed sounds and Jumping Orange Words	Spelling: Speed sounds and suffix and silent letters recap from this term.
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent Book talk using RR skills throughout - as you read</i> <i>Poetry once a term</i>		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent Book talk using RR skills throughout - as you read</i> <i>Poetry once a term</i>		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent Book talk using RR skills throughout - as you read</i> <i>Poetry once a term</i>		Clarify Question Stand alone reading comp Book banter Book review
Writing	IALT: use a range of openers and adverbials Writing skills to also include and model: - use figurative language -similes, metaphors, and personification. -Use expanded noun phrases and prepositions. - ambitious vocabulary	IALT: weave dialogue, action and description Writing skills to also include and model: -Describe settings and characters using ambitious vocabulary. -Weave dialogue, action and description. -Write a detailed story with clear beginning, middle and end.	IALT: use figurative language and poetic devices Writing skills to also include and model: -Plan, write and improve own space poems using figurative language. -Create a narrative poem and calligram poem.	IALT: use accurate structure and punctuation Writing skills to also include and model: -Look at features of a playscript. -Use persuasive and emotive language -Organise and structure writing in line with a playscript. -Cohesive devices - plan, draft and write	IALT: use persuasive and emotive language Writing skills to also include and model: -Cohesive devices -Modal verbs -Use persuasive and emotive language -Rhetorical questions -Justified views	IALT: include the accurate use of tenses Writing skills to also include and model: -Adverbials -Accurate use of tenses -Cohesion	IALT: Use a range of conjunctions. Use technical vocabulary. Write in clear, detailed paragraphs. Write as the expert.

Year 5 Term 3 Anglo Saxon Boy						
Genre/Purpose	Writing in role as Magnus on the battlefield (prologue) - rewrite the opening in three different ways (description, dialogue, action) <i>Oracy – acting out the battlefield scene to gather descriptive language.</i> GD: Weave action, description and dialogue in one opening.	Descriptive writing Setting description – the whole farm – use art as a stimulus. <i>Oracy – generating vocabulary in partners.</i> GD: Weave a character description within the setting description.	Newspaper report – Tostig is sent into exile/new king. <i>Oracy – drama to get quotes for interviews</i> GD: Write a diary entry from the perspective of Tostig or the new king.	Internal monologue – Magnus <i>Oracy – present to partner.</i> GD: Write a piece in third person characterising Magnus.	Weave action, dialogue and description: Write a Saxon quest story <i>Oracy – read finished story to a partner/someone in another class (could be book banter)</i> GD: Create atmosphere and show characterisation. Could include a poem within the story etc.	Non-Fiction Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
	PaG: Commas Fronted adverbials Compound sentences Comma rules in four sentence types KS2 Y5 English Lesson Resources Oak National Academy Could be a useful link!	PaG: Commas Parenthesis Relative clauses	PaG: active and passive Direct speech	PaG: Word classes in context	PaG: Parenthesis recap	PaG: Colons to introduce a list
	Spelling: Ee spelt ei	Spelling: Suffix -cious	Spelling: Suffix -tious	Spelling: Apostrophes for possession	Spelling: Homophones	Spelling: TBC from assessment
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read
Writing	IALT: use a range of verbs <u>Writing skills to also include and model:</u> Selecting appropriate vocabulary	IALT: use figurative language <u>Writing skills to also include and model:</u>	IALT: use a range of clause structures <u>Writing skills to also include and model:</u>	IALT: write in role <u>Writing skills to also include and model:</u> Sequence writing	IALT: weave action, dialogue and description <u>Writing skills to also include and model:</u>	IALT: (decide based on non-fiction text type chosen) <u>Writing skills to also include and model:</u> Cathedral leaflet?

	Consistently use first person Use inverted commas.	Use ambitious vocabulary including adjectives, verbs, and adverbs.	Plan, draft, edit and improve. Organise and structure writing. Write in a formal tone (introduce HA children to passive voice)	Show an understanding of character Paragraphing First person Varying sentence length for effect (tension/suspense)	Developing action and build up in narrative including figurative language. Plan, draft, edit and improve. Use descriptive vocabulary. Use a range of sentence types and clause structures.	
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Year 5 Term 4 Who Let the Gods Out						
Genre/Purpose	Setting description – Elysium (use text to create a piece of art and then write from that)	Wanted poster (Thanatos) and then a news report (Breaking news segment about Thanatos' escape Oracy – present news report)	Character description (not Thanatos) – range of clause structures focus	Characterisation – monologue from Thanatos POV (this could be about his plans now he is free) Oracy – read aloud	Narrative (short and based on the book) Focus on weaving action, description and dialogue – bring together the word with sentence structure and clauses	Non-Fiction (Maybe a Gods fact file?) Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot
	PaG: Complex sentences, using conjunctions	PaG: Tenses with verb forms	PaG: Main and sub-ordinate clause – range of clause structures	PaG: Parenthesis	PaG: Inverted commas	PaG: Bullet points
	Spelling: Suffix -cial	Spelling: Suffix -tial	Spelling: Suffix -ough	Spelling: Suffix recap	Spelling: Year 5/6 curriculum words	Spelling: Year 5/6 curriculum words
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	First reading session before starting book – standalone on zodiac Another standalone on gods – who is who – create a family tree style poster on WW to link characters and add as you meet more	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read
Writing	IALT: use figurative language <u>Writing features to also include:</u> - Complex sentences using conjunctions - prepositions - high level vocab	IALT: recount events <u>Writing features to also include:</u> - rhetorical questions - multi-clause sentences - correct verb form for tense - descriptive language	IALT: use a range of clause structures <u>Writing features to also include:</u> - range of clause structures - commas for clauses - figurative language - prepositions	IALT: show characterisation <u>Writing features to also include:</u> - emotive language - first person - parenthesis - range of clause structures	IALT: weave action, description and dialogue <u>Writing features to also include:</u> - adverbs - figurative language - cohesive devices - direct speech - range of clause structures	IALT:

Year 5 Term 4 Who Let the Gods Out						
Genre/Purpose	Character description – Mr Spink – write in 3 rd person Oracy – gather vocabulary	Informal letter from Jim to Mum One letter showing Jim’s true feelings and one he will send to mum Oracy – read aloud thinking about tone and intonation	The Workhouse – art link. Describe the workhouse inside and out including the people inside using the senses. (Write from Jim’s point of view)	Diary entry Show different point of view. Same event but different characters reactions – Jim finding Rosie, Shrimp’s reaction to Jim, Nick taking Jim. Oracy – hot seat in planning	Non-Fiction (maybe non-chron report about how Barnardo’s started) Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts	
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	
	PaG: Semi colons and colons	PaG: Modal verbs	PaG: Cohesive devices	PaG: Hyphens	PaG: Use commas to clarify meaning and avoid ambiguity	
	Spelling: Homophones	Spelling: Words with ei/ie	Spelling: Hyphenated words	Spelling: recap	Spelling: Year 5/6 curriculum words	
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Standalone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read	
Writing	IALT: <u>Writing features to also include:</u> - vivid and rich vocabulary -show don’t tell -range of sentence types -range of clause structures - figurative language -range of openers	IALT: <u>Writing features to also include:</u> - conjunctions - modal verbs - emotive language	IALT: <u>Writing features to also include:</u> - vivid and rich vocabulary -show don’t tell -range of sentence types -range of clause structures - figurative language -range of openers	IALT: <u>Writing features to also include:</u> - Tenses – simple present tense, present progressive tense and present perfect tense. -Correct subject and verb agreement. -emotive language - ISPACE openers	IALT: <u>Writing features to also include:</u> -	

Year 4

Year 4 Term 1
Gregory Cool and Leon and the Place Between

Genre/Purpose	Gregory Cool Recount events – letter– write a letter to mum about how he feels in Tobago <i>Oracy – generate emotive language</i>	Gregory Cool – information text about Tobago. <i>Oracy – read to partner</i>	Gregory Cool Comparative setting description – compare Broadstairs and Tobago <i>Oracy – read aloud like a presenter (think a place in the sun)</i>	Leon and the Place Between Descriptive writing – setting (the tent and fairground) and character (describe the first page and Abdul Kazam – art first draw their version of him) <i>Oracy – gather vocab</i>	Leon and the Place Between Playscript – Leon entering the box. <i>Oracy – act out play script</i>	Leon and the Place Between Narrative – a sequel to Leon and the Place between. <i>Oracy – story map and generate sentences</i>	Non-Fiction Linked to thematic Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
Spelling and PaG	High frequency words (what, which, where, went, there, because, thought, though)	Y3/4 common exception words	Y3/4 common exception words	Prefixes in-, un-, and dis-	Prefixes in-, un-, and dis-	Words ending in zhuh spelt sure	Prefix auto-
	Capital letters and full stops	Word classes – nouns and pronouns for clarity	Word classes – recap noun, adjective, verb and adverbs. (What they are)	Word classes – recap noun, adjective, verb and adverbs. (Identifying them)	Brackets and colons	Fronted adverbials	Bullet points
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i> Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i> Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i> Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 <i>Authorial intent</i> <i>Book talk using RR skills throughout - as you read</i> Poetry once a term	Stand-alone reading comp Summarise Clarify Question Book banter		
Writing	IALT: Write in paragraphs Features to also include and model: Features of a letter Use of first person Consider thoughts and feelings	IALT: Use organisational features Features to also include and model: Subheadings Subject specific vocabulary Paragraphs	IALT: use expanded noun phrases Features to also include and model: Expanded noun phrases Use of senses	IALT: use rich and varied vocabulary IALT: Use vocabulary for effect. Features to also include and model: Expanded noun phrase Varied sentence openers Use the senses	IALT: use brackets and colons within a playscript. Features to also include and model: Use the present tense Organisational features of a playscript.	IALT: weave action and description Features to also include and model: Use first person Use paragraphs Use descriptive vocabulary	IALT: Use organisational features Features to also include and model: Subject specific vocabulary Titles, subheadings and paragraphs Pictures and captions

Year 4 Term 1
Gregory Cool and Leon and the Place Between

Genre/Purpose	Gregory Cool Recount events – letter– write a letter to mum about how he feels in Tobago Oracy – generate emotive language	Gregory Cool – information text about Tobago. Oracy – read to partner	Gregory Cool Comparative setting description – compare Broadstairs and Tobago Oracy – read aloud like a presenter (think a place in the sun)	Leon and the Place Between Descriptive writing – setting (the tent and fairground) and character (describe the first page and Abdul Kazam – art first draw their version of him) Oracy – gather vocab	Leon and the Place Between Playscript – Leon entering the box. Oracy – act out play script	Leon and the Place Between Narrative – a sequel to Leon and the Place between. Oracy – story map and generate sentences	Non-Fiction Linked to thematic Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
Spelling and PaG	High frequency words (what, which, where, went, there, because, thought, though)	Y3/4 common exception words	Y3/4 common exception words	Prefixes in-, un-, and dis-	Prefixes in-, un-, and dis-	Words ending in zhuh spelt sure	Prefix auto-
	Capital letters and full stops	Word classes – nouns and pronouns for clarity	Word classes – recap noun, adjective, verb and adverbs. (What they are)	Word classes – recap noun, adjective, verb and adverbs. (Identifying them)	Brackets and colons	Fronted adverbials	Bullet points
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Stand-alone reading comp Summarise Clarify Question Book banter		
Writing	IALT: Write in paragraphs Features to also include and model: Features of a letter Use of first person Consider thoughts and feelings	IALT: Use organisational features Features to also include and model: Subheadings Subject specific vocabulary Paragraphs	IALT: use expanded noun phrases Features to also include and model: Expanded noun phrases Use of senses	IALT: use rich and varied vocabulary IALT: Use vocabulary for effect. Features to also include and model: Expanded noun phrase Varied sentence openers Use the senses	IALT: use brackets and colons within a playscript. Features to also include and model: Use the present tense Organisational features of a playscript.	IALT: weave action and description Features to also include and model: Use first person Use paragraphs Use descriptive vocabulary	IALT: Use organisational features Features to also include and model: Subject specific vocabulary Titles, subheadings and paragraphs Pictures and captions

Year 4 Term 2 Marcy and the Riddle of the Sphinx and The Egyptian Cinderella							
Genre/Purpose	Setting description - The Sphinx both inside and out and all the chambers inside.	Recount – Write as adventure journal as Marcy.	Character description – Marcy Show character progress throughout the story	Dialogue – Imagine Mary is interviewed upon returning from her adventure/conversation with the gods Oracy link – read out conversation considering tone and intonation of the character. Start Egyptian Cinderella	Write a diary as Rhodopis – giving details about her chores and feelings (read up to falcon appearing) Oracy link – drama – act out being Rhodopis to consider the character’s thoughts and feelings.	Poetry Linked to topic Could be Haiku and shape poetry? Oracy link – perform poems,	Non-Fiction Life in Ancient Egypt Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
	PaG: Word classes – identify all	PaG: Fronted adverbials – with commas	PaG: Paragraphing	PaG: Subordinating conjunctions to extend sentences	PaG: Dialogue – speech	PaG: Apostrophes for contraction	PaG: Commas for lists and clauses
	Spelling: Suffix -ly	Spelling: Prefix inter-	Spelling: Words with the ay sound spelt igh, ei and ey	Spelling: Words ending in ous	Spelling: S spelt sc	Spelling: Words ending in sion	Spelling: Consolidation
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Clarify Reading comp Question Book review Book Banter
Writing	IALT: use fronted adverbials. Features to also include and model: Use varied and rich description Use similes Use subordinate clauses Use conjunctions Use prepositions	IALT: recount events in chronological order. Features to also include and model: Write in past tense Time conjunctions Descriptive vocabulary Time adverbials	IALT: use rich and varied vocabulary. Features to also include and model: Use expanded noun phrases. Use prepositional phrases. Use a range of sentence types.	IALT: weave action and dialogue Features to also include and model: Use inverted commas for writing speech. Use the correct rules for writing speech. Include description around dialogue.	IALT: use emotive language. Features to also include and model: Consider character’s thoughts and feelings. Subordinating conjunctions. Sequence ideas logically Descriptive vocabulary.	IALT: create imagery though poetry. Features to also include and model: Look at features and structure of poems.	IALT: Features to also include and model: Subject specific vocabulary Note taking – developing notes into sentences. Subheadings Paragraphs Pictures and captions.

Year 4 Term 3 – I Survived The Eruption of Mt St Helens

Genre/Purpose	<p>Character description (skeleton woman)</p> <p>Oracy – generate vocab</p> <p>GD – figurative language</p>	<p>Comparative setting description – before and after the eruption</p> <p>Oracy – read to class – edit from this</p> <p>GD – varied sentence openers</p>	<p>Newspaper report - reporting on eruption</p> <p>Oracy – Be the newsreader and read their news report, focusing on intonation and expression.</p> <p>GD – integrate speech throughout report.</p>	<p>Narrative – write own I survived story based on an earthquake or volcano</p> <p>Oracy – read to class focusing on use of punctuation when reading out loud</p> <p>GD – weave dialogue through narrative to move action on</p>	<p>Poetry – The Volcano by Judi Billcliff and Windy Nights by Rober Louis Stevenson</p> <p>Produce a calligram and a poem with stanzas</p> <p>Oracy – read focusing on intonation and expression.</p> <p>GD – figurative language focus/vocab for effect</p>	<p>Non-Fiction</p> <p>Information text on Mt St Helens? Or link to thematic</p> <p>Discussion texts</p> <p>Explanatory texts</p> <p>Instructional texts</p> <p>Persuasion texts</p> <p>Non-chronological reports</p> <p>Recounts</p>
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot
	Revising prefixes un-, in-, mis- and dis-	Adding prefix il-	The c sound spelt -que and g sound spelt gue	Homophones	Homophones	Adding ir- to words begging with r
	Main and subordinate clauses separated with a comma (include fronted adverbials)	Similes and Metaphors	Inverted commas	Adverbials	Tense (past and present)	Conjunctions to create compound and complex sentences (co-ordinating and subordinating) – 1 day co-ordinating and 1 day subordinating with a short partner task and then Friday SPaG task to consolidate conjunctions.
Reading	<p>Predict</p> <p>Summarise</p> <p>Clarify</p> <p>Question</p> <p>Retrieval reading comp</p> <p>Inference reading comp</p> <p>Stand alone reading comp</p> <p>Drama</p> <p>Book banter x 2</p> <p>Authorial intent</p> <p>Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict</p> <p>Summarise</p> <p>Clarify</p> <p>Question</p> <p>Retrieval reading comp</p> <p>Inference reading comp</p> <p>Stand alone reading comp</p> <p>Drama</p> <p>Book banter x 2</p> <p>Authorial intent</p> <p>Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict</p> <p>Summarise</p> <p>Clarify</p> <p>Question</p> <p>Retrieval reading comp</p> <p>Inference reading comp</p> <p>Stand alone reading comp</p> <p>Drama</p> <p>Book banter x 2</p> <p>Authorial intent</p> <p>Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict</p> <p>Summarise</p> <p>Clarify</p> <p>Question</p> <p>Retrieval reading comp</p> <p>Inference reading comp</p> <p>Stand alone reading comp</p> <p>Drama</p> <p>Book banter x 2</p> <p>Authorial intent</p> <p>Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict</p> <p>Summarise</p> <p>Clarify</p> <p>Question</p> <p>Retrieval reading comp</p> <p>Inference reading comp</p> <p>Stand alone reading comp</p> <p>Drama</p> <p>Book banter x 2</p> <p>Authorial intent</p> <p>Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict</p> <p>Summarise</p> <p>Clarify</p> <p>Question</p> <p>Retrieval reading comp</p> <p>Inference reading comp</p> <p>Stand alone reading comp</p> <p>Drama</p> <p>Book banter x 2</p> <p>Authorial intent</p> <p>Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>
Writing	<p>IALT: use rich and varied vocabulary.</p> <p>Features to also include and model:</p> <p>Use expanded noun phrases.</p> <p>Use prepositional phrases.</p> <p>Adapt and improve vocabulary choices – synonyms.</p> <p>Varied sentence openers</p>	<p>IALT: figurative language</p> <p>Features to also include and model:</p> <p>Use varied and rich vocabulary.</p> <p>Similes</p> <p>Metaphors</p> <p>Use the senses.</p> <p>Prepositional phrases and fronted adverbials.</p>	<p>IALT: use direct and reported speech</p> <p>Features to also include and model:</p> <p>Organise and structure writing.</p> <p>Use a range of conjunctions.</p> <p>Formal tone.</p> <p>Include quotes.</p>	<p>IALT: develop setting and plot</p> <p>Features to also include and model:</p> <p>Include detailed description.</p> <p>Include the structure of a narrative – using paragraphs</p> <p>Choose verbs/adverbs to move the action on.</p> <p>Include a range of openers.</p>	<p>IALT: Use a range of poetic devices</p> <p>Features to also include and model:</p> <p>Figurative language</p> <p>Impact of repeated lines</p> <p>Punctuation for poetry</p>	<p>IALT: Features to also include and model:</p> <p>Subject specific vocabulary</p> <p>Note taking – developing notes into sentences.</p> <p>Title</p> <p>Subheadings</p> <p>Paragraphs</p> <p>Pictures and captions</p>

			Write an introductory paragraph using the 5W's.	Could also model dialogue within a narrative.		
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Year 4 Term 4

The Miraculous Journey of Edward Tulane

Genre/Purpose	Character description Edward Tulane	Recounts – life on Egypt Street from the perspective of Edward and the many things that have happened to him. Dog Hoover	Based on chapter 5 and 6 Show characterisation through thoughts and feelings. Build tension and suspense – falling overboard and being in the ocean.	Letter – write to Lawrence and Nellie – describe where he is, the stars, the smells. How they changed him and how much he misses them Also about Lolly. (up to chapter 12)	Write in role as Bryce – series of diary entries.	Poetry – free verse of Edward’s journey across the book. Each stanza to focus on a different key event in his life.
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot
	Adding the suffix -ion	Adding the suffix -ion	Year ¼ expected spelling list words – jumping orange words	Year ¼ expected spelling list words – jumping orange words	Homophones	Homophones
	Sentence construction – varying clause structure	Tenses with verbs – e.g. was/ were	Fronted adverbials punctuated correctly	Identifying different types of determiners	Determiners	Apostrophes for possession and contraction
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	
Writing	IALT: make vivid and rich language choices. Features to also include and model: Use similes and metaphors to describe	IALT: use subordinate clauses Features to also include and model: Use varied and rich vocabulary. Emotive language	IALT: vary sentence length for effect. Features to also include and model: Prepositional phrases Powerful verbs	IALT: use a variety of sentence openers. Features to also include and model: Features of an informal letter First person Conveying emotions and thoughts.	IALT: Use emotive language Figurative language Impact of repeated lines	IALT: show character emotion through language choices Features to also include and model: Use language to convey the emotions of the events.

Year 4 Term 5
Song of the Dolphin Boy

Genre/Purpose	Poetry Write own poem about the sea using 4 line stanzas and rhyme	Entwined character and setting description. Based on chapter 4 of Finn transforming and then swimming under the sea.	Narrative – Write a folk tale based on a Selkie adventure.	Write a formal persuasive letter either to a famous footballer from Finn urging him not to release balloons at the opening or to a member of parliament to make mass balloon releases illegal.
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot
	W2 - Prefixes un-, im-, dis- and mis-	Prefixes auto- and inter-	Possessive apostrophe with plural words	Adding il- and ir-
	W1-Apostrophes for possession/contraction W2 - Conjunctions to express time and cause	Subordinating conjunctions/clauses	Subordinate clauses	Modal verbs
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	
Writing	IALT: Use rhyme and rhythm Features to also include and model: Vivid and rich language choices Imagery to bring the poem to life – alliteration, similes and metaphors.	IALT: Use ambitious vocabulary Features to also include and model: A range of openers Expanded noun phrases Prepositional phrases	IALT: develop character, setting and plot Features to also include and model: Subordinate clauses Vivid and rich language choices Ensure there is a clear beginning, middle and end. Clear good vs evil. Spend 2 weeks on this. Spend time planning characters, setting and plot. Write opening of the narrative in different ways - such as dialogue, description, action/ Spend time editing and redrafting parts of narrative.	IALT: use formal tone IALT: Use persuasive language Features to also include and model: Use modal verbs Use emotive language.

Year 3 Term 1
Stone Age Boy

Year 3

Genre/Purpose	Spend time immersing children in English at Upton. Reading Graffiti. Introduce to Reciprocal Reading skills. Look at Gorilla – predict. Read it – clarify and ask questions Act out and retell the story – summarise Friday – Big Write Gorilla in learning groups.	Recount events using first person Oracy - drama	Setting description of the campsite Oracy – gather vocabulary	Instructions – how to build a stone age campfire. Oracy – read aloud	Debate and persuade- who had the most important job in the stone age, men or women? Oracy focus – not in books	Recount events – considering character point of view (write as Om). Oracy focus – drama hot seat	Non-Fiction Information text on Stone Age? Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
Spelling and PaG	Sounds	Sounds	Red words	Red words	High frequency words	High frequency words	Common exception words
	Capital letters and full stops	Word classes – nouns and adjectives	Expanded noun phrases	Imperative verbs	Word classes – verbs and adverbs	Common and proper nouns	Question marks
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Stand alone reading comp Summarise Clarify Question Book banter		
Writing	Big Write	IALT: use first person Features to also include and model: Describe setting using adjectives Consider thoughts and feelings	IALT: use expanded noun phrases. Features to also include and model: Use ambitious adjectives Use prepositions Consider senses	IALT: use instructional language. Features to also include and model: Organisational features for instructions Time conjunctions Imperative verbs	IALT: use persuasive language Features to also include and model: -use conjunction to extend your sentence - explain your viewpoint - use technical vocabulary	IALT: recount events and model: Use first person Use paragraphs Use descriptive vocabulary	IALT: Use organisational features Features to also include and model: Subject specific vocabulary Titles, subheadings and paragraphs Pictures and captions

Year 3 Term 2 The Iron Man						
Genre/Purpose	Character description – The Iron Man	Setting description - Based on Chapter 1 and the illustration	Newspaper report about things coming up from the ground (based on chapter 3) Focus on the main body. Shared write the headline, subheading, orientation (5Ws). NO SPEECH Oracy link: Read newspaper reports like a news report.	Non-Chronological report on the Space Bat Angel Dragon	Write a narrative – The Iron Man’s next adventure Oracy link: Rehearse story plan – Pie Corbett style.	Non-Fiction Magnets? Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts
	What are prefixes Un / dis / mis	What are prefixes Un / dis / mis	What are suffixes - er/-est	What are suffixes -action	Words ending in - ture	Homophones
	Expanded noun phrases – focus on varying adjectives.	Prepositions	Sentence punctuation (Aa, ,, !, ?)	Bullet points	Verbs and adverbs	Synonyms
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Poetry – perform poem. The Iron Man (Poetry) Teaching Resources (tes.com) Oracy link – focus on intonation and projection of voice.	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term		Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Clarify Reading comp Question Book review Book Banter
Writing	IALT: use rich and varied vocabulary. Features to also include and model: Use expanded noun phrases. Use prepositional phrases. Can touch on similes if appropriate for your group	IALT: use prepositional phrases Features to also include and model: Use prepositional fronted adverbials Use expanded noun phrases Use adverbs/adjectives to modify	IALT: recount events in chronological order Features to also include and model: Features of a newspaper How to plan Write an introduction – 5W’s	IALT: use organisational features Features to also include and model: Features of a non-chron Paragraphs, subheadings, factual/technical language Formal tone	IALT: develop setting, character and plot. Features to also include and model: Features to also include and model: Use descriptive language Use paragraphs Use time adverbials to link paragraphs Fronted adverbials (if ready) Weave description and action	IALT: Features to also include and model: Subject specific vocabulary Note taking – developing notes into sentences. Title Subheadings Paragraphs Pictures and captions.

Year 3 – Term 3 The Secret Lake

Genre/Purpose	<p>Diary entry – based on chapter 1 from Tom’s perspective</p> <p>Oracy – read through Chapter 1 and discuss ‘what Tom would say about that’ as part of planning process</p> <p>GD – Varied sentence openers</p>	<p>Setting description – create dioramas to plan and generate vocab and then describe the secret lake (fronted adverbials focus)</p> <p>Oracy - Read to class</p> <p>GD – similes</p>	<p>Write in role – write as the dog discovering the secret lake and the time tunnel (Internal monologue style)</p> <p>Oracy – Drama to plan</p> <p>GD – rhetorical questions</p>	<p>Character description (3 days) Use thesaurus to generate vocab</p> <p>Oracy – vocab generating</p> <p>GD – show don’t tell to develop characterisation through actions</p>	<p>Narrative with dialogue – You find a secret lake – where does it take you? Paragraph 1 – describe the lake and the new place. (action and description) Paragraph 2 – meet a character (dialogue here only) and struggle to get home. (dialogue and action) Paragraph 3 – get home and end story. (action and description)</p> <p>Oracy – read to class</p> <p>GD – dialogue throughout</p>	<p>Non-Fiction</p> <p>Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts</p>
SPaG	Words with the k sound spelt ch	Words with the k sound spelt ch	Words with the sh sound spelt ch	Words with the sh sound spelt ch	Adding the suffix -ion	Adding the suffix -ion
	Conjunctions (1 day focussed on co-ordinating and the next on subordinating with a short partner task for each and then Friday task to consolidate learning of conjunctions on recorded sheet)	Prepositional phrases (fronted adverbials)	Tense (past and present)	Fronted adverbials (focus on use of comma and ing/ed/ly)	Punctuation for direct speech	Use of commas (lists, fronted adverbials and clauses)
Reading	<p>Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2</p> <p>Authorial intent Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2</p> <p>Authorial intent Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2</p> <p>Authorial intent Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2</p> <p>Authorial intent Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2</p> <p>Authorial intent Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>	<p>Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2</p> <p>Authorial intent Book talk using RR skills throughout - as you read</p> <p>Poetry once a term</p>
Writing	<p>IALT: write in first person</p> <p>Features to also include and model: Time adverbials Fronted adverbials Descriptive language Emotive language</p>	<p>IALT: use rich and varied vocabulary.</p> <p>Features to also include and model: Prepositional phrases Expanded noun phrases Similes</p>	<p>IALT: write from a different perspective</p> <p>Features to also include and model: First person Descriptive language Fronted adverbials</p>	<p>IALT: use fronted adverbials</p> <p>Features to also include and model: Rich and varied vocabulary Expanded noun phrases Similes Fronted adverbials</p>	<p>IALT: weave action, description and dialogue</p> <p>Features to also include and model: Accurate punctuation for speech (paragraph 2) Descriptive language</p>	<p>IALT:</p> <p>Features to also include and model: Subject specific vocabulary Note taking – developing notes into sentences. Title Subheadings</p>

	Year 3/4 spelling words	Fronted adverbials Year 3/4 spelling words	Emotive language Year 3/4 spelling words	Year 3/4 spelling words	Varied sentence openers Adverbs Year 3/4 spelling words	Paragraphs Pictures and captions
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Year 3 Term 4
Revolt Against the Romans

Genre/Purpose	Description of the journey from Gaul to Britannia (diary) Oracy - Orally rehearse the journey making notes along the way. Use drawings to aid memory.	Write character description of the Celts/savaged Britons from Marcus' perspective.	Narrative - being captured and dragged through the village including what they feed him. Leave on cliff-hanger. Third person	Writing in role. Write the battle from the perspective of a Briton and then from the perspective of a Roman.	Newspaper report – The Warrior Queen betrays the Britons! Oracy – Read newspaper reports aloud to class, thinking about intonation, expression and fluency.	Non-Fiction Explanation text about the Roman Army Write a legionary handbook Oracy – Work in groups to act out different roles within the Roman Army. Discuss vocabulary used to generate sentences.
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot
	The prefix re-	The prefix re-	The prefixes super-, anti-, auto-	The prefixes super-, anti-, auto-	Year 3 and 4 common exception words	Year 3 and 4 common exception words
	Simple and compound sentences	Use of past and present tense	Openers -ing, -ed, -ly	Openers Prepositions Similes to challenge	Conjunctions	Apostrophes
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term
Writing	IALT: Use emotive language Features to also include and model: Use the senses to describe Range of prepositions	IALT: use vivid and rich vocabulary Features to also include and model: Use the senses to describe Range of prepositions Improving vocabulary First person?	IALT: Use third person IALT: Use a range of openers Past tense Features to also include and model: Emotive language Range of clause structures and sentence types Range of openers	IALT: Write in role Features to also include and model: ENP, adjectives, verbs, adverbs First person Varying openers	IALT: use formal tone Features to also include and model: Features of a newspaper Direct speech 5Ws for introduction Organisational features - paragraphing	IALT: use technical vocabulary Features to also include and model: Subject specific vocabulary Note taking – developing notes into sentences. Title Subheadings Paragraphs Pictures and captions

Year 3 Term 5
The Great Chocoplot

Genre/Purpose	Description of Easter Egg island/rainforests. Chapter 1 Oracy link – drama, acting out walking through the forest. Use drawings/artwork to develop vocabulary.	Character description of Jelly/Garry Jelly – Chapter 2 Garry – Chapter 3	Journal writing as Jelly – recounting events using emotive language. From announcement of Chocopocalypse to Chompton going mad. P.77 – Chapter 7	Non-Fiction Where does chocolate come from and how is it made? From Bean to Bar	Narrative - The Midnight Adventure (based on chapter 15) Oracy link – retell stories and share with the class.
SPaG	Sir Linkalot	Sir Linkalot	Sir Linkalot	Sir Linkalot	
		Days of the week	Months of the year	Homophones and near homophones	Homophones and near homophones
	Pronouns	Main and subordinate clauses	Use of past and present tense – present perfect	Commands, statements, questions and exclamations	Fronted adverbials
Reading	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2 Authorial intent Book talk using RR skills throughout - as you read Poetry once a term	Predict Summarise Clarify Question Retrieval reading comp Inference reading comp Stand alone reading comp Drama Book banter x 2	
Writing	IALT: Use rich and vivid vocabulary Features to also include and model: Prepositions Use the senses to describe.	IALT: Use similes and metaphors to describe a character Features to also include and model: Expanded noun phrases Upleveling vocabulary choices	IALT: use emotive language Features to also include and model: Vivid vocabulary to describe Range of clause structures and sentence types First person	IALT: use technical vocabulary Features to also include and model: Subject specific vocabulary – use of glossary Note taking – developing notes into sentences. Title Subheadings Paragraphs Pictures and captions	IALT: Develop setting, characters and plot. Features also to include and model: Dialogue using inverted commas Description using ambitious vocabulary A range of openers

Non-Fiction and Cross Curricular Writing Overview

Contains the non-fiction writing and reading covered each term in each year group.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	<p><u>The Stone Age - Prehistory Rocks</u></p> <p>Non-fiction text on Stone Age Standalone text on Stone Age Stew CCW: Stone Age non-chronological report</p>	<p><u>Feel the force, see the light</u></p> <p>Non-fiction text on Real-Life Robots CCW: Robot non-chronological report</p>	<p><u>How my body works</u></p> <p>Non-fiction text on how to keep and look after a tortoise.</p> <p>CCW – information text/how to guide on keeping healthy.</p>	<p><u>Revolutionary Romans</u></p> <p>explanation text about the Roman Army and the ranks within it.</p>	<p><u>From Bean to Bar</u></p> <p>Non-fiction: Where does chocolate come from and how is it made?</p>	<p><u>Rainforest Revealed</u></p> <p>Explanation text: Importance of the Amazon Rainforest.</p>
4	<p><u>Make some noise!</u></p> <p>Sound collector poem CCW- presentation on sound</p>	<p><u>Egyptians</u></p> <p>Non-fiction text on Egyptians Egyptian poetry</p>	<p><u>Cracking the Earth's core</u></p> <p>Non fiction text on when, where and why Mt St Helens erupted.</p> <p>Compare eruptions of Pompeii and Vesuvius.</p>	<p><u>Innovation Station</u></p> <p>Write a biography/fact file on a famous inventor.</p>	<p><u>Water World</u></p> <p>Non-chronological report on Selkie's.</p>	<p><u>My home is your home.</u></p>
5	<p><u>Across the Pond</u></p> <p>Non-fiction: information text comparing countries in North America. Stand-alone: continent of North America fact file; New York tour</p>	<p><u>Stargazers</u></p> <p>Non-fiction: non-chronological report/ leaflet about space. Stand-alone: the Sun fact file; Kennedy Space Center article;</p>	<p><u>Marvels of Matter</u></p> <p>Write a report about how and why England has been invaded so many time in history.</p>	<p><u>Gods and Mortals</u></p> <p>non-chronological report on the importance of Gods and Goddesses in ancient civilisations.</p>	<p><u>Tides of change</u></p> <p>Poetry</p> <p>Write a poem to convey information about the Victorian Era.</p>	

	<p>guide; newspaper report on effects of climate; managing friendships</p> <p>CCW: comparison between mountains in UK and North America</p>	<p>CCW: double page spread about space disasters</p>	<p>Writing on Sutton Hoo.</p>	<p>Instructions – create own firework.</p>	
6	<p><u>Darwin's Delight</u></p> <p>Non Fiction: Information text on Climate change Stand Alone: Comprehension on Charles Darwin Comprehension on Climate Change Poem – Little Lost Girl CCW: Write a biography on the life and work of Charles Darwin</p>	<p><u>The Victorians</u></p> <p>Non Fiction: Non-fiction</p> <p>A speech about how the Victorian Era impacted life today.</p> <p>Stand Alone: Comprehension on the Industrial Revolution Comprehension on Victorians Comprehension on Highwaymen Inference through images CCW: To know the difference between rich and poor and the changes that occurred in Britain to combat these difference (diary entries</p>	<p><u>How to Mind your Heart</u></p> <p>balanced argument based around the question, 'What's more important: heart or head?'</p>	<p><u>WW2 - Paths to Peace</u></p> <p>autobiography as a child who was evacuated in WWII.</p> <p>Instructions – Island soup – survive on an abandoned island.</p>	<p><u>Light it Up</u></p>

		for rich and poor children)			
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Poetry at Upton

When studying a poem, the children need to read and discuss:

- The vocabulary used
- Style of language
- The type of poem and how it's layout
- The meaning of the poem including hidden meaning
- Discussions around what they liked/disliked

When any form of poetry is undertaken it is important that we change the way in which we teach and don't repeat the same activities over and over again.

When teaching poetry consider the following:

- Recital
- Composition of poems – writing in different styles
- Linking poetry and art – visualise the poem
- Performance Poetry
- Share poetry as part of your end of the day read
- Link poetry to dance, drama and music
- Sequencing
- Missing words in poetry (cloze)

As always, look at the reading statements for your year group to ensure they are meeting the requirements for their year group.

Poetry Jam – TBC

*This year all year groups will take part in a **Poetry Jam**. This will involve a year group hosting (led by Core Curriculum Lead) an after-school poetry where any child or groups of children can perform their own composed poem or recite a poem studied in school.*

- Year 6 – Term 3
- Year 5 – Term 4
- Year 4 – Term 5
- Year 3 – Term 6

We will also be inviting local poets into school to work with year groups.

Below are lists of classical, modern and poems from other cultures which must be covered. However, others can be used with your year group/class.

Classical Poetry

Children learning classical poetry is a requirement of the National Curriculum. Over the course of the year each year group needs to be exposed to the poems below. These can

be studied in guided reading sessions and then in an English lesson. They could also be used as a stimulus for a Big Write. These poems are starting points:

Year Group	Classical Poem that can be studied over the course of the year.
3	Firework Night by Enid Blyton – Links to Firework Night The Owl and the Pussycat by Edward Lear Wind on the Hill by A.A Milne – Links to Feel the Force, See the Light
4	The Jabberwocky by Lewis Carroll If by Rudyard Kipling Macavity, the Mystery Cat by T.S. Eliot Life Doesn't Frighten me by Maya Angelou The Crocodile by Lewis Carroll – Links to Egypt topic
5	The Lady of Shallot by Lord Alfred Tennyson – In depth study needed on this classical poem. The Listeners by Walter De La Mare From a Railway Carriage by Robert Louis Stevenson The Eagle by Alfred Lord Tennyson – links with walking on the wild side.
6	The Highwayman - To be used a class text Tyger by William Blake – Links to Floodland The Angel by William Blake – Links to Skellig The Raven by Edgar Allen Poe The Charge of the Light Brigade Matilda Who Told Lies and Was Burned To Death by Hilaire Belloc

Cultural and Societal Poems:

Year Group	Could be studied across the year...
3	I De Rap Guy - Benjamin Zephaniah (read a range of his poems) Flag – John Agard Jamaican Song by James Berry
4	Search for my tongue – Sujata Bhatt Blessing – Imtiaz Dharker Hauling in the Seine – John Lyons – Link to Gregory Cool
5	South to North 1965 by David harmer People Need People – Benjamin Zephaniah Island Man – Grace Nichols Half caste – John Agard
6	Okay, Brown Girl, Okay by James Berry Immigration trap by John Foster Hurricane Hits England – Grace Nichols https://poetryarchive.org/poem/hurricane-hits-england/ Presents From My Aunts in Pakistan by Moniza Alvi Citizenship – Javier Zamora (Link to transition)

Modern Poems:

Modern poetry refers to the verse created by the writers and poets of the 20th and 21st centuries. Modern movements such as Beat poetry and poetry slams also would be included. Modern poetry emphasizes less of a reliance upon the use of rhyme.

Year Group	Could be studied across the year...
3	The Magic Box by Kit Wright The Sound Collector by Roger McGough I go ape – Brian Moses The Boneyard Rap – Wes Magee (Link with How my body works)
4	Please Mrs Butler by Allan Ahlberg Limpet – Chrissie Gittins (link with My Home is your Home) Geography Lesson – Brian Pattern (Link with Cracking the Earth’s Core) Spellbound – Adisa
5	Tree – James Carter Rooty Tooty – Carol Ann Duffy Colour outside the lines – Jared Louche Sometimes Sea – Pauline Stewart
6	The Soldiers Came by John Agard (link with WWII) Air Raids 1942 (link with WWII) Let no-one Steal your Dreams – Paul Cookson (Link with transition) The Angler’s Song – Jackie Kay (Link to Floodland) Detention Tension (a rap) – Carol Rumble

Types of Poems:

Haiku

The haiku (or hokku) is an ancient form of Japanese poetry that has become very popular all over the world. Renowned for its small size, haikus consist of just three lines (tercet); the first and third lines have five syllables, whereas the second has seven. Haikus don’t have to rhyme and are usually written to evoke a particular mood or instance. So, you can have a lot of fun with them! You may have written or will find yourself writing your own haiku at some point in school, or you can get creative and try it at home, too.

Free verse

Free verse is a popular style of modern poetry, and as its name suggests there is a fair amount of freedom when it comes to writing a poem like this. Free verse can rhyme or not, it can have as many lines or stanzas as the poet wants, and it can be about anything you like! So, while free verse may sound simple enough, the lack of rules makes this form of poetry tricky to master!

Sonnet

This very old form of poetry was made famous by none other than [William Shakespeare](#), but the sonnet actually originated in 13th century Italy where it was perfected by the poet Petrarch. The word ‘sonnet’ is derived from the Italian word ‘sonnetto’ which means ‘little song’. Traditionally, sonnets are made up of 14 lines and usually deal with love. As a

rule, Petrarchan (Italian) sonnets follow an ABBA ABBA CDE CDE rhyme scheme, whereas Shakespearean (English) sonnets are typically ABAB CDCD EFEF GG. But of course, rules are made to be broken!

Acrostic

Like haikus, you're likely to encounter acrostic poems at school! But that doesn't mean they're boring – in fact, far from it! This type of poetry spells out a name, word, phrase or message with the first letter of each line of the poem. It can rhyme or not, and typically the word spelt out, lays down the theme of the poem. Why not try it with the silliest word you can think of – it can be really fun!

Villanelle

The villanelle is another very old form of poetry that came from France and has lots of rules. It is made up of 19 lines; five stanzas of three lines (tercet) each and a final stanza of four lines (quatrain). As you can see from the rhyme scheme; ABA ABA ABA ABA ABA ABAA, this type of poem only has two rhyming sounds. Plus, there is a lot of repetition throughout the villanelle. Line one will be repeated in lines six, 12 and 18; and line three will be repeated in lines nine, 15 and 19. So although this takes out the extra work of having to write 19 individual lines, the real challenge is to make meaning out of those repeated lines!

Limerick

Limericks are funny (and sometimes rude!) poems which were made popular by Edward Lear in the 19th century. They have a set rhyme scheme of AABBA, with lines one, two and five all being longer in length than lines three and four. The last line is often the punchline. Their sound is very distinctive, it's likely you've heard or read one before!

Ode

The ode is one of the oldest forms of poetry and believed to have come from ancient Greece. Yep – yonks ago! The word 'ode' is derived from the Greek word 'aeidein' which means 'to sing or chant', and these poems were originally performed with a musical instrument. An ode is typically written to praise a person, event or thing (you could write an ode to your pet or favourite food!) and they are usually quite short in length.

Elegy

An elegy doesn't have rules like some of the other forms of poetry but it does have a set subject: death – eek! They are usually written about a loved one who has passed away, but can also be written about a group of people, too. Although they can sound sad, elegies often end on a hopeful note, hooray!

Ballad

The ballad is another old and traditional form of poetry that typically tells a dramatic or emotional story. They came from Europe in the late Middle Ages and were initially passed down from one generation to another, and often with music. Ballads do have a set form; they are typically four lines (quatrain) and have a rhyme scheme of ABAB or ABCB. However, this form is looser than others so can be modified to suit a writer's (that's you!) needs. Most modern pop songs you hear nowadays can be referred to as ballads!

A short poetry glossary

Stanza = a set amount of lines in poetry grouped together by their length, meter or rhyme scheme.

Couplet = a two-line stanza.

Tercet = a three-line stanza.

Quatrain = a four-line stanza.

Cinquain = a five-line stanza.

Sestet = a six-line stanza.

Meter = the pattern of stressed syllables (long-sounding) and unstressed syllables (short-sounding) in poetry.

Rhyme scheme = the pattern of rhyme that comes at the end of each line or verse.

Syllable = the single, unbroken sound of a spoken or written word.

The Upton English Lesson

At Upton we cover the aims and objectives of the National Curriculum. Our driver for this is a Text-Based Curriculum with texts linked to the UBBC topics we cover.

Every English lesson will contain an element of reading. Reciprocal Reading is the driver behind this used alongside the teaching of inference, vocabulary, and retrieval.

Book talk/reading text RR	Book talk/reading text RR
Drama	Vocabulary (understanding)
Book talk/reading text RR	Book talk/reading text RR
Comprehension	Comprehension
Poetry	Stand Alone Comprehension

Across ten school days these are the aspects that will be covered specifically in reading:

Starters:

As pupils enter the room work should already be on the board, allowing them to settle. This should take the form of:

Start with PAG: takes place **every day**. The focus is on a particular skill that children need to understand and develop within their writing allowing a transference of skills.

Spelling: 3 20-minute sessions per week.

Within a Reading Lesson

- ✓ **Feedback Slide:** Reinforces the positives from the previous reading lesson and identifies and deals with any misconceptions that arose
 - ✓ Long date, IALT and S.C displayed on the board. Date and IALT are recorded in book
- IALTs:** should use simple language and be linked to the learning (e.g. IALT: Use modal verbs)

Success Criteria: Should lay out the steps to success to achieve the learning intention. These should also be displayed on the board during independent work for pupils to refer to.

- ✓ **Link to similar work:** what key skills do we already know?
- ✓ **Teacher-led input:** This involves the building of knowledge required to successfully complete the reading task and will take the form of teacher introduction, explanation, exemplification and modelling. This will involve involvement techniques such as TTYP, HYPTA, MT/YT.
- ✓ **Partner work :** This utilises specifically the mixed ability of the group. During this period pupils work together to improve an aspect of Reading. This may involve the strands of reciprocal Reading, drama or inference, vocabulary and retrieval skills_Partners should have specific directed roles to ensure equal involvement in the learning (e.g Partner A, Partner B)
- ✓ **Independent work:** Independent does not take place every day in the Reading Lesson. Reading lessons can involve book talk, drama, or differing non-recorded activities. When independent written work does take place, teachers should consider chunking to allow pupils to begin earlier. Work should be differentiated as appropriate. Peer and Self-Assessment and the opportunity to Edit and Improve should all be part of this.

Within a Writing Lesson

- ✓ **Feedback Slide:** Reinforces the positives from the previous lesson and identifies and deals with any misconceptions that arose
- ✓ Long date, IALT and S.C displayed on the board. Date and IALT are recorded in book
IALTs: should use simple language and be linked to the learning (e.g., IALT: Use modal verbs)
Success Criteria: Should lay out the steps to success to achieve the learning intention. These should also be displayed on the board during independent work for pupils to refer to.
- ✓ **Introduce TAPS (Task, Audience, Purpose, Skill)**
- ✓ **Link to similar work done before:** what key skills do we already know?
- ✓ **Teacher-led input:** This involves the building of knowledge required to successfully complete the writing task and will take the form of teacher introduction, explanation, exemplification, and modelling. This will involve involvement techniques such as TTYP, HYPTA, MT/YT.
- ✓ **Partner work:** This utilises specifically the mixed ability of the group. During this period pupils gather ideas, create sentences, share vocab, uplevel each other's work
- ✓ **Independent writing:** This should be differentiated based on the needs of learners and contain specific Challenge for all ability levels. Resources such as word banks, thesauruses etc should be available to children. Some children will benefit from chunking and be able to start their writing sooner.
- ✓ **Edit and improve:** using PP through self/peer editing