

# Upton Junior School



## English Curriculum

2023 – 2024

*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 2023-2024**

### **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.

<b><u>Year 3</u></b>		
<b><u>Term</u></b>	<b><u>Texts</u></b>	<b><u>Text types to cover</u></b>

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	Romans on a Rampage	Non-fiction – explanation text Historical setting descriptions – journey Character description Diary entry Debate Writing in role Newspaper report.
5	The Great Chocopot	Non-fiction – Information text Descriptive writing using the senses Contrasting character description Recounts Conversation – dialogue Narrative – Action and adventure.
6	Charlotte’s Web	Narrative – dialogue Recounts Description with action

<b>Year 4</b>		
<b><u>Term</u></b>	<b><u>Texts</u></b>	<b><u>Text types to cover</u></b>
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	The Kapok Tree Poetry	Non-fiction: explanation text Non-fiction: write an expert article

		Setting description Non chronological reports Dialogue Writing in role Letter 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

<b>Year 5</b>		
<b><u>Term</u></b>	<b><u>Texts</u></b>	<b><u>Text types to cover</u></b>
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	The Firework-Maker's Daughter	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

<u>Year 6</u>		
<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	The Highwayman	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 Pig Heart Boy	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 Rose Blanche	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	The Highwayman	Classical poetry – look at form, language, and structure. Links to winter. Build on vocabulary and figurative language.
3	Skellig Pig Heart Boy	Links to thematic learning on the human body.
4	Rose Blanche 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 Moving on Up, 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	Street Child	Historical fiction
5	The Firework Maker's Daughter	The book is set in Asia and occupies some kind of familiar but unknown imaginary land with elements of Thailand, China, India and Indonesia. Geographical and diversity links
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"> <li>Links with Core Value– friendship.</li> <li>Exposure to other cultures.</li> <li>Links to first terms topic in terms of environments.</li> </ul>
2	The Great Kapok Tree	<ul style="list-style-type: none"> <li>Links to learning on the Amazon rainforest and the Maya</li> </ul>
3	I survived....the Eruption of Mt St Helens	<ul style="list-style-type: none"> <li>Book links to thematic learning on earthquakes and volcanoes.</li> </ul>
4	The Miraculous Journey of Edward Tulane	<ul style="list-style-type: none"> <li>Themes of coping with change and adjustment and of recognising and celebrating differences.</li> <li>PSHE links</li> <li>Focus on vocabulary</li> </ul>
5	Song of the Dolphin Boy	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"> <li>PSHE links</li> <li>Links to thematic –due to refugees crossing the English Channel</li> </ul>

Year 3		
Term	Book	Why
1	Stone Age Boy	Links to UBBC thematic learning on the Stone Age
2	Iron Man	Links to UBBC May the Force be with You 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 thematic learning Links to core values
4	Romans on the Rampage	Historical fiction Links to thematic learning on the Romans

5	The Great Chocoplot	Links to thematic learning – From Bean to Bar
6	Charlotte's Web	Links to UBBC Healthy Humans. 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"> <li>• Apply phonic decoding until automatic and reading is fluent</li> <li>• Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)</li> <li>• Re-read books to build up fluency and confidence in word reading</li> <li>• Note punctuation to read with appropriate expression</li> <li>• Read accurately by blending, including alternative sounds for graphemes Read Year 2 common exception words, noting unusual correspondences</li> <li>• Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically Read polysyllabic words containing above graphemes</li> <li>• Read most words quickly &amp; accurately without</li> </ul>	<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 writer 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 writer's 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 &amp; other works that are read to them &amp; 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 confidently 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**

Using the text as an exemplar, these areas are taught both explicitly and through writing to ensure that pupils have a conscious control and clarity over their writing. Pupils are then encouraged to use these skills within the weekly writing opportunity. Grammar and punctuation 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 homework. These spellings are linked to a particular spelling focus and reinforced through lessons. Spellings 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
HFW	What are prefixes and suffixes	Words with the k sound spelt ch	The prefix re-	Homophones and near homophones	Word families
Assess children	Words ending in -ture	Words with the sh sound spelt ch	The prefix anti-	Days of the week	Common exception words
Common exception words	The suffix -ation	Adding the suffix -ion	The prefix super-	Months of the Year	High frequency words
	Homophones		The prefixes super, anti and auto-		

		Adding the suffix -ian		Common exception 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	- change the y to an i - The sh sound spelt ti and ci - Sh sound si and ssi	- Silent letters - ei and ie - ible, able, ibly, ably - ous - ough - hypens	- Plural nouns - recap ie and ei - homophones - double consonants	Recap and revision Consolidate gaps	Recap and revision Consolidate gaps

-ment Double consonants (swap, double or drop)	- homophones -		-Year 5 & 6 curriculum words		
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## 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

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

Read Write Inc Phonics approached and developed throughout the school.

## 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
<b>Composition: Text structure</b>	<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 &amp; 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.
<b>Composition: Punctuation and Grammar</b>	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>
<b>Composition: Vocabulary</b>	<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).</p> <p>Writing uses both description and dialogue for characters and setting to engage the reader.</p> <p>Some use of adverbs</p>	<p>Action verbs provide interest, such as cackled instead of laughed.</p> <p>Use of phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>Some evidence of words chosen to introduce opinion or add clarity.</p> <p>Technical or scientific terms are controlled and expanded in non-fiction texts.</p> <p>Descriptive language that is factual rather than imaginative is used.</p>	<p>Words are chosen carefully to describe events, characters, and feelings.</p> <p>Powerful verbs add impact.</p> <p>Word use is lively and imaginative, intended to amuse, entertain, or inform.</p> <p>Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition.</p> <p>In stories with historical settings vocabulary is chosen to describe in detail.</p>	<p>personification to create effects.</p> <p>Precise detail adds interest and engages the reader.</p> <p>Modal verbs indicate degrees of possibility. (might, may, must &amp; could)</p> <p>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.</p> <p>Conjunctions chosen relate to the text type. Adverbials of place are evident (walked wearily into the deep dark forest).</p> <p>Ability to use a variety of linguistic terms, to confidently discuss their writing.</p> <p>Both adjectives and adverbs provide detailed description and information. Figurative language is evident, such as The wind wrapped me like a cloak.</p>
<b>Transcription spelling</b>	<p><b>Read Write</b></p> <p>Independent application of Phonics Phase 5</p> <p>Spells almost all words in the year 1 &amp; 2 list.</p> <p>40+ phonemes taught in Band 1 are secure</p> <p>Working Securely in Phase 6</p> <p>Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.</p> <p>Competent growing application of prefix and suffix rules in independent</p>	<p><b>National Curriculum</b></p> <p>In most writing:</p> <p>Spell words as accurately as possible using phonics.</p> <p>Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>Formation of nouns using a range of prefixes.</p> <p>Spell words using a range of prefixes and suffixes.</p> <p>Prefixes-dis, mis, il, im, re and in.</p> <p>Suffixes ing, er, en, ation, ly and tion.</p>	<p>Across a range of writing:</p> <p>Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>Consolidates spelling words with prefixes and suffixes - Prefixes-re, sub, inter, super, anti and auto.</p> <p>-Suffixes-ous</p> <p>Spells words with the g phoneme spelt as gue, such as league and tongue.</p> <p>Spells words with the s</p>	<p>Across a range of writing:</p> <p>Nouns or adjectives are converted into verbs using suffixes ate, ise or ify.</p> <p>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.</p> <p>Spells words with the endings - able, ible and ibly</p> <p>Spells words with l - phoneme represented as ei</p>	<p>Fluency across a range of text types:</p> <p>Revision of work done throughout KS2</p> <p>Applies a range of taught spelling strategies independently when spelling words.</p> <p>Independently uses dictionaries to check the spelling and meaning of words.</p> <p>Spells words with the endings</p> <ul style="list-style-type: none"> <li>♣ cious and tious</li> <li>♣ cial and tial</li> <li>♣ ance and ancy</li> <li>♣ ent ♣ ence and ency</li> </ul>

	<p>writing. (ed, ing, s, es, er, est, ly, ful and ness)</p> <p><b>National Curriculum</b></p> <p>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.</p> <p>Usually spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> <p>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.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>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</p> <p>Spells words with ei, eigh or ey, such as weigh, vein or neighbour.</p> <p>Spells plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices's.</p> <p>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)</p> <p>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.</p> <p>Spells words containing the letter string ough, such as bought, rough, cough, though or thorough.</p> <p>Spells words with silent letters, such as Island, lamb, solemn or knight.</p> <p>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.</p> <p>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.</p> <p>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).
<b>Transcription: Handwriting</b>	<p>Forms all lowercase letters cursively with correct size and direction in relation to each other.</p> <p>Understands not to join capital letters to other letters.</p> <p>Begins to join letters with a continuous cursive style.</p>	<p>All diagonal and horizontal strokes are formed correctly.</p> <p>A fluent continuous cursive handwriting style is developing through increased legibility, consistency, and quality of presentation.</p>	<p>A fluent continuous cursive handwriting style is secure.</p> <p>Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc.</p>	<p>Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc.</p> <p>The writer's own style is evident and may change for different text types.</p>	<p>Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc.</p> <p>The writer's own style is evident and may change for different text types</p>

## English Long Term Plans

<b>Year 6</b>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Floodland	The Highwayman – Classical poetry	Skellig Pig Heart Boy	Letters from the Lighthouse Rose Blanche (Topic)	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 <sup>st</sup> .3 <sup>rd</sup> 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	The Firework Maker's Daughter	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	The Great Kapok Tree	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 <sup>st</sup> /3 <sup>rd</sup> 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	Ironman Forces	Esio Trot	Romans on the Rampage	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 <sup>st</sup> /3 <sup>rd</sup> 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

<div>  <div> The Year 6 Term 1 Text – Floodland </div> </div>								
Writing genre	Non-fiction 1) Charles Darwin – information text. (Not a double page spread) 2) The cause and effect of climate change – non-chronological report.	Recounts – letters and diary entries.  Write letter to Natasha Natasha to Zoe Diary entry – my parents left me!	Setting (Eels Island/Cathedral art) and character descriptions  Character description – Zoe and Dooby	Speech Writing  Dooby's speech – I should be your leader!	Debates – show viewpoint  Is Dooby a good leader?	Narrative – The Battle of Eels Island leading to the falling out of the boat.  WEAVE ACTION AND DESCRIPTION	Newspaper Report – Family reunited	Persuasive letter  Climate Change is real! Write a letter to Donald Trump to convince him.  (If no time move letter to another term)
Writing skills	Write a detailed and concise introduction. Include subject specific vocabulary used in the correct context Write a summarising paragraph Third person Cause and effect conjunctions. Formal tone.	Use modal verbs Use emotive language Show different perspectives of the same event Write in the 1 <sup>st</sup> person Write in the past tense spelling tense verbs correctly. Informal tone	Show don't tell Use rich and varied vocabulary Figurative language (similes, metaphors and personification) Use expanded noun phrases Use prepositional phrases Use a range of sentence types	Use persuasive language Use emotive language Use AFOREST features to write speech	Use Persuasive language and techniques Emotive language Show point of view	Use a range of openers Use figurative language Use descriptive vocabulary including expanded noun phrases and prepositional phrases. Use verbs and adverbs to move action on Write in the 3 <sup>rd</sup> person  Some children may want to add in a little dialogue.	Paragraphing – use TipToP – Time, place, topic, person. Write an introduction using the 5w's Direct and reported speech	Persuasive language and features including modals Emotive language Use technical language Use facts and figures to back up opinions
Punctuation and Grammar Skills	Timeless present tense Correct subject/verb agreement	Recap different word classes (adjectives, verbs, adverbs, nouns, conjunctions and prepositions) Modal verbs	Prepositional phrases Accurate sentence constructions with a focus on subordinate clauses.	Identify and use different clause structures  Parenthesis – brackets, commas and dashes with a	Subordinate clauses with accurate use of commas. Relative clauses	Fronted adverbials ISPACE openers	Direct and reported speech	Apostrophes for contractions Apostrophes for possession

				focus on when it is best to use ( ) , -				
Spelling s	Speed Sounds Suffixes – ing	Speed Sounds Suffixes – ed	Speed Sounds Suffixes – est	Speed Sounds Suffixes – less	Speed Sounds Suffixes – ness	Speed Sounds Suffixes – ful and ment	Speed sounds Recap the different suffixes taught	Speed Sounds Double consonants (swap, double or drop)
Oracy Links	Research and present findings about Charles Darwin/Climate Change. Read reports to the class/partner focusing on tone and expression.	Orally rehearse and build sentences with a partner.	Share descriptive sentences out loud and listen to others advice about what can be added to them in order to improve.	Read speech to the class but in the role of Dooby thinking about use of voice, body and voice.  Hold mini Speaker competitions in class and find winner. Move to year group.	Follow the rules for debating with a real focus on listening to others and responding appropriately.	Share story writing with another child. Read story aloud with a focus on	Turn newspaper report into a news reporter reporting the story on the 6 o'clock news. How would some of the language change?	Read letter to Donald Trump. How would you respond to his questioning or disregard?
Reciprocal Reading Skills	Clarify key vocabulary and their meanings in context. Summarise key parts of the text – 5 most important points.  BOOK BANTER	Predict Ask questions of a text Clarify Authorial intent Book talk using RR skills throughout .	Clarify Summarise – 5 finger summary of events so far/ summarise in 30 words or less  Authorial intent Book talk using RR skills throughout .	Summarise Predict – what will happen next  Authorial intent Book talk using RR skills throughout . BOOK BANTER	POEM – Little Lost Girl by William Blake  Clarify Summarise – sequencing  Authorial intent Book talk using RR skills throughout . .	Predict – will Zoe find her family? Question the text – anything puzzling that needs questioning  Authorial intent Book talk using RR skills throughout .	Question – is the ending good enough? Predict – what could happen next? Summarise the text.  Authorial intent Book talk using RR skills throughout . BOOK BANTER	Clarify – vocabulary around Climate Change and what activists' have said.  Summarise  Authorial intent Book talk using RR skills throughout .
Key Vocabulary	Charles Darwin Evolution Species Natural Selection Climate Change Global Warming Environment Sustainability	Chapters: Before Deserted Derelict Route Awkwardly Allotments Supply ship Methodical Survival	Chapters: Then: 1 - 2 Obviously Ignored Dimly Suspiciously Cathedral Tribes Primitive Ragged	Chapters: Then 3-7 Pew Hassock Indicating Nave Intentions Shuddered Rationing Brazenly	Chapters: Then 8-10 Inaudible Motionless Convinced Announcement Pendant Vain Inhabitants	Chapters: Then 11-13 Efficiently Brink Nonsense Urgency Desperate Fumbled Hesitating Traitor	Chapters: After Drowned Interrupted Disturbed Brightening Rummaged Temporary Shanty Huddled	Greenhouse gases Temperature Extreme weather Clean energy Pollution Emissions Carbon footprint

		Unknown Compass Faint Stupor Mainland Oarsmen Exhaustion	Detached Unoccupied Precious possessions Curfew	Salvation	Abruptly Vaulting Mangy Frustrating	Gunwale Monstrous Thwart Prised Precarious	Sheltering Scavenging Feeble	
Reading Comprehension	<p>2 x stand-alone reading comps.</p> <p>1 on Charles Darwin (retrieval questions using skimming and scanning)</p> <p>1 on Climate Change mainly retrieval with one based on their opinion and one inference.</p>	<p>Write a prediction with justifications linking to what they already know and clues from the cover. Write one prediction based just on the front cover then write another based on the blurb to see if anything changes.</p> <p>Drama – Zoe rowing away on the boat – infer character</p> <p>1 comprehension based on the core text with an inference focus – character motives, thoughts and feelings.</p>	<p>Infer from an image - not based on text for example the white rabbit.</p> <p>Stand alone reading comprehension linked to topic – skimming and scanning skills – retrieval.</p> <p>1 comprehension linked to core text. Focus on questions like: what impression do you get of... How do you know....</p>	<p>Explicit vocabulary lesson – meaning and origins.</p> <p>Comprehension based on the core text – linked to vocabulary used and meaning. For example: Find a word that means... Which word means the same as... Find and copy...</p>	<p>Poetry link. See poem above. Identify key features and poetic devices.</p> <p>DRAMA – performance poetry Explore language devices</p> <p>Answer questions based on Little Girl Lost poem. With a focus on the impact of features used.</p> <p>Continue reading core text</p>	<p>Comprehension based on the core text - Inference based questions with some retrieval as well so they are using different skills.</p> <p>Explicit vocabulary lesson – words from the text – meanings and understanding. Can the context of a sentence change the meaning of a word?</p>	<p>Express character thoughts, feelings and opinions</p> <p>Make comparisons to other texts – When the Mountain Roared – Year 5, Boy at the Back of the Class – year 4.</p> <p>DRAMA – the ending – family reactions – facial and body expressions – no talking.</p> <p>Identify themes in a text – what are the main themes in the text? Justify answers and give evidence.</p>	<p>Stand-alone comprehension – Greta Thunberg – retrieval and find and copy questions.</p> <p>Explicit vocabulary lesson – words from the text –</p>
Composition of reading fluency and	<p>Identify purpose of the writing.</p> <p>Have a clear understanding of vocabulary and use in correct context.</p> <p>Orally present to class clearly and concisely.</p>	<p>Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.</p>	<p>When inferring from image compose inference answer together with lots of evidence and justifications.</p>	<p>Consider authors purpose – develop well-formed and accurate answers.</p>	<p>Perform a poem aloud using intonation and expression.</p> <p>Construct on poem based on the model and use high level vocabulary</p>	<p>Can the context of a sentence change the meaning of a word? Justify reasons for or against and give examples. Work with a partner to formulate answers.</p>	<p>Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)</p>	<p>Develop written answers through partner practice and then form answers using this.</p>

written. Transcription.								
Challenge for greater depth	Include myths that they can debunk about Climate Change. Include quotes from activists and explain/give opinion.	Write a diary entry from the perspective of one of Zoe's parents with a focus on emotive language and explaining why they haven't been back.	Write Zoe's character description from the point of view of someone living on Norwich for example she's always in the shadows and sneaking around. Manipulate vocabulary choices.	Write 2 speeches one as Dooby and then one as someone else who is opposing Dooby.	Write a balanced argument and then sum up.	Weave dialogue into narrative writing.	Introduce children to passive voice and include within writing.	Write Donald Trump's reply thinking about tone.
Handwriting  All children to start the year in pen	Ensure correct letter formation and adequate spacing between words.	Ensure ascenders and descenders are clearly noticeable and joined correctly.	Ensure ascenders and descenders are clearly noticeable and joined correctly.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.


<div> <div></div> <div>Year 6 Term 2 Text –The Highwayman</div> </div>							
Writing genre	Non-fiction Write a speech about how the Victorian Era impacted life today.	Create Atmosphere Setting description – based on first page picture	Character description – The Highwayman (picture 2) Tim the Ostler	Internal Monologue – writing as Bess	Autobiography – The Highwayman (children to create back story)	Debate and Persuade The Highwayman is innocent! Act out in court setting.	Read extracts from A Christmas Carol Write in role as Ebenezer Scrooge
Writing skills	Write a detailed and concise introduction.	Use a range of figurative language. Create atmosphere. Use the senses.	Show don't tell. Use rich and varied vocabulary.	Use emotive language. Use a range of openers.	Gather rich and varied vocabulary Figurative language	Use modal verbs. Use emotive language. Use persuasive phrases. Use repetition.	Use emotive language. Show point of view. Use a range of openers.

	Include subject specific vocabulary used in the correct context. Write a summarising paragraph. Third person Cause and effect conjunctions. Formal tone.	Create imagery. Use prepositional phrases.	Figurative language (similes, metaphors, and personification) Use expanded noun phrases. Use prepositional phrases. Use a range of sentence types.	Show characterisation. Create mood, tone, and atmosphere.	Use a range of openers (ISPACE) Chronological order	Use facts and figures to back up. State a point, back it up, back it up, back it up and restate.	
Punctuation and Grammar Skills	Use a variety of sentence lengths, structures and subjects to help expand ideas, convey key issues/facts and provide emphasis, detail and description.	Figurative language Understanding atmosphere	Use the perfect form – past perfect. Present perfect Future perfect	Use a range of clause structures. Focus on subordinate clauses including relative clauses.	Cohesive devices Semicolons	Persuasive features Colons	Recap on punctuation and understanding different types. Focus on using different punctuation for impact.
Spellings	Speed Sounds  Double consonants (swap, double or drop)	Speed Sounds  Change the y for an i	Speed Sounds  The sh sound spelt ti and ci	Speed Sounds  The sh sound spelt ti and ci	Speed Sounds  Sh sound si and ssi	Speed Sounds  Sh sound si and ssi	Speed sounds  Homophones
Oracy Links	Find out about the Industrial Revolution and the impact it had on the Victorian Era. Work in groups and focus on one area then present to the class.	Build figurative language sentences with a partner and orally rehearse.	Orally rehearse sentences before writing.	Read internal monologues to class and listen to feedback. 2 stars and a wish.	Go on a listening walk. Half the class to read their ideas. Whilst the other half walk around and listen then switch.	Mock trial for the Highwayman.	Perform extracts and characters – like a playscript.
Reciprocal Reading Skills	Clarify key vocabulary and their meanings in context. Question – based on readings question further and find out more.  BOOK BANTER	Predict Ask questions of a text Clarify Authorial intent Book talk using RR skills throughout .	Clarify Summarise  Authorial intent Book talk using RR skills throughout .	Predict – what will happen next. Sequencing of events.  Authorial intent Book talk using RR skills throughout . BOOK BANTER	Clarify Summarise  Authorial intent Book talk using RR skills throughout .	Predict. Clarify Summarise whole text – Summary S  Authorial intent Book talk using RR skills throughout .	Clarify key vocabulary.  Authorial intent Book talk using RR skills throughout  .BOOK BANTER

Key Vocabulary	Victorians Industrial Revolution Slum Sovereign Workhouse (link to Street Child) Queen Victoria Living conditions	Page 1: Torrent Galleon Tossed Gusty Moor	Page 2 - 6 French cocked-hat Claret velvet Breeches Rapier Hilt Clattered Clashed Black-eyed Love-knot Ostler Hollows of mouldy	Pages 7-12 Bonny Harry me Casement Cascade Dawning Tawny Gypsy's ribbon	Pages 13 -end Sniggering jest Refrain Priming Musket Spurred Brandished	Go through the text with the class and focus on archaic and classical language. With the class look at how language has evolved and what it means then and now.	
Reading Comprehension	2 x stand-alone reading comps.  1 based about the Victorians (the era)  1 about the Industrial Revolution	Write a prediction based on the picture on the front cover – hide the title.  Vocabulary based lesson – origin of words.  Comprehension based on Highwaymen.	Infer from an image – Tim the Ostler – what can you infer from the picture about the character? What clues are there? Make justifications.  1 comprehension linked to core text. Focus on vocabulary-based questions and the meaning of words.  DRAMA – freeze frame character reactions.	Explicit vocabulary lesson – meaning and origins.  Comprehension based on the core text – Inference based questions for example: why do you think Bess would rather leave with the Highwayman than stay?	DRAMA – performance poetry – in groups perform different parts of the poem.  Spend the lessons really delving deep into the poetic features of the poem including poetic devices. Answer questions based on these as well.	Identify the themes of the poem.  PEE questions: did Tim the Ostler do the right thing telling King George's men?  Make comparisons to the Lady of Shallot (get the books from year 5 and compare)	DRAMA – act out extracts – ghosts of Christmas past, present and future.  Identify themes in a text – what are the main themes in the text? Justify answers and give evidence.
Composition of reading fluency and written.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context. Orally present to class clearly and concisely.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	When inferring from image compose inference answer together with lots of evidence and justifications.	Consider authors purpose – develop well-formed and accurate answers.	Perform a poem aloud using intonation and expression. Construct on poem based on the model and use high level vocabulary.  Understanding of poetic devices.	Develop PEE responses – ensure evidence from the text is found and used appropriately to back up point and explained in detail.	Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)



Transcription							
Challenge for greater depth	Include opinions of other historians in their speech and use these to strengthen their own views.	Take their setting description and turn into a poem.	Write a comparative character description about the Highwayman and Tim.	Write an internal monologue in response of either Tim, the Highwayman or Bess' father.	Include rhetorical questions and change the mood in different paragraphs. Some paragraphs to be humorous, some sad, some hopeful etc.	Write a balanced argument from the Judge's point of view.	. write in role but from the different ghosts perspectives times three.
Handwriting	Ensure ascenders and descenders are clearly noticeable and joined correctly	Practise the importance of not joining capital letters but joining the rest of the word.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

<div>  <div> Year 6 Term 3 Text –Skellig Pig Heart Boy to be read as class reader. Big Writes to be based on this. </div> </div>							
Writing genre	Non-fiction What's more important: heart or brain? Balanced argument	Setting description of garage (use art as hook)  To start use shoe boxes to create the garage, then gather ideas.	Show characterisation through vocabulary choices (Describe Skellig)  Start with art: draw interruption of Skellig.	Dream sequence – Michael sees the man in the garage in his dreams.	Recounts – diary entries and internal monologues– writing in role – character reactions to main events.  Look at Mina's POV as a character who sees the world very differently.	Weave action and dialogue – Skellig leaving the attic.	Poetry.  Focus on The Angel by William Blake as stimulus then write own poem about Skellig.

					Do the same event but from different people's perspective.		
Writing skills	Use a range of causal conjunctions. Use a range of adverbials. Show opposing views of for and against. Give supporting evidence. Write a conclusion that includes the writer's own opinion. Formal tone.	Use a range of figurative language. Create atmosphere. Use the senses. Create imagery. Use prepositional phrases.	Show don't tell. Use rich and varied vocabulary. Figurative language (similes, metaphors, and personification) Use expanded noun phrases. Use prepositional phrases. Use a range of sentence types.	Use a range of cohesive devices. Use show don't tell. Build tension and suspense. Create mood, tone, and atmosphere. Use figurative language.	Gather rich and varied vocabulary. Use a range of openers (ISPACE). Use emotive language. Use a range of cohesive devices.	Create atmosphere through deliberate vocabulary choices. Include a range of figurative language. Include dialogue punctuated accurately. Choose verbs that constantly move the action on.	Use figurative language. Write in verses and create a quatrain poem. Include rhyming elements. Create imagery.
Punctuation and Grammar Skills	Causal conjunctions – used to extend and explain ideas.  Adverbials – varying place in a sentence for impact.	Figurative language – focus on extending sentences and linking ideas.  Apostrophes – recap contraction and ensure secure.	Apostrophes – possession and plural possession.  Note taking skills – how to develop this into a piece of writing.	Subordinating clauses – extended and punctuated correctly.  Cohesive devices	Word classes  Cohesive devices	Atmosphere Dialogue punctuated correctly and rules applied successfully.	Focus on punctuation and identifying mistakes in writing which can then be improved. Focus on missing and incorrect punctuation and then apply to own work.  Poetic devices
Spellings	Speed Sounds  Silent letters	Speed Sounds  Silent letters	Speed Sounds  ei and ie	Speed Sounds  Suffix – ible/able and ibly/ably	Speed Sounds  Suffix – ible/able and ibly/ably	Speed Sounds  Suffix – ous.ough	Speed sounds  Suffix – ous.ough
Oracy Links	Philosophical debate about the head and the heart with children listening to the opinions others and offering rebuttals. Children to extend their thoughts and back up their opinions.	Once the children have created their garage scenes, orally describe to their partners. Have post its/writing journals to hand to jot down any key vocabulary/sentences. Encourage children to improve and extend.	Once artwork has been created, orally build sentences. Start simple and challenge children to add more for example: add a preposition, add a simile etc.	Children to orally retell their dream sequence before doing their writing. Develop and extend ideas. Can make notes as they go to have in their writing.	Orally rehearse what different characters reactions would be to the same event and how this would impact what they would say and how they would say it.	Once children have written their narrative, there will be a story reading session. They will think about how they want to deliver their story to someone else focussing on intonation and expression.	Performance poetry.

Reciprocal Reading Skills Book Banter Weekly	Clarify key vocabulary and their meanings in context. Question – based on readings question further and find out more.	Predict Question Ask questions of a text Clarify Authorial intent Book talk using RR skills throughout	Clarify Summarise Authorial intent Book talk using RR skills throughout	Sequencing of events. Question Make predictions Authorial intent Book talk using RR skills throughout	Clarify Summarise Authorial intent Book talk using RR skills throughout	Predict – what’s next for Skellig Clarify Authorial intent Book talk using RR skills throughout	Work on understanding the poem and the use of poetic devices.  Make links to Skellig.
Key Vocabulary	Brain Organs Head Heart Emotions Believe	Chapter 1 – 7 Creature Demolition Heaps Mortar Scattering Wilderness Cement Fossil Thundering collapse	Chapters 7 – 12 Aspirin Ample sufficiency Typical Bawling Cooing Congealed Retched Ancestors Evolution	Chapters 12 – 22 Derelict Ascended Intruders Distress Savages Nectar Immediately Calcification Inflexible Ossification Extraordinary	Chapters 22 - 36 (read in the afternoons) Intensifying astonishment sarcasm archaeopteryx descendants pneumatisation hesitated shallow silhouette expressionless cavernous etched	Leaving the attic 42 Chapters 36 – end Pellets Fledglings Myth Astonishing Delicate Transparent Contentment Desperate	From the poem: Dreamt Witless Woe Beguiled Blushed Delight Vain
Reading Comprehension	2 x stand-alone reading comps.  1 based on another philosophical debate – inference questions.  1 based on the human body.	Write a prediction based on the different front covers of the book.  Comprehension based on the text, Inference – questions based on character actions.	Develop PEE answers.  Drama  Explicit vocabulary lesson on the origins of words.	Stand alone comprehension linked to thematic.  Sequencing questions	Drama  Develop PEE answers.	Comprehension on the core text.  Stand alone comprehension on William Blake	Discuss the impact and inference of the poem – comprehension based on this. Identify themes.  Explicit vocabulary lesson – meaning and origins.  Performance poetry.


Composition of reading fluency and written transcription.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context. Orally present to class clearly and concisely.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	Develop PEE answers to work on quoting.	Consider authors purpose – develop well-formed and accurate answers.	Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)	Develop PEE responses – ensure evidence from the text is found and used appropriately to back up point and explained in detail.	Perform a poem aloud using intonation and expression. Construct on poem based on the model and use high level vocabulary.  Understanding of poetic devices.
Challenge for greater depth	Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	Focus on choosing vocabulary for deliberate effect. Discuss word choices and why some words are better than others. Children to improve writing based on this.	Rewrite the character description as Skellig. How would he describe himself? Link back to deliberate word choices.	Through word choices, turn the dream into a nightmare or into a wonderful dream. Could it start as one and lead into the other?	Look at Mina's POV as a character who sees the world very differently. Do the same event but from different people's perspective	Ensure the full range of KS2 punctuation is used correctly throughout the writing.	Write a response poem to William Blake's The Angel as the angle describing humans.
Handwriting	Ensure ascenders and descenders are clearly noticeable and joined correctly	Practise the importance of not joining capital letters but joining the rest of the word.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

<div> <div>Year 6</div> <div>Term 4</div> <div>Text –Letters from the Lighthouse</div> </div>							
Writing genre	Non-fiction Week Autobiography Children write what it was like to be evacuated.	Suspense narrative Creating mood, tone, and atmosphere - The Piano	Newspaper report on evacuation	Description of the lighthouse – inside and out.	Debate – should the German soldier be saved?  Writing a balanced argument.	Recounts – diary entries and letters.  Contrasting POV	May you never know what it means to be a refugee. Writing a persuasive and emotive speech.
Writing skills	Use a range of sentence types. Use a range of clause structures. Use a range of conjunctions to extend sentences.	Flashback Descriptive writing Use of punctuation to create suspense. Use of a range of clause structures and sentence types for impact and effect.	Passive and active voice Organisation and structure Use of direct and reported speech.	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.	Cohesion – conjunctions, openers, linking across paragraphs. Use a range of conjunctions.	Children to write comparisons. Write a recount from differing point of views selecting appropriate vocabulary.	Write using subjunctive form. Emotive language Modal verbs
Punctuation and Grammar Skills	Range of clause structures. Sentence type for impact.	Synonyms and antonyms Passive and active	Passive and active Direct and reported speech	Progressive forms of verbs Present perfect	Cohesive devices Parenthesis – when should you use brackets, commas, and dashes? Which is best and when?	Adverbials – time, place, and manner.	Subjunctive form
Spelling	Speed Sounds  Hyphens	Speed Sounds  Hyphens	Speed Sounds  Plural nouns	Speed Sounds  Recap ie and ei	Speed Sounds  Homophones	Speed Sounds  Double consonants	Speed sounds  Year 5 and 6 curriculum words
Oracy Links	Share autobiography with partner. Discuss similarities and differences in writing. Discuss improvements.	Build sentences together and develop ideas to ensure atmosphere and mood are being created through vocabulary choices.	Focus on passive voice and develop sentences so they switch from active to passive voice.	Build figurative language sentences together. Develop them orally and extend to use in writing.	Debate – focus on articulating ideas and extending and justifying ideas and explanations.	Read in role. Think about tone of voice, emphasis on particular words etc.	Read speeches aloud. Focus on articulating ideas and intonation.

Reciprocal Reading Skills Book Banter Weekly	Reading based on non-fiction texts. Clarify key vocabulary. Ask key questions of the text. Authorial intent Book talk using RR skills throughout .	Start reading LFTLH ready for next week. Make reasoned predictions from implied details – justify and elaborate. Independently locate information and provide reasoned justifications for their views. Authorial intent Book talk using RR skills throughout .	Clarifying Authorial intent Book talk using RR skills throughout .	Summarising Questioning  Authorial intent Book talk using RR skills throughout .	Questioning (linked to reading and writing)  Authorial intent Book talk using RR skills throughout .	Summarising Sequencing events  Authorial intent Book talk using RR skills throughout .	Predict – what will happen to the characters next? Explain. Summarising  Authorial intent Book talk using RR skills throughout .
Key Vocabulary	Evacuation Evacuee Billeting officer Journey Countryside Identity label Blitz Host family National service	Chapter 1 – chapter 7 Luftwaffe Picture Palace Relished Pathe Air raid Warden Concussed Penpal Kindertransport Credentials Feeble	Chapters 7 – 11 Quicksand Begrudgingly Cowered Savage Sullen Kosher Groyne Lighthouse Gossip	Chapter 11 - 16 Ministry of Defence Disconcerting Cottoned on Landmark Riptides Ominous Camouflage Intrusion Headstrong Mission	Chapter 16 – 19 Waterlogged Compelling Wreckage Bewilderment Nein Devilishly Eerie Tentatively Gestapo Shalom Reunited	Chapter 19 -22 Refugees Irritated Sympathetic Translated Loathed Immaculate Gesture Appendicitis/appendix Uneasiness Clutterbuck	Chapter 22 – end Miraculous Refugees Good gracious Sombre Agony Excited exclamations Traitorously Humanity Prospect Dutifully
Reading Comprehension	X2 Stand-alone reading comprehension on evacuation. Drama – act out an evacuation – link to feelings and motives.  Children apply their growing knowledge of root prefixes and suffixes	Comprehension based on the core text. Focus on authorial intent. Explicit vocabulary lesson on the origins of words.	Draw hidden inferences, justifying with textual evidence, including quotations which illustrate point (P.E.E)  Stand alone reading comprehension linked to text/thematic.  DRAMA	summarise main. ideas across whole texts and passages.  make comparisons within and across texts, using evaluative skills.  Routinely find accurate quotations from a whole text – building on skimming and scanning skills.	Work out the nuanced meanings of words and phrases in context. Retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.	Note developments e.g. of a character or relationship – explaining and using quotes from text to inform. Discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader.</i>	Identify and discuss themes across a wide range of texts. explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views.</i>

	(morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.				Stand alone reading comprehension linked to text/thematic.  DRAMA	Vocabulary lesson – meaning of words – link to synonyms and antonyms.	Stand alone reading comprehension linked to text/thematic.  DRAMA
Composition of reading fluency and written.  Transcription.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	Develop PEE answers to work on quoting.	Consider authors purpose – develop well-formed and accurate answers.	Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)	Develop PEE responses – ensure evidence from the text is found and used appropriately to back up point and explained in detail.	explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views.</i>
Challenge for greater depth	Write the autobiography from an adult being evacuated for example a schoolteacher. Ensure their writing also includes emotive language to really show how they felt in the moment.	Flashbacks are clearly indicated and link to the upcoming paragraph. Emphasis should be placed on emotive language and vocabulary choice.	Show clear examples of passive voice in a variety of ways. Write some sentences in active voice (direct speech) to show clear distinction.	Push higher to write with light and shade – how the lighthouse was outside to now.	Contrasting views are clear and explanations are well formed with figures and facts to back up. They should also quote experts and agree with or rebuttal statements.	Take one event and write from differing point of views. The POVs should show contrasting views of the events and in turn the feelings provoked.	Must include subjunctive form. In speech provide descriptive detail of events in past so imagery is created.
Handwriting	Ensure ascenders and descenders are clearly noticeable and joined correctly	Practise the importance of not joining capital letters but joining the rest of the word.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters,	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes

			understand which letters, when adjacent to one another, are best left unjoined.	when adjacent to one another, are best left unjoined.	which letters, when adjacent to one another, are best left unjoined.	needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
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<div>  <div> Year 6 Term 5 Text –Kensuke’s Kingdom </div> </div>							
Writing genre	Instructions – how to make island soup	Create suspense and tension – falling overboard – use music as a stimulus.	Newspaper report: Missing boy feared dead!	Character description – Kensuke	Narrative – Jellyfish attack. Weave action, description and dialogue (if time)	Commentary – Iguana vs racer snake	Alma – Suspense Narrative
Writing skills	Use bullet points Use the whole range of punctuation for the end of KS2.	Mood, tone and atmosphere. Sentence length for impact.	Passive voice Include quotes from interviews. Cohesive devices	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.	Cohesion – conjunctions, openers, linking across paragraphs. Use a range of conjunctions. Weaving vocabulary choices with dialogue and verb choices.	Move the action on through verb choices. Formal tone Create tension through vocabulary choices. Use modal verbs Use emotive language and phrases.	Rich and varied vocabulary choices. Integrate dialogue to convey character. Integrate action. Create suspense and tension.
Punctuation and Grammar Skills	SATS REVISION. Fill gaps based on what individual classes and groups need.	SATS REVISION. Fill gaps based on what individual classes and groups need.	SATS REVISION. Fill gaps based on what individual classes and groups need.	SATS REVISION. Fill gaps based on what individual classes and groups need.	SATS REVISION. Fill gaps based on what individual classes and groups need.	Adverbials – time, place, and manner. Modals Cohesion	Colons and semicolons Parenthesis
Spelling s	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher assessment from writing evidence	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher assessment from writing evidence	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher assessment from writing evidence	SPEED SOUNDS  Recap and revision based on misconceptions and your teacher




	assessment from writing evidence	assessment from writing evidence	assessment from writing evidence				assessment from writing evidence
Oracy Links	Share instructions. Is there anything missing to stop them being successful?	Build sentences together and develop ideas to ensure atmosphere and mood are being created through vocabulary choices.	Focus on passive voice and develop sentences so they switch from active to passive voice.	Build figurative language sentences together. Develop them orally and extend to use in writing.	Build sentences together and ensure they have elements of description, dialogue and action.	Read them as their own version of David Attenborough focusing on intonation and expression.	Share stories with another.
Reciprocal Reading Skills Book Banter Weekly	<p>READ CHAPTERS 1-4 in the afternoons ready for the following weeks writing.</p> <p>Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.</p>	Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.	Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.	Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.	Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.	Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.	Predicting, clarifying, questioning, and summarising. Book talk and authorial intent.

Key Vocabulary	Chapter 1 and 2 Regularity Reservoir Fanatic Exhilarating Redundant Creeping misery Disbanded Inculcated Disdain Tyrant Talisman	Chapter 3 Rudder Gannets Becalmed Hauling navigation Harness Precious Reluctant Veered	Chapter 4 Impenetrable Frantically Buoyancy Stubbornly Crescendo Hackles Summit Inquisitive Elongated Raucous Intertwining canopy Mellifluous Benefactor Cavorted	Chapter 5 Diminutive Breeches Midriff Agitated Gesticulating Jabbering Incomprehensibly Banished Lulled Diminishing Venturing Suppurating Despondent	Chapter 6 Tantalisingly Horizon Inexorably Vestige Inferno Symphony Frolic Obstinately Excruciating Paralysed	Chapter 7 Erstwhile Captor Saviour Vaulted Kimono Nimbly Hypnotised Circumspect Affliction Enunciated	Chapter 8 Outrigger Agility Nagasaki Atomic bomb Befriended Longing Conscience Accusations Condemnation	Chapter 9 and 10 Sullen Honourable Beacon Bemused Reconciliation Trepidation Listlessly Vigil  Torrents Incessantly Obliterate  Postscript
Reading Comprehension	SATS reading revision – retrieval and find and copy questions.	Explicit vocabulary lesson on the origins of words. SATS reading revision – 3-mark questions.	SATS reading revision – 3-mark questions and summarising/ordering events.	SATS reading revision – as needed for class.	SATS reading revision – as needed for class.	SATS reading revision – as needed for class.	Make comparisons between Kensuke’s Kingdom and other texts read this year. Make recommendations.	Comprehension based on Alma. Drama – Alma
Composition of reading fluency and written.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	Develop PEE answers to work on quoting.	Consider authors purpose – develop well-formed and accurate answers.	Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)	Develop PEE responses – ensure evidence from the text is found and used appropriately to back up point and explained in detail.	explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views.</i>	


Transcription.							
Challenge for greater depth	Write the autobiography from an adult being evacuated for example a schoolteacher. Ensure their writing also includes emotive language to really show how they felt in the moment.	Flashbacks are clearly indicated and link to the upcoming paragraph. Emphasis should be placed on emotive language and vocabulary choice.	Show clear examples of passive voice in a variety of ways. Write some sentences in active voice (direct speech) to show clear distinction.	Push higher to write with light and shade – how the lighthouse was outside to now.	Contrasting views are clear and explanations are well formed with figures and facts to back up. They should also quote experts and agree with or rebuttal statements.	Take one event and write from differing point of views. The POVs should show contrasting views of the events and in turn the feelings provoked.	Must include subjunctive form. In speech provide descriptive detail of events in past so imagery is created.
Handwriting	Ensure ascenders and descenders are clearly noticeable and joined correctly	Practise the importance of not joining capital letters but joining the rest of the word.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Handwriting and spelling link by practising statutory spellings through handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

## Year 5

<div>  <div> Year 5 Term 1 </div> </div>							
Text – There's a boy in the girls' bathroom							
Writing genre	Non-fiction writing Factual report - write as the expert – the similarities and differences between the countries in North America.	Recounts - diary entry – Jeff's first day at school. Bradley's reaction to a new pupil.	Character (2 sides of Bradley Chalkers) and Setting description (bedroom or school)	Writing in role - show character point of view.  Show varying viewpoints of the same situation manipulating word choice – the birthday party!	Internal monologue  Write as Bradley Chalkers – I am not a monster but people think I am!	Debate and persuasion  Should Carla the counsellor keep her job?	The Lady of Shallot – Classical Poetry  Poetry study – understand the layout and the theme/message behind the poem.  Figurative language poem – Write own poem based on the lady using figurative language.
Writing skills	Use technical vocabulary Write a clear and concise introduction and conclusion. Paragraphing accurately	Link ideas together Write in role Write in first person Past tense Write in chronological order Emotive language TEACH how to edit and improve	Describe settings and characters using ambitious vocabulary Use conjunctions to show opposing views. Figurative language	Emotive language Write in 1 <sup>st</sup> person Show characterisation	Use emotive language Range of openers Rhetorical questions to engage audience Describe the action	Emotive language Use persuasive language Modal verbs	Descriptive and figurative language Write in stanzas Use poetic devices and features
Punctuation and Grammar Skills	Recap basic punctuation – full stops, capital letters, ? ! , Word Classes recap Conjunctions – causal and contrasting.	Time conjunctions Adverbials of time and place.	Prepositions Use expanded noun phrases	ISPACE openers. Subordinating clauses – correct comma placement.	Apostrophes for contraction. Apostrophes – possession.	Modal verbs – difference between certainty and possibility. Clause structures – relative and embedded.	Similes Metaphors Personification
Spelling	Speed sounds  Silent b	Speed sounds Recap what a suffix is Suffix – ible	Speed sounds  Suffix – able	Speed sounds  Suffix – ibly	Speed sounds  Suffix – ably	Speed sounds	Speed sounds  Jumping orange words

						Jumping orange words (common misspellings)	(common misspellings)
Oracy Links	Research a country in North America as a group and then present information to the class. Be prepared to answer questions.	Orally rehearse sentences that can be used within writing with a partner and build on them.	Share descriptions with the class with a focus on expression and intonation.	Orally rehearse sentences that can be used within writing with a partner and build on them. Share with the class and develop further.	Share ideas as a class creating a class mind map. Children to speak in full sentences and justify ideas.	Follow the rules for debating. Listen to each others opinions and respond appropriately. Speak clearly and concisely.	Preform /present poems
Reciprocal reading skills	Clarify key vocabulary and their meanings in context. Ask questions to define similarities and differences. Children to really think about the questions they are asking and if they are useful. <b>BOOK BANTER</b>	Predict and question  Book talk using RR skills throughout Discuss and pre-teach vocabulary throughout the term.	Clarify Summarise Authorial intent Book talk using RR skills throughout.	Clarify Summarise  Authorial intent Book talk using RR skills throughout Discuss and pre-teach vocabulary throughout. <b>BOOK BANTER</b>	Summarise Question  Authorial intent Book talk using RR skills throughout Discuss and pre-teach vocabulary throughout.	Clarify Question Predict: what next?  Authorial intent Book talk using RR skills throughout <b>BOOK BANTER</b>	Question Predict what will happen next Clarify  Authorial intent Book talk using RR skills throughout
Key Vocabulary	North America Continent United States of America Canada Mexico Countries Research	Unrecognisable Bulging Suspiciously Ceramic Snickered Nonsense Flabbergasted Asserted Elected Counsellor	Charming Overhang Frantically Principal Auditorium Detour Appreciate Distorted Hysterically Terrorising Impolite	Pretending Hesitatingly Lunged Considered Mismatched Hopelessly Concentrate Inquisitively Equation Patiently Trembled Timidly Concerned Innocent Dumbfounded Fortunately	Blubbered Overwhelmed Complaints Justified Captured Transferred Occupied Anxiously Impatiently	Puzzled Wiry Petted Vacation Urged Immature Vessels Aorta Capillaries	Poetry Figurative Repetition Rhyme Rhythm
Reading comprehension	Stand alone reading comprehension	Write predictions with justifications linked to	1 comprehension based on the core text. Focus on questions that start	1 based on the core text. Inference questions –	1 comp based on the core text. Inference based questions with some	1 based on the core text. Inference questions –	Identify key features and poetic devices.


	<p>based on North America. Focus on skimming and scanning skills to retrieve.</p> <p>Sequence texts and sections of texts.</p> <p>Infer from an image.</p>	<p>clues and what they know. Ask relevant questions about the text.</p> <p>1 comprehension based on the core text with a focus on inference around characters thoughts and feelings.</p> <p>DRAMA - infer character feelings.</p>	<p>with...what impression do you get from/of...explain. 1 stand alone comp. Link to topic and North America. Explicit vocabulary lesson – meaning and origins.</p>	<p>children to make a point and explain.</p> <p>1 stand-alone comp – range of question types.</p> <p>Explicit vocabulary lesson – words from the text – meanings and understanding. Can the context of a sentence change the meaning of a word?</p>	<p>retrieval as well so they are using different skills.</p> <p>Drama – could act out sides that show the monster in Bradley and acts that show his kindness.</p>	<p>children to make a point and explain.</p> <p>1 stand-alone comp – range of question types.</p> <p>Discuss themes in text and explain why these are the themes.</p>	<p>Answer questions based on the poem. With a focus on the impact of features used.</p> <p>DRAMA – performance poetry</p>
<p>Composition of reading fluency and written.</p> <p>Transcription.</p>	<p>Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context. Orally present to class clearly and concisely.</p>	<p>Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.</p>	<p>Consider authors purpose – develop well formed and accurate answers.</p>	<p>Can the context of a sentence change the meaning of a word? Justify reasons for or against and give examples. Work with a partner to formulate answers.</p>	<p>Build and develop inference answers with justifications and where possible evidence from the text.</p>	<p>Interpret character thoughts and feelings - provide written answers that are detailed and link to the text.</p>	<p>Perform a poem aloud using intonation and expression. Construct on poem based on the model and use high level vocabulary</p>
<p>Challenge for greater depth</p>	<p>Within factual report, and writing as an expert, write questions and debunk them with facts,</p>	<p>Write the teacher's diary entry for the day and describe the different children manipulating vocabulary to show the differences between them.</p>	<p>When describing the two sides of Bradley, interweave the two sides. Make a statement and counter it.</p>	<p>Use show don't tell techniques.</p>	<p>Use show don't tell techniques. Use a wide range of punctuation and introduce colons and semicolons. Use parenthesis.</p>	<p>Write a balanced argument showing both sides.</p>	<p>Include rhyming couplets that make sense within the context of the poem.</p>
<p>Handwriting</p>	<p>Ensure correct letter formation and adequate spacing between words.</p>	<p>Ensure ascenders and descenders are clearly noticeable and joined correctly.</p>	<p>Ensure ascenders and descenders are clearly noticeable and joined correctly.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>

<div>  <div> Year 5 Term 2 Text – Cosmic </div> </div>							
Writing genre	Non-fiction writing Write an information text about space and what it is made up of.	Descriptive writing – space. Use art and music as a stimulus	Narrative - first day at school – mishap story.  Based on chapter 3	Space Poetry	Playscript using persuasion	Persuasive writing including a <b>BALANCED ARGUMENT</b> - Last chance to vote Should he go into space? <b>BALANCED</b>	Recounts Different POV about the Space journey. Letters, diaries, and emails.
Writing skills	Use a range of conjunctions. Use technical vocabulary. Write in clear, detailed paragraphs. Write as the expert.	Write using figurative language – similes, metaphors, and personification. Use expanded noun phrases and prepositions. Use a range of openers and adverbials.	Describe settings and characters using ambitious vocabulary. Weave dialogue, action and description. Write a detailed story with clear beginning, middle and end.	Plan, write and improve own space poems using figurative language. Create a narrative poem and calligram poem.	Look at features of a playscript. Use persuasive and emotive language Organise and structure writing in line with a playscript. Cohesive devices	Cohesive devices Modal verbs Use persuasive and emotive language Rhetorical questions Justified views	Adverbials Accurate use of tenses Cohesion
Punctuation and Grammar Skills	Parenthesis – brackets, commas and dashes. When is it best to use each one?	Subordinate clauses with a focus on relative clauses	Direct speech – writing speech accurately including punctuating accurately. Move where speech can go in a sentence including split speech	Figurative language – identify different type and impact they have.  Cohesive devices (in preparation for the following week)	Colons Semicolons	Modal verbs – difference between certainty and possibility. Clause structures – relative and embedded.	Tenses - past perfect, present perfect and future perfect.
Spelling	Speed sounds  Silent letter t	Speed sounds  Silent letters	Speed sounds  Silent letters	Speed sounds  Suffix – ent/ant	Speed sounds  Suffix – ence/ance	Speed sounds  Suffix – ency/ancy	Speed sounds  Recap suffixes from term 2
Oracy Links	Share text with someone with another class discussing the key facts they found out.	Share description with other members of the class and read with intonation.	Build sentences with partner to use in writing.	Orally rehearse sentences that can be used within writing with a partner and build on them. Share with the class and develop further.	Act out playscripts in groups. Children to focus on different voices and actions portray characters.	Debate question first and work on extended reasons in full sentences.	Read sentences out loud to ensure the correct tenses have been used.
Reciprocal	Clarify key vocabulary and their meanings in context.	Predict and question Sequence events	Clarify Summarise Authorial intent	Clarify Summarise	Predict – what will happen next?	Clarify Question	Summarise Clarify

reading skills	Children to really think about the questions they are asking and if they are useful. BOOK BANTER	Book talk using RR skills throughout	Book talk using RR skills throughout.	Authorial intent Book talk using RR skills throughout BOOK BANTER	Authorial intent Book talk using RR skills throughout	Authorial intent Book talk using RR skills throughout	Authorial intent Book talk using RR skills throughout BOOK BANTER
Key Vocabulary	Space Planets Solar system Constellations Stars Astronomy Astronomers Astronauts Research Meteors	Chapters 1 – 6 (up to 6 not including 6) Infinite Gravity Cosmic Gravitational force Specialist Intercom Peculiar Ergonomic Summoned Trivial Quest	Chapters 6 – 11 (up to 11 not including 11) Communications Prowled Mythology Elixir Incident Paparazzi Complimentary Tribulations Discipline Effective	Chapters 11 – 15 (up to 15 not including 15) Accommodation Skyscraper Indescribable Hypnotised Courtesy Inexplicably Chronic Indulgent Expedition Initiative Dune	Chapters 15 – 20 (up to 20 not including 20) Extraterrestrial Hostile Buoyancy Parabola Vortex Simulator Replica Multifunctional External	Chapters 20 – 28 Flinch Quench Reassure Crew quarters Miniaturised Interplanetary Beguiled	Chapters 28 – end Override Glitch Observation Eventualities Trajectory Diversion Logic Solar-powered Logarithmic Command module Coincidence
Reading comprehension	Stand-alone reading comprehension based on Space. Focus on skimming and scanning skills to retrieve. Sequence events.	Write predictions with justifications linked to clues and what they know. Ask relevant questions about the text.  1 comprehension based on the core text with a focus on inference – Introduce PEE with a focus on finding evidence.  DRAMA - infer character feelings.	1 comprehension based on the core text. Focus on inference questions thinking about names in the text and why children are called these names.  1 stand-alone comp. Something based around NASA and the Kennedy Space centre.  Vocabulary lesson – origins of words	1 based on the core text.  1 comp based on poetry and poetic devices including impact on reader.	1 comp based on the core text. Inference based questions with some retrieval as well so they are using different skills. Develop PEE answers with a focus on explanation linking back to evidence.  Drama – act out playscripts with a focus on facial and body language and intonation.	1 based on the core text. Inference questions – children to make a point and explain.  1 stand-alone comp – range of question types.  Discuss themes in text and explain why these are the themes.	Recommend and review.
Composition of reading fluency and written.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context. Orally present to class clearly and concisely.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	Understand the term authorial intent and discuss authors choice writing in a specific way.	Form and structure of poetry and impact on reader. Look at poetic devices and how the poet has composed their piece.	Discuss the use of flashbacks in the text and the impact they have on the reader. Children to form opinions on the way in which the text is	Interpret character thoughts and feelings - provide written answers that are detailed and link to the text.	Justify reasons and back up answers and recommendations. Find quotes in the text to further develop explanations.




Transcription.					written and the impact this has on the reader.		
Challenge for greater depth	Include a wide range of punctuation including parenthesis, colons and semicolons. Include quotes from experts and use this to back up points or debunk them.	Write two contrasting setting descriptions of space – bright nebulas and ice cold planets.	In narrative, expand on understanding character including authorial intent for motives and actions.	Must have a rhyming pattern.	Ensure playscript has multiple characters and also includes a wide range of description when writing stage directions.	In balanced argument include facts, figures and quotes from experts and use them to further back up own points including historical references.	Write the same thing from 2 different points of views showing opposing thoughts and feelings.
Handwriting	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	. Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

 Year 5 Term 3 Text – Anglo Saxon Boy							
Writing genre	Non-fiction Write an expert report on the following question: Why has England been invaded so many times in history?	Writing in role as Magnus on the battlefield (prologue) - rewrite the opening in three different ways (description, dialogue, action)	Descriptive writing Setting description – the whole farm – use art as a stimulus. Character description – Earl Harold	Weave action, dialogue and description based around chapter 7: Hail of Arrows and the ambush.	Newspaper report – Tostig is sent into exile/new king.	Internal monologue – Magnus	Write a Saxon quest story

Writing skills	Use formal language. Write as the expert. Include well formed and structured argument. Include subject specific vocabulary.	Selecting appropriate vocabulary Ensure vocabulary picked is relevant. Use a range of verbs. Use inverted commas.	Use ambitious vocabulary including adjectives, verbs, and adverbs. Use figurative language	Advance action through verb choices Weave action and dialogue	Plan, draft, edit and improve. Organise and structure writing. Include a range of clause structures. Write in a formal tone (introduce HA children to passive voice)	Sequence writing Paragraphing First person Show in-depth characterisation	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. Include
Punctuation and Grammar Skills	Punctuation recap – as needed for class Paragraphing	Synonyms and antonyms Subordinating and co-ordinating conjunctions	Prepositional phrases/prepositions	Direct speech – accurate use and correctly punctuated including split speech.	Reported speech. Determiners  Passive voice – HA	Adverbs - different types and those not ending in ly Fronted adverbials	Complex sentence structures Range of clause structures and commas used within them. Use a range of openers.
Spelling	Speed sounds  Ee spelt ei	Speed sounds  Ee spelt ei	Speed sounds  -cious	Speed sounds  -cious	Speed sounds  -tious	Speed sounds  -tious	Speed sounds  Jumping orange words
Oracy Links	Read reports to the class as if they are professors reading their reports to students.	Develop sentences with a partner. Say out loud what the character would say and feel and then write.	Work with a partner to develop vocabulary. Working together improve and work on appropriateness.	Work with a partner to develop vocabulary. Working together improve and work on appropriateness.	Read news reports as a journalist.	Develop sentences with a partner to use in internal monologue. Say out loud what the character would say and feel and then write.	Read quest to another child in year 5. Discuss how to read stories with intonation and with meaning.
Reciprocal reading skills	Clarify Summarise	Predict Clarify – work on understanding of what a prologue is and why an author uses them. Questioning	Clarify Infer character thoughts, feelings and actions Retrieve Authorial intent	Inference – justify with evidence P.E.E - focus on authorial intent Summarise	Skim and scan Sequence Using quotations from the text	P.E.E - focus on authorial intent Summarise	Question – what happened to Magnus – historical enquiry. Sequencing

Book Banter weekly			Book talk using RR skills throughout Discuss and pre-teach vocabulary throughout.				
Key Vocabulary	Anglo Saxon Invader Invaded/invasion. Settlement Battle Raiders Armour Weapons	Chapter Prologue – 4 Chain mail Advancing Opposing Warriors Messenger Housecarls Skirmishes Swathes Hearth Descendant Quarrel	Chapter 4 – 8 Brooded Ruins War-band Earl Patrols Impatiently Valley Thwacked Defensive wall Earldom Treachery	Chapter 8 – 12 Insisted Ambush Tributary Corpses Monks Scribes Barracks Scrawny Braziers Palisade Exile	Chapter 12 – 17 Acclaim Handfasting Skein Pledged Mirthless Rivalries Oath Deceived Voyagers Smithy Peasants	Chapter 17- 19 Retreat Suspicion Prospect Tramping Snaked Brink Twanging Wolfish Slaughter Bellowing Unsheathed	Chapter 19 - Finish book including the historical note.  Expel Victory Looted Assembled Council of war Crest of the ridge Concealed Juddering
Reading comprehension	Stand alone reading comprehension based on the Saxons and who they were.	Show the children the three words on the front cover: betrayal, battle, and bloodshed. From this, children to form a prediction. Comprehension on the text Drama	Explicit vocabulary lesson – origins of words Stand-alone reading comprehension	Drama Comprehension based on the text Make comparisons to other texts	Explicit vocabulary lesson – origins of words Stand-alone reading comprehension	Drama Comprehension based on the text Themes of the text	Explicit vocabulary lesson – origins of words Stand-alone reading comprehension Comprehension based on the text
Composition of reading fluency and written.  Transcription.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context. Orally present to class clearly and concisely.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	Develop PEE answers to work on quoting.	Consider authors purpose – develop well-formed and accurate answers.	Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)	Develop PEE responses – ensure evidence from the text is found and used appropriately to back up point and explained in detail.	Question – what happened to Magnus – historical enquiry. Sequencing
Challenge for	Include colons and semicolons and parenthesis.	Make sure there is a clear distinction between the three openings. Write the	Write two contrasting character descriptions of the same character.	Show characterisation through	Introduce children to the idea of active and	Write another internal monologue from a different	Include the full range of punctuation


greater depth		three openers from three different characters points of view.		vocabulary choices. She character thoughts and feelings and show authorial intent.	passive voice and how newspapers are typically written in passive voice. Children to use passive voice sentences.	characters perspective but of the same event.	from KS2 and a range of clause structures.
Handwriting	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	. Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

<div>  <div> Year 5 Term 4 Text – The Firework Maker's Daughter </div> </div>							
Writing genre	Non chronological report on the importance of Gods	Instructions – design and make your own firework (art link)	Emotive and persuasive language/Debate  Mistreatment of Hamlet	Letter writing using emotive language.	Setting descriptions – create dioramas. - Jungle/journey down the river	Recounts – recount events from the text e.g. going into the mountain. Do in the form of diary entries.	Newspaper report – reporting on the firework festival

	(and Goddesses) in ancient civilisations.  Link to Ancient Greece, The Maya, Saxons, Vikings and Romans.	Great hook to open book.	Why can't a girl be a fire maker?	Rewrite letter to dad from page 18 – more detail, more emotion, more anger!	- Character description of the Fiend – Razvani		
Writing skills	Research and make notes using bullet points about impact on society. Include conjunctions. Use parenthesis to add detail.	Organisational features Verb and adverb choices Edit and improve	Modal verbs Emotive and persuasive phrases Conjunctions to link paragraphs	Build cohesion. Use emotive language to convey character emotion. Show don't tell	ISPACE openers Commas for clauses Use of figurative language	Link back to emotive language Build cohesion (ISPACE and conjunctions)	Cohesive devices Writing an interview – pose and answer questions.
Punctuation and Grammar Skills	Parenthesis	Time conjunctions Colons to introduce a list Semicolons in a list	Conjunctions Modal verbs	Cohesive devices Adverbials	ISPACE openers Range of clause structures	Hyphenated words Apostrophes – contraction and possession	Direct and reported speech.
Spelling	Speed sounds  Suffix -cial	Speed sounds  Suffix -cial	Speed sounds  Suffix -tial	Speed sounds  Suffix -tial	Speed sounds  Suffix -ough	Speed sounds  Suffix -ough	Speed sounds  Orange words
Oracy Links	Share details about a particular ancient civilisation and the importance of the Gods with the class.	Verbalise instructions to ensure no steps have been missed. Work with a partner and they need to interject if something is missing.	Debating skills. Fully justify reasons and listen to the responses of others. Rebuttal views through clear and concise vocabulary.	Share letters with the rest of the class. Read as the character focusing on tone and intonation.	Develop sentences with partner ensuring there is figurative language, a range of adjectives, verbs etc. orally rehearse sentences and improve.	Develop sentences with partner. Orally rehearse sentences and improve.	Read newspaper reports aloud.
Reciprocal reading skills Book Banter weekly	Clarifying Explicit focus on vocabulary for the week ensuring entomology and morphology investigated. Questioning	Make predictions. Ask questions of a text. Authorial intent	Clarify vocabulary. Summarise Authorial intent	Sequencing Predicting Authorial intent	Clarify vocabulary. Questioning Authorial intent	Sequencing Summarising Authorial intent	Predicting Questioning – why did the author end the book this way? What questions do you have from the ending? Any loose ends? Authorial intent

Key Vocabulary	Ancient Civilisation Society Gods Goddesses	Chapter 1 Gunpowder Complicated Somersault Custom Courtiers Slogan Obnoxious Rupee Mournfully Bankrupt Detest Pungent Apprenticeship solemn	Chapter 2 Merchant Procession Wretch Proposition Laboriously Gunwale Impatience Vigorously Desperate	Chapter 3 Ashore Scurvy Ransom Melancholy Transfixed Self-igniting Hostage Investment Dominating Tarpaulin Marquee Publicity	Chapter 4 and 5 Commotion Daubed Noble Frivolous Spectacle Delicately Parched  Barren Cavern Imps Wailing Illusion Dwindled Executed	Chapter 6 Trudging Outskirts Escorted Splendidly Prostrate Grovel Snigger Suspending Absent-mindedly	Chapter 7 Orchestra Scrupulous Speciality Pyrotechnics Ornamental Gesticulating Dialect Disconsolately Sonorous Incandescent Gallant
Reading comprehension	Explicit vocabulary lessons 2 x reading comprehensions on gods and goddesses in ancient civilisations.	Drama Reading comprehension based on the text. (PEE)	Discuss book links to other cultures. Explore the meaning of words in context – make links to synonyms and antonyms Stand alone comprehension	Drama Impact of punctuation – authors intent Reading comprehension based on the text.	Explicit vocabulary lesson Discuss and evaluate authors language – focus on figurative language, Reading comprehension based on the text. Stand alone comprehension	Drama Make comparisons within and across texts. Reading comprehension based on the text. Stand alone comprehension	Explicit vocabulary lesson Draw inferences independently justifying with textual inferences. Discuss themes of the book. Reading comprehension based on the text.
Composition of reading fluency and written.	Identify purpose of the writing. Have a clear understanding of vocabulary and use in correct context.	Develop PEE answers to work on developing evidence from the text and explaining.	Develop written answers through partner practice and then form answers using this. Infer character feelings and explain reasons.	Consider authors purpose – develop well-formed and accurate answers. Infer character feelings and explain reasons.	Build and develop answers with justifications and where possible evidence from the text. (link to P.E.E)	Develop PEE responses – ensure evidence from the text is found and used appropriately to back up point and explained in detail.	Infer character feelings and explain reasons.

Transcription							
Challenge for greater depth	Make links between the different civilisations ensuring there is a section on similarities and differences.	Use colons and semicolons within writing. Ensure ingredients, equipment and method are fully explained and use parenthesis to add detail.	Ideas and opinions are backed up thoroughly with expert quotations, facts and figures. Wide and extensive use of punctuation.	Explicit use of show don't tell. Authorial intent really comes through and vocabulary choices are precise and clear.	Describe the character within the setting and use vocabulary choices that show the change in setting (light to dark) from outside the mountain to inside.	Do short diary entries over a series of days that show a change in the characters mood for example becoming more desperate and despondent.	Active and passive voice. Children to include passive voice sentences in their newspaper reports.
Handwriting	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	. Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

<div>  <div> Year 5 Term 5 Text – Street Child by Berlie Doherty </div> </div>							
Writing genre	Poetry Write a poem to convey information about the Victorian Era.	Character description – Mr Spink – The Stick Man (draw)	Informal letter from Jim’s mum	The Workhouse – art link. Describe the workhouse inside and out including the people inside using the senses. (Write from Jim’s point of view)	A series of diary entries – -Jim arriving there - meeting Tip - the escape and so on.	Show different point of view. Same event but different characters reactions – Jim finding Rosie, Shrimp’s reaction to Jim, Nick taking Jim.	Newspaper report – How the boys were saved and Barnado’s began.
Writing skills	Research and make notes Group information Discuss information in depth with class (oracy) Turn information into a poem.	Vivid and rich vocabulary Show don’t tell Range of sentence types. Emotive language	Modal verbs Emotive and persuasive phrases Conjunctions to link paragraphs	Build cohesion. Use emotive language to convey character emotion. Show don’t tell. Vivid and rich vocabulary Figurative language.	Modal verbs Emotive language Vivid and rich vocabulary Subject specific vocabulary Accurate use of past tense verbs.	Link back to emotive language. Build cohesion (ISPACE and conjunctions) Vivid and rich vocabulary Using a range of openers	Cohesive devices Direct and reported speech. Passive voice
Punctuation and Grammar Skills	Focus on the basic punctuation class needs to become more secure in.	What is the purpose of show don’t tell? Link to atmosphere in writing. Mood and atmosphere.	Conjunctions Modal verbs	ISPACE	Emotive language Tenses – simple past tense and past progressive tense.	Tenses – simple present tense, present progressive tense and present perfect tense. Correct subject and verb agreement.	Active and Passive voice
Spelling	Speed sounds  Homophones	Speed sounds  Homophones	Speed sounds  Words with ei/ie	Speed sounds  Words with ei/ie	Speed sounds  Hyphens	Speed sounds  Hyphens	Speed sounds  Orange words
Oracy Links	In class poetry jam sharing poems with each other thinking about	Develop sentences with partner ensuring there is figurative language, a range of adjectives, verbs etc. orally rehearse sentences and improve.	Share letters with the rest of the class. Read as the character focusing on tone and intonation.	In pairs, gather vocabulary and build sentences. Orally rehearse the improvement of these	Share diary entries with a partner. Read as the character focusing on tone and intonation.	Develop sentences with partner. Orally rehearse sentences and improve.	Read newspaper reports aloud.



	pace and rhythm.			sentences to then use in writing.			
Reciprocal reading skills Book Banter weekly	Clarifying Explicit focus on vocabulary for the week ensuring entomology and morphology investigated.	Make predictions. Ask questions of a text. Authorial intent	Clarify vocabulary. Summarise Authorial intent	Sequencing Predicting Authorial intent	Clarify vocabulary. Questioning Authorial intent	Sequencing Summarising Authorial intent	Predicting Questioning – why did the author end the book this way? Read the Author's note – why is it important? Authorial intent
Key Vocabulary	Victorians Era Period in history Queen Victoria Workhouse Slums Industrial Revolution	Chapter 1 -4 Shilling Triumph Hearth Anxious Grand Turned out Lordship Bundled	Chapter 4 – 8 Trudging Porter Matron Infirmary Broth Dormitory Paupers Sided Miserable sinners Bobbies	Chapter 8-13 Cholera Daresn't Vicious Staggered Lame Entrails Brazier Abruptly Disguise Squatting Imitation Lodging house Thatch	Chapter 13 – 18 Haunches Punctured Belched Winched Bitterness Moored Tide Feverish Wharves Gullet Coamings Brimming pail	Chapter 18-25 Watchers Procession Pageant Clamour Suffocating Instinctively Spectre Guinea Farthing Costermongers	Chapter 25 – end Coax Hauled Lilting Impatient Barnardo's Missionary Destitute
Reading comprehension	Read extracts on life in the Victorian times. Complete stand alone reading comprehension.	Drama Reading comprehension based on the text. (PEE)	Explore the meaning of words in context. Stand alone comprehension Reading comprehension based on the text.	Drama Reading comprehension based on the text. Discuss and evaluate authors language	Explicit vocabulary lesson Reading comprehension based on the text. Stand alone comprehension	Drama Reading comprehension based on the text. Stand alone comprehension	Explicit vocabulary lesson Draw inferences independently justifying with textual inferences. Discuss themes of the book. Reading comprehension based on the text.
Composition of reading fluency and written.	Look at the different features of poems and how they are used.	Develop PEE answers to work on developing evidence from the text and explaining.	Look at the features of informal letters and how these features are used.	Develop PEE answers to ensure they are clear and concise.	Look at the features of diary entries and how they are used.	Look at different versions of events and how language and emotion changes based on who is involved.	Read newspaper reports and look at the features.

Transcription.							
Challenge for greater depth						Viewpoint including opposing Show light and shade in different viewpoints – 1 character shows hope another shows darkness	Active and passive voice. Children to include passive voice sentences in their newspaper reports.
Handwriting	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	. Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Focus on words within the year 5 and 6 statutory spellings when teaching handwriting. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

## Year 4


Year 4  
Term 1

Text – Gregory Cool and Leon and The Place Between

Writing genre	1. Non-fiction  How does sound travel?  Explanation text	Recounts: Letters  Gregory Cool	Setting description Comparative – compare Broadstairs and Tobago.  Gregory Cool	Non-Chronological report  Gregory Cool	Descriptive writing – setting (the tent and fairground) and character (describe the first page and Abdul Kazam – art first draw their version of him)  Leon and the Place Between	Playscripts  Leon and the Place Between	Narrative  Leon and the Place Between
Writing skills	Write a clear and concise introduction. Use of technical language Range of sentences: simple, compound and complex	Writing in the first person Use past tense verbs accurately. Paragraphing using TiPToP TEACH how to Edit and improve	Use varied and rich vocabulary Similes Use the senses Edit and improve	Organise and structure writing Use subheadings and titles Use conjunctions to link ideas and sentences. Edit and improve	Figurative language – similes Use the senses Use rich and varied vocabulary including prepositions and fronted adverbials Edit and improve	Brackets for stage directions A range of punctuation for effect Use adjectives, adverbs and prepositions for extended stage directions. Include detailed dialogue without inverted commas.	Varied sentence structure Range of descriptive vocabulary to describe both character and setting.
Punctuation and Grammar	Use basic punctuation accurately Co-ordinating and subordinating conjunctions.	Simple, compound and complex sentences.	Word classes – adjectives, verbs, adverbs, nouns and prepositions.  Expanded noun phrases	Conjunctions  Prepositions	Fronted adverbials	Brackets Introduce colons	ISPACE openers Subordinate clauses
Spelling	Speed Sounds High Frequency words	Speed Sounds Common exception words	Speed Sounds What are prefixes?	Speed Sounds Prefixes: in, un and dis	Speed Sounds Prefix: auto	Speed Sounds Words ending in zhuh spelt sure	Speed Sounds Short u sound spelt ou

			Prefixes: in, un and dis				
Oracy Links	Vocabulary workshop – clarify the meaning of key vocabulary and share with the class as an expert.	read letters to the class thinking about tone to convey feeling and use of voice.	Orally rehearse and build sentences to use in writing.	Research the different ways in groups and present findings to the class.	Orally rehearse and build sentences to use in writing.	Act out play scripts with a focus on intonation, actions and expression.	Share story with someone else thinking about intonation and expression.
Reciprocal Reading Skills	Explore features of non-fiction texts. Questioning Clarifying BOOK BANTER	Predict Clarify Generate questions Authorial intent Book talk using RR skills throughout	Express personal opinions Predict Summarise Authorial intent Book talk using RR skills throughout	Summarise Clarify Infer Authorial intent Book talk using RR skills throughout BOOK BANTER	Generate questions Infer Summarise Predict Authorial intent Book talk using RR skills throughout	Read with expression and intonation Infer Retrieve Summarise Authorial intent Book talk using RR skills throughout	Clarify Summarise BOOK BANTER
Key vocabulary	Sound Sound waves Travel Vibrations Pitch	Stifling Disturbed Poured Expected Cousin	Spluttered Buljol Shimmering Crammed Sauntered	Stomped Blazed Presented Fish-fry Machete Whirled	Impatiently Gold braid Tumbled Tambourines Skittles Barrel organ Beckoned	Stirred Awkwardly Solemn Pouff Blossomed Fluttering Gasp Pantaloon	Assistant Vanished Astonishment Unexpected Nestled Enchanted Echo Majestic
Reading comprehension	Stand alone non-fiction with a focus on skimming and scanning skills to retrieve. Sequencing of texts Vocabulary questions	Make predictions that draw on clues from the cover and blurb and justify reasons. 1 comprehension based on core text focus on giving accurate answers Drama linked to inference.	1 based on the core text with a focus on inference questions. 1 based on stand-alone – retrieval questions – Harry Houdini.	1 based on the core text with a focus on inference questions. Drama Explicit vocabulary activity looking at meaning and origins.	Identify how language, structure and presentation contribute to meaning - reading comp based on core text. 1 based on stand-alone – retrieval questions.	Empathise with a character and write a response. Inference focus. Explicit vocabulary activity looking at meaning and origins. Drama	Poetry -look at features and answer questions based on a text. POEM – THE MAGIC BOX by Kit Wright.
Composition of	Identify purpose of the writing.	Infer character feelings - develop	Retrieve answers	Focus on tone and intonation when	Retrieval and sequencing questions.	Build and develop inference answers	Construct on poem based on the model and use high level vocabulary.


reading fluency and written.  Transcription.	Understand and explain the meaning of key vocabulary.	answers to include justified reasons from the text. Develop written answer to include what they think and why.	Consider author's purpose Develop well-formed answers around authorial intent.	reading. Study the words in bold in book and how they can be read. Write sentences based on the book to show how this can be done.	Summarise verbally and in books – 5 finger summary of the story so far.	with justifications and where possible evidence from the text.	Could be done in pairs and then orally rehearse and perform.
Challenge for greater depth	Include a wider range of punctuation including dashes, colons and brackets. Orally present an answer to the main question.	Write a response letter from Gregory's mum or dad ensuring that there is some persuasion and also an implied tone of you are staying!	Introduce to metaphors and use these within description.	Use conjunctions throughout to extend ideas and teach different clause structures – subordinate.	Describe the character to seem a particular way for example dark and mysterious with a focus on word choices for effect.	Add in extra characters and what they are doing. Write detailed stage directions and introductions to each act.	Include metaphors, similes and other forms of figurative language.
Handwriting	Ensure letters are formed correctly	Ensure letters are formed correctly.	Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

<div>  <div> Year 4 Term 2 </div> </div>							
Text – The Great Kapok Tree by Lynne Cherry							
Writing genre	Non-fiction  Explanation text  Who were the Mayans?	Nonfiction (extended over 2 weeks)  Write an expert article for National Geographic about the importance of	Setting description  (First page before reading the text – Kapok Tree)	Non-Chronological report  A new species has been found in the Amazon.	Dialogue Writing a conversation  Write a conversation between the man in the forest and one of the animals.	Letter writing  Write a letter persuading the Brazilian prime minister to save the Amazon rainforest.	Christmas Poetry  Perform and write own

		the Amazon Rainforest					
Writing skills	Use subject specific vocabulary. Make notes from research and use in writing. Write a clear and detailed introduction. Paragraphing using TiPToP	Written in first or third person. Use subheadings throughout Use pictures and captions. Language and style tailored to audience (National Geographic)	Use varied and rich vocabulary Similes Metaphors Use the senses. Edit and improve	Organise and structure writing Use subheadings and titles Use conjunctions to link ideas and sentences. Edit and improve	Inverted commas used accurately. Use the correct rules for writing speech. Include description around dialogue.	Model verbs Emotive language Persuasive language Repetition	Poetic devices Figurative language
Punctuation and Grammar	Apostrophes for contractions Apostrophes for possession	Recap sentence types: simple, compound and complex. Subordinate clauses	Similes Metaphors	Main and subordinate clauses.	Inverted commas – correctly used and punctuated.	Commas – used in a list and in a subordinate clause. Use commas after a fronted adverbial.	Revision – different forms of punctuation.
Spelling	Speed Sounds Common exception words	Speed Sounds What are prefixes? Prefix inter-	Speed Sounds What are suffixes? Suffix – ly	Speed Sounds Words with ay sound spelt eigh, ei and ey	Speed Sounds Words with ay sound spelt eigh, ei and ey	Speed Sounds Words ending in ous	Speed Sounds Short u sound spelt ou
Oracy Links	Work in groups to research different aspects of the Maya then present to class who take notes.	Get into groups and then share articles. Be critical friends – 2 stars and a wish.	Build sentences with partner and improve.	Orally rehearse and build sentences to use in writing.	Orally rehearse and build sentences to use in writing.	Read letters to the class.	Perform poems – think about intonation and expression.
Reciprocal Reading Skills	Explore features of non-fiction texts and look different explanation texts. Questioning Clarifying BOOK BANTER	Explore features of articles and how they are written. Read the inner page. Clarify vocabulary. Authorial intent Book talk using RR skills throughout	Express personal opinions Predict Clarify vocabulary. Authorial intent Book talk using RR skills throughout	Summarise Clarify Infer Authorial intent Book talk using RR skills throughout BOOK BANTER	Generate questions Infer Summarise Predict Authorial intent Book talk using RR skills throughout	Infer Retrieve Sequence Clarify Authorial intent Book talk using RR skills throughout BOOK BANTER	Clarify Summarise

Key vocabulary	Maya Mayans Ancient Civilisation	Amazon rainforest Canopy Understory Steamy Environment Emerges Community	Pages: 1-4 Whack Chop Lulled Kapok Tree Senhor Constrictor Gash Miracles Generations Ancestors	Pages 5 -10 Pollinate Troupe Wither Desert Squawked Settle Underbrush Smouldering Ruins	Pages 11 – 18 Ruined Homeless Blended Dappled Padded Growled Oxygen Produce Destroy Clinging	Pages 19 – end Plodding Tribe Murmured Wondrous Streaming Suspended Fragrant Strike Hesitated	
Reading comprehension	Stand alone non-fiction with a focus on skimming and scanning skills to retrieve. Vocabulary lesson – understanding topic-based words.	Stand-alone non-fiction based on the Amazon Rainforest. Vocabulary lesson – topic-based words. Inference lesson – based on an image.	Make predictions that draw on clues from the cover and blurb and justify reasons. Drama linked to inference. Vocabulary – words that are also onomatopoeias. Look at word origins. Comprehension based on core text.	1 based on the core text with a focus on inference questions. Sequencing questions.	1 based on stand-alone – retrieval questions. Sequencing activity Drama	Explicit vocabulary activity Themes of the text Make comparisons to Gregory Cool.	Poetry -look at features and answer questions based on a text. Poetic devise and how language is used.
Composition of reading fluency and written. Transcript ion.	Identify purpose of the writing. Understand and explain the meaning of key vocabulary.	Develop written answer to include what they think and why. Focus on origins of vocabulary.	Retrieve answers. Consider author's purpose. Develop well-formed answers around authorial intent.	Focus on tone and intonation when reading. Developing answers to include a point and an explanation.	Retrieval and sequencing questions. Develop answers to find evidence in the text to back up point,	Build and develop answers with justifications and where possible evidence from the text.	Construct on poem based on the model and use high level vocabulary. Could be done in pairs and then orally rehearse and perform.
Challenge for greater depth	Include a wider range of punctuation including dashes, colons and brackets. Orally present an answer to the main question. Ensure	Record article and focus on oracy skills.	Use metaphors and include some personification.	Include a wide range of punctuation. Colons to introduce a section etc. Include a range of sentence lengths and types for impact.	Weave action, dialogue and description.	Write a response to the letter showing a different point of view and answering the questions in the original letter.	Include metaphors, similes and other forms of figurative language.

	formal language is used.						
Handwriting	Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.  Practise with days of the week, months of the year etc.	Focus on not joining capital letters and then joining the rest of the word. Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.


<div>  <div> Year 4 Term 3 </div> </div>							
Writing genre	Information text on Mt St Helens.	Character description (Skeleton women)	Comparative setting description – before and after the eruption.	Newspaper report	Weave dialogue and description.  Write a conversation between Jessie and the twins trapped in the ground.	Narrative Write own I survived story based on an earthquake or volcano.	Poetry – <i>The Volcano</i> by Judi Billcliff and <i>Windy Nights</i> by Robert Louis Stevenson  Produce a calligram and a poem with stanzas.
Writing skills	Use a range of sentence lengths to capture the reader's attention. Use paragraphs effectively. Include subject specific vocabulary. Include a clear introduction and conclusion.	Use expanded noun phrases. Use prepositional phrases. Use fronted adverbials. Use ambitious word choices to describe.	Use varied and rich vocabulary. Similes Metaphors Use the senses. Prepositional phrases and fronted adverbials.	Organise and structure writing. Use a range of conjunctions. Formal tone. Include quotes. Write an introductory paragraph using the 5W's.	Use ambitious vocabulary choices to describe. Use the rules for dialogue accurately. Add detail around speech. Use synonyms for said.	Include detailed description. Include dialogue punctuated accurately. Choose verbs to move the action on. Include a range of openers. Use conjunctions to link ideas.	Use a range of poetic devices Figurative language Impact of repeated lines



Punctuation and Grammar	Understand phrases and sentences. Paragraphing	Adapting and improving vocabulary choices. Synonyms.	Fronted adverbials	Clause structures including punctuated correctly.	Clause structures including punctuated correctly. Punctuate dialogue accurately,	Range of openers Punctuation -adapted to the needs of the class.	Punctuation -adapted to the needs of the class.
Spelling	Speed Sounds Common exception words	Speed Sounds Words ending in sion	Speed Sounds Revising prefixes un-, in-, mis- and dis	Speed Sounds Revising prefixes un-, in-, mis- and dis	Speed Sounds Adding prefix il-	Speed Sounds The c sound spelt -que and g sound spelt gue	Speed Sounds Short u sound The c sound spelt -que and g sound spelt gue
Oracy Links	Read information text as the expert. Children could Q & A after this.	Orally rehearse sentences – start with a simple sentence and then ask the children to extend by adding in something for example a prepositional phrase.	Orally rehearse sentences – start with a simple sentence and then ask the children to extend by adding in something for example a prepositional phrase.	Be the newsreader and read their news report focusing on intonation and expression.	Orally rehearse conversations and develop use of synonyms by thinking about how sentences would be said and what the characters would be doing at that point.	Share stories with a younger year group and think about how they deliver their story orally.	Perform poems – think about intonation and expression.
Reciprocal Reading Skills  Book Banter weekly	Explore information on Mt St Helens and ask questions about where, when, and how. Clarify new vocabulary.	Predict based on the picture on the front cover – no words. Discuss the start of the book and how it flashes back – author intent around this.	Clarify vocabulary. Summarise	Sequence Word choice – author intent and purpose.	Generate questions. Infer Summarise Predict	Sequence Clarify	Clarify Summarise Sequence.
Key vocabulary	Mountain Volcano Dormant Extinct Eruption/erupt Ash Lava Devastation Destruction North America	Chapter 1 and 2 Hikers Molten Poisonous Peak Inhaling Shack Possession Skeleton Smouldering	Chapters 3, 4 and 5 Tailgate Elk Trail Native Americans Lumberjacking Generations Jolted Hideous Abandoned Curse	Chapters 6, 7, 8 and 9 Violently Limb Braced Earthquake Seismology Expert Scientist Pumice Pyroclastic surge Toxic	Chapters 10, 11, 12 Billowed Thrilling Crater Summit Weariness Prized possession Sulfer Desperation Blistering heat	Chapter 13 - end (16) Searing Groping Suffocate Blizzard Vomiting Smeared Blotted Nauseating Relief Bickering	Rumbling Grumbling Fireball


Reading comprehension	Stand-alone non-fiction with a focus on skimming and scanning skills to retrieve. Link to the 1980s as that is when Mt St Helens erupted, and the world was very different then! Vocabulary lesson – understanding topic-based words.	Comprehension based on the text.  Stand-alone comp based on thematic.  Drama	Comprehension based on the text.  Vocabulary lesson – explicit look at origins of words.	Drama  Comprehension based on the text.  Stand-alone comp based on thematic.	Vocabulary lesson – meanings of words.  Comprehension based on the text.	Drama  Comprehension based on the text.  Stand-alone comp based on thematic.	Comprehension based on poem.  Focus on the use of poetic devices and their uses.
Composition of reading fluency and written.  Transcription.	Identify purpose of the writing. Understand and explain the meaning of key vocabulary.	Reading aloud – expression and intonation. Big focus this term on this in class through paired, choral, and independent reading.	Retrieve answers. Consider author's purpose. Reading aloud – expression and intonation. Big focus this term on this in class through paired, choral, and independent reading.	Focus on tone and intonation when reading. Developing answers to include a point and an explanation. Develop well-formed answers around authorial intent.	Focus on inference questions and backing up reasons with examples from the text. Look at sequencing.	Focus on inference questions and backing up reasons with examples from the text. Look at sequencing.	Construct poem based on the model and use high level vocabulary. Could be done in pairs and then orally rehearse and perform.
Challenge for greater depth	Include a wider range of punctuation including dashes, colons and brackets. Orally present an answer to the main question. Ensure formal language is used.	Include appropriate similes and metaphors to describe the character.	Extend sentences and link them together using more than one literary feature in a sentence. Personification.	Include reported speech as well as direct speech.	Include verb choices to move action on.	Vary openers and clause structures throughout their story.	Use of figurative language.
Handwriting	Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Focus on not joining capital letters and then joining the rest of the word. Ensure spacing between letters reflects size of letters.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

		Form lower-case and capital letters of the correct size.	another, are best left un-joined.				
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<div>  <div> Year 4 Term 4 Text – Edward Tulane Text to be read some afternoons at the end of the day as well. </div> </div>							
Writing genre	Write a biography/fact file about a famous inventor. Link to electricity. Give a few options.	Character description – Edward Tulane and Abilene. Highers stretched to do a contrasting character description. Looks and personality.	Recounts – life on Egypt Street from the perspective of Edward and the many things that have happened to him.	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 – Bryce Lucius Clarke The old doll Abilene – at the end	Recount – The Miraculous Journey of Edward Tulane. Tell the story/journey that he has been through. (look at very last page)
Writing skills	To research and make notes. Use bullet points. Turn notes into extended, detailed sentences.	Vivid and rich language choices Use similes and metaphors to describe.	use emotive language. vivid and rich language choices subordinate clauses	vivid and rich language choices Prepositional phrases Select powerful verbs. Use rhetorical questions.	vivid and rich language choices using a range of openers	vivid and rich language choices Use of the first person Use a range of openers. Use emotive language.	vivid and rich language choices range of openers use of conjunctions
Punctuation and Grammar	Bullet points Recap different forms of punctuation (as needed for class)	Similes and metaphors	Sentence structure – different sentence types and clause structures.	Prepositional phrases Subordinate clauses	Range of different sentence openers	Range of different sentence openers	Subordinating conjunctions – link to openers and subordinate clauses
Spelling	Speed sounds Homophones	Speed sounds Homophones	Speed sounds Adding ir- to words	Speed sounds Adding the suffix – ion	Speed sounds Adding the suffix – ion	Speed sounds Orange words	Speed sounds Orange words
Oracy Links	Read biographies to a group. Children to question the reader and children to	Orally rehearse sentences – start with a simple sentence and then ask the children to extend by adding verbs, adverbs and adjective. Improve further by	Orally rehearse sentences – start with a simple sentence and then ask the children to improve by varying clause structures.	Be the character – act out the scene and verbalise what the different characters would say and how they would say it.	Read letters focusing on emotive language, intonation, and expression.	Orally rehearse sentences – start with a simple sentence and then ask the children to improve by varying clause structures.	Share recounts with a younger year group and think about how they deliver their story orally.

	articulate answers.	adding figurative language.					
Reciprocal Reading Skills  Book Banter weekly	Clarify – focus on vocabulary and origins of words.	Predicting Questions Authorial intent	Summarising Clarify Authorial intent	Sequencing Clarify Authorial intent	Clarify Predicting Authorial intent	Clarify Sequencing Authorial intent	Questioning Predicting – what could the next adventure be. Authorial intent
Key vocabulary	Biography Inventor Electricity Research Notes	Chapter 1 – 5 Poses Penetrating Specimen Origin Condescending commissioned Vigorously Diligence Brutality Cavalierly Vantage point Grotesque	Chapter 5 – 8 Disregarding Mortified Overboard Tremendous Pummelled Ferocity Descent Courtesy Umbrage	Chapter 8 – 13 Conquering hero Discerning Artistry Constellation Bewitched Tremulous Rancid Frenzied Miraculously Exhilarated Surmised	Chapters 13 – 18 Consumption Accustomed Humph Hollowness Insistent Descended Relief Replacement Harmonica Limited Singular sensation	Chapters 18 – 23 Intrusive Twine Tentative Unravelling Wept Prevailed Flutter Soared Lunge	Chapters 23 – end Exceedingly Surpassingly Modesty Oblivion Extraordinary Technically Impassioned Contrarian Expectancy
Reading comprehension	Stand alone reading comprehension.	Skim and scan whole chapters to retrieve.  Drama	Justify inferences made. Show awareness of writers' viewpoint. Retrieve answers.	Draw inferences such as inferring characters' feelings, thought and motives for their actions. Drama	Respond to a text - <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning	Identify themes across a text  Drama	Compare book to others they have read – similarities and differences.
Composition of reading fluency and written.	Identify purpose of the writing. Understand and explain the meaning of key vocabulary.	Reading aloud – expression and intonation.	Consider author's purpose. Reading aloud – expression and intonation..	Developing answers to include a point and an explanation. Develop well-formed answers around authorial intent.	Focus on inference questions and backing up reasons with examples from the text. Look at sequencing.	Focus on inference questions and backing up reasons with examples from the text. Look at sequencing.	Construct poem based on the model and use high level vocabulary. Could be done in pairs and then orally rehearse and perform.

Transcript ion.							
Challenge for greater depth	Must write biography.	Highers stretched to do a contrasting character description. Looks and personality.  Personification	Recount the same event but from a different perspective (they do both) so they have to tailor their vocabulary choices to show the difference.	Introduce children to the concept of show don't tell which they can then use in their writing.	Use a range of figurative language and a range of ambitious vocabulary.	Use show don't tell to portray character emotion.	Use a range of figurative language and a range of ambitious vocabulary. Use a wide range of punctuation.
Handwriting	Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Focus on not joining capital letters and then joining the rest of the word. Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

 Year 4 Term 5 Text – Song of the Dolphin Boy						
Writing genre	Non-chronological report on Selkies. (Read information on selkies to begin and unpick features of non-chron)	Poetry.  Write their own poem about the sea using 4 line stanzas with rhyme.	Entwined character and setting description. Based on chapter four of Finn transforming and then swimming under the sea.	Recount – based on the different children being out at sea helping Finn and the dolphins. How have the characters (children) feelings changed over time about Finn.	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.
Writing skills	Use a range of conjunctions. Use paragraphs effectively. Consider the layout and organisation of the text.	Vivid and rich language choices Use rhythm and rhyming patterns. Use imagery to bring the poem to life.	Use expanded noun phrases. Use prepositional phrases and adverbials. Use ambitious vocabulary.	vivid and rich language choices Use of the first person Use a range of openers. Use emotive language.	vivid and rich language choices using a range of openers Ensure there is a clear beginning, middle and end. Clear good vs evil.	Use persuasive phrases. Use modal verbs. Use emotive language.

Punctuation and Grammar	Effective and accurate paragraphing. Basic punctuation is used accurately – full stops, capital letters and commas.	Imagery – alliteration, similes and metaphors.	expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases.	Subordinate clauses extend the range of sentences used with more than one clause by using a wider range of conjunctions, including when, if, because, although	Range of different sentence openers Determiners – different types	Use conjunctions, adverbs and prepositions to express time and cause.
Spelling	Speed sounds. Prefixes un-, in-, dis and mis	Speed sounds. Prefixes un-, in-, dis and mis	Speed sounds. Prefixes auto and inter	Speed sounds. Prefixes auto and inter	Speed sounds. Suffixes (misconceptions from those previously taught)	Speed sounds. Homophones and near homophones.
Oracy Links	Be the expert – rehearse sentences orally and build upon them using conjunctions.	Performance poetry = poetry jam. Children to rehearse and perform. Potential parents in.	Orally rehearse sentences – start with a simple sentence and then ask the children to improve by varying clause structures.	Orally rehearse sentences – start with a simple sentence and then ask the children to improve by varying clause structures.	Folk tales originated from oral story telling. Children to orally rehearse and plan their stories.	Read letters aloud – record and blog.
Reciprocal Reading Skills  Book Banter weekly	Clarify – focus on vocabulary.	Predicting Questioning Authorial intent	Summarising Clarify Authorial intent	Clarify Sequencing  Features of a recount	Clarify Questioning Authorial intent	Questioning Predicting – where will Finn go next?  Features of a formal letter
Key vocabulary	Read the poem at the start of the book ready for next week. Shore Fair Twined Bore Weary Sore Miraculous	Chapters 1- 4 Clustered Harbour Sympathetically Aura Admiration Monstrous Suspicion Ominously Grudgingly Trawler	Chapter 4 – 9 Possessed Immersed Haul Submerged Impulsively Selkie Anxiety Vaguely Indignantly Instinctively Embracing Writhing Treading water Launches Scudding Project	Chapters 9 – 12 Statistics Suspiciously Clogged Barmy Scorn Revelations Aggrieved Marine biology Complaint Protest Jubilantly Dismay Passionately Embarked Interrogation Campaign	Chapters 12 – 14 Abruptly Hooligans Hesitated Deliberate Blustered Persuade Triumphantly	Chapters 14 – end Fitfully Placards Lurched Awestruck Hurtled Luxurious Eco-warrior Savagely Briskly Earnest Provost

Reading comprehension	Comprehension questions based on the poem. Annotate the features of the poem.	Comprehension questions on the text. Extend answers and explain.  Drama	Draw inferences such as inferring characters' feelings, thought and motives for their actions. Vocabulary lesson  Stand-alone comprehension on dolphins.	Stand-alone comprehension.  Comprehension based on text  Sequencing questions	Identify themes across a text.  Drama  Vocabulary lesson	Respond to a text - <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.
Composition of reading fluency and written. Transcription.	Features of the poem	Developing answers so they fully explain and give reasons from the text.	Consider author's purpose. Reading aloud – expression and intonation.	Focus on inference questions and backing up reasons with examples from the text. Look at sequencing.	Focus on inference questions and backing up reasons with examples from the text. Look at sequencing.	Construct poem based on the model and use high level vocabulary. Could be done in pairs and then orally rehearse and perform.
Challenge for greater depth	Must write biography.	Include personification in poems. Write a contrasting poem showing two conflicting emotions.	Include figurative language.	Write more than one recount from different characters points of view.	Use a range of figurative language and a range of ambitious vocabulary throughout stories.	Include facts and figures to back up reasons.
Handwriting	Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Focus on not joining capital letters and then joining the rest of the word. Ensure spacing between letters reflects size of letters. Form lower-case and capital letters of the correct size.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Practise with statutory spellings for years 3 and 4. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

## Year 3

Year 3  
Term 1


Text – Stone Age Boy

Writing genre	1. Non-fiction week Information Text about the Stone Age	2. Recounts – diaries and letters.	3. Descriptive setting description	4. Instructions	5. Debate and Persuasion – men and women's roles in the Stone Age	6. Narrative
Writing skills	Write an introduction Use different sentence types in factual writing. Write a summarising end paragraph.	Write in the first person Write in the past tense. TEACH how to edit and improve.	Expanded noun phrases Use ambitious adjectives Expanded noun phrases.	Imperative verbs Layout and structure of text Write clear and detailed instructions that can be followed.	Persuasive language such as in my opinion and I strongly believe. Modal verbs	Paragraphing Use of descriptive vocabulary including verbs and adverbs. Edit and improve – Publish final piece.
Punctuation and Grammar Skills	Full stops Capital letters Sentence types- exclamation, command, question and statement.	Understand and use the 1 <sup>st</sup> person Pronouns	Word classes – verb, adverb, noun and adjective. Expanded noun phrases	Imperative verbs to write commands Bullet points Time conjunctions	Conjunctions – FANBOYS and ISAWAWABUB	Prepositions Paragraphs using TipToP
Spelling	Speed sounds Phonic Screener to assess children Red words	Speed sounds High Frequency words Past tense verbs	Speed sounds Common Exception words (CEW)	Speed sounds Days of the Week Months of the year	Speed sounds Common homophones in everyday writing.	Speed sounds What are suffixes and prefixes?
Oracy Links	Work in groups to find out key information about the Stone Age and present to class.	Orally rehearse sentences before writing. Read diary entry to the class.	Build sentences with a partner. Improve them together with word class knowledge. Read aloud and share.	Test instructions out by someone doing as someone says. Do they work? Evaluate and suggest improvements.	Debating skills and use of vocabulary to persuade. Listening to one another's ideas and then responding thoughtfully.	Orally rehearse parts of story. Tell your story to a friend and summarise the key parts. Read story to another.



Reciprocal Reading Skills	Explore the features of a non-fiction text including how they are set out and organised. Clarify – key vocabulary linked to Stone Age Summarise BOOK BANTER	Predict Generate questions Authorial intent Book talk using RR skills throughout	Summarise Predict Authorial intent Book talk using RR skills throughout	Summarise Clarify Retrieve information Authorial intent Book talk using RR skills throughout BOOK BANTER	Predict Sequencing (link to summarising) Authorial intent Book talk using RR skills throughout	Poetry week to end the term. Poem: I was Born in the Stone Age by Michael Rosen. Clarify vocabulary Question Authorial intent Book talk using RR skills throughout POETRY BOOK BANTER
Key Vocabulary	Stone Age Ancient Civilisation Past History	Wandering Distance Stumbled Realised Relief	Strange Stew Metal Striking Flint Spearheads Antlers Ornaments	Skinning Scraping Spiking Reindeer Celebrate Taught	Flickering Furious Rushed Instead Archaeologist Learning	Poetry Rhyme Repetition Verses/stanza
Reading comprehension	Stand alone from Non-fiction extract with a focus on skimming and scanning skills. Vocabulary – meaning of words in context. .	Provide reasoned justifications for their predictions Skimming and scanning skills (retrieval) for core text comprehension. Drama – infer about characters	1 based on the core text focus on inference. Children to give justifications for answers. 1 based on a stand alone comp about The Stone Age. Vocabulary – origins of words and meanings.	1 based on the core text. Drama Poetry reading comprehension linked to Stone Age (back to the Stone Age – Twinkl)	1 based on a stand alone linked to topic focus on skimming and scanning and retrieving information. 1 based on the core text.	Poetry – answer questions based on poem focusing on retrieval skills using skimming and scanning.
Composition of reading fluency and written. Transcription.	Identify the purpose of the writing. Understanding vocabulary in context.	Consider how the main character and setting has been developed through verbal and written answers.	Form detailed answers with links to the text. Read with expression and intonation.	Read with expression and intonation. Forming of answers for poetry questions.	Read with expression and intonation. Use conjunctions to justify reasons.	Performance poetry – recite and develop expression and body language (link to oracy) Links to drama.
Challenge for greater depth	Use a wider range of punctuation such as brackets.	Write a responding letter.	Write a contrasting setting description – imagine its dark and	Give the children a set of instructions that are	Debate for the side they don't agree with	Within narrative introduce children to dialogue and include. Also


	Use a range of sentences simple, compound and complex.		gloomy. How can the word choice change the overall setting?	missing key features and rewrite.	and think about word choices.	include complex, compound and simple sentences.
Handwriting	Correct letter formation	Correct letter formation.	Form lower case letters of the correct size relative to one another	Write capitals of the correct size, orientation and relationship to one another and lower case letters.	Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.

 <div> Year 3  Term 2  Text – The Iron Man </div>						
Writing genre	Non-fiction week All About Magnets – Write a report	Character description – The Iron Man	Setting Description (based on chapter 1 and the illustration)	Newspaper report about things Monster comes up from the ground (based on chapter 3)	Non-Chronological report on the Space Bat Angel Dragon	Write a narrative – The Iron Man's next adventure
Writing skills	Written in third person. Include a catchy title Subheadings throughout Formal language used. Include a clear introduction and conclusion	Expanded noun phrases Fronted adverbials Describe character appearance, personality, the way the character moves and back story.	Organise writing into paragraphs using TiPTOP Use prepositions to describe Use expanded noun phrases	How to plan Write an introduction Organise writing into paragraphs Tenses Fronted adverbials	Planning, drafting, redrafting (edit and improve) and publish. Structure of writing Conjunctions	Link back to skills taught across the term including paragraphing and vocabulary choices. Weave dialogue into story – inverted commas and synonyms Use verbs and adverbs.
Punctuation and Grammar Skills	Commas in lists Question marks Exclamation marks	Extended expanded noun phrases	Prepositions Prepositional phrases	Expressing time and place using conjunctions	Expressing cause using conjunctions	Recap word classes to ensure they are secure – noun, adjective, adverb, verb, preposition and conjunction.
Spelling	Speed sounds	Speed sounds Suffix – ture	Speed sounds Suffix – action	Speed sounds Homophones	Speed sounds Homophones	Speed sounds Red words

	Recap what are suffixes and prefixes? Common examples					
Oracy Links	Research key areas that can be put into writing and share with the class.	read character descriptions to a partner and make improvements.	Build sentences with a partner. Improve them together by adding and improving prepositions. Read aloud and share.	Read newspaper reports like a news reports and film for blogs.	Work in groups to research the different subheadings for the non-chronological report.	Orally rehearse parts of story. Tell your story to a friend and summarise the key parts. Read story to each other.
Reciprocal Reading Skills	Explore the features of an article to have an understanding of how they are written and what they include. Clarify and vocabulary – key vocabulary linked to magnets. BOOK BANTER	Read part of chapter 1 pages 1 – 4 (end) Predict Generate questions Authorial intent Book talk using RR skills throughout	Read rest of chapter 1 Summarise Authorial intent Book talk using RR skills throughout – start chapter 2	Continue chapter 2 and read chapter 3 Summarise Clarify Retrieve information Authorial intent Book talk using RR skills throughout BOOK BANTER	Chapter 4 Predict Clarify Sequencing (link to summarising) Authorial intent Book talk using RR skills throughout	Chapter 5 Question Predict – what will happen next to the Iron Man Authorial intent Book talk using RR skills throughout BOOK BANTER
Key Vocabulary	Magnets Magnetism Forces Poles Push Pull	Cliff Brink Swayed Enormous Nothingness Awkward	Frightened cry Hither and thither Trio Scattered Breakers Blazed	Figure Nonsense Explanation Homeward Collapsed Machinery  Grazing Hillock Deceive Scrap-metal Constantly Endlessly	Constellation Astronomers Meteorite Silhouette Writhing Monstrosity Charred Declare	Separate Girders Antics Astonishment Immense Engineers Exhausted Tremendous


Reading comprehension	Stand-alone from Non-fiction extract with a focus on skimming and scanning skills. Vocabulary – meaning of words in context.	Provide reasoned justifications for their predictions. Skimming and scanning skills (retrieval) for core text comprehension. Vocabulary – origins of words and meanings.	1 based on the core text focus on inference. Children to give justifications for answers. 1 based on a stand-alone comp linked to thematic. Drama – act out finding the parts of the Iron Man	1 based on the core text. Poetry reading comprehension. Vocabulary – meanings of words	1 based on a stand-alone linked to thematic focus on range of question types. 1 based on the core text with a focus on sequencing events	Christmas poetry – read and perform – readers theatre. Recommend and review the text
Composition of reading fluency and written. Transcription.	Identify the purpose of the writing. Understanding vocabulary in context.	Consider how the main character and setting has been developed through verbal and written answers.	Form detailed answers with links to the text. Read with expression and intonation.	Read with expression and intonation.	Read with expression and intonation. Use conjunctions to justify reasons.	Performance poetry – recite and develop expression and body language (link to oracy) Links to drama.
Challenge for greater depth	Use a wider range of punctuation such as brackets. Use a range of sentences simple, compound and complex.	Include back story – how did the Iron Man come to be?	Introduce the children to similes and include these in setting description.	Include quotes from onlookers	Include an introduction and subject specific vocabulary.	Weave dialogue and description.
Handwriting	Practise days of the week and months. Model and develop understanding of not joining capital letter and then joining the rest of the word.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.

		be joined and how.	letters can be joined and how.			
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<div>  <div> Year 3 Term 3 Text – Esio Trot </div> </div>						
Writing genre	Non-fiction week Guide to keeping a Tortoise	Setting description - create dioramas and describe the balcony. Vocabulary chosen for effect.	Character description - Mr Hoppy and Mrs Silver	Letter writing – write a letter from Mr Hoppy to Mrs Silver explaining how much he likes her and Alfie. Mrs Silver could write a letter back.	Write in role – As Alfie when the claw comes down.	How to be a Healthy Human. Write a How to guide....(look at food, sleep, exercise etc)
Writing skills	Written in third person. Include some persuasive language. Include paragraphs, subheadings, and titles. Include pictures and captions.	Expanded noun phrases. Fronted adverbials Use prepositional phrases. Use a range of adjectives for impact and add verbs and adverbs to show what nouns are doing.  Challenge HA children to use similes	Use prepositional phrases. Use expanded noun phrases. Use ambitious adjectives to describe. Use fronted adverbials.  Challenge HA children to use similes for example as tall as a...	Use the organisational features of a letter. Write in the first person. Organise ideas into paragraphs. Include detail and description through extended sentences. Link ideas and sentences using conjunctions.	Write in the first person. Include a range of adjectives, nouns, verbs and adverbs. Use time conjunctions. Show how the character is feeling through vocabulary choices.	Written in third person. Include paragraphs, subheadings, and titles. Include pictures and captions. Use subject specific vocabulary to show the writer is the expert.
Punctuation and Grammar Skills	Paragraphs Adverbs – what is an adverb and how do we use them?	Fronted adverbials Use commas after fronted adverbials.	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]  Prepositional phrases – recap and move onto extending sentences.	Subordinating conjunctions	Use commas to separate clauses.	Recap anything from the term that children need more focus on.
Spelling	Speed sounds	Speed sounds	Speed sounds	Speed sounds	Speed sounds	Speed sounds

	Red Words	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 -ian
Oracy Links	Work with another class to read booklets to one another discussing how the information included varies.	Composing and rehearsing sentences, progressively building a rich vocabulary	Composing and rehearsing sentences, progressively building a rich vocabulary	Orally rehearse sentences and build on them. Read letters out loud and think about what responses could be.	Act out being the claw and Alfie, get children to say what Alfie and the claw would say in the moment.	Composing and rehearsing sentences, progressively building a rich vocabulary
Reciprocal Reading Skills  Book Banter every week.	Explore the features of How to articles and books and identify the key features. Share an article about the human body for example how to look after your teeth and look at the way in which it is written.	Predict – look at the title – what could it mean? Unpick the word. Then read the blurb and predict what might happen. Clarify – words and phrases. Authorial intent Book talk using RR skills throughout	Summarising Clarify Authorial intent Book talk using RR skills throughout	Predict – will the claw and the trick work? Question Retrieve information. Authorial intent Book talk using RR skills throughout	Predict Clarify Sequencing (link to summarising) Authorial intent Book talk using RR skills throughout	Question Summarising Authorial intent Book talk using RR skills throughout
Key Vocabulary	Healthy Nutrition Nutritious Diet Exercise Sleep Hygienic	Pages 3 - 10 Concrete Retired Balcony Riot of colour Jutted Widow Tremendous Endearments Hibernating	Pages 11 –20 Solemnly Miserable Titchy Bedouin tribesman Bewildered Examined Quivering	Pages 21 –33 Collection Enthusiasm Exhausted Swarming Exploring Mechanic Basking Vast Gusto	Pages 34 – 45 Peering Beaming Appetite Enormous Ounces Operation Casually Halt Enlarge	Pages 46 –56 Language Gripping Miracle Flung Cupids Courage Settled
Reading comprehension	Stand-alone from Non-fiction extract with a focus on sequencing and vocabulary.	Fully explain predictions. Comprehension on text and what has been read so far. Drama	1 based on the core text focus on children explaining why. 1 based on a stand-alone comp linked to thematic.	1 based on the core text – 1 question with extended answer for example: Is Mr Hoppy doing the right thing? Vocabulary – meanings of words Drama.	1 stand alone -poetry based. 1 based on the core text with a focus on sequencing events	Write a review and recommend.

Composition of reading fluency and written. Transcription.	Identify the purpose of the writing. Understanding vocabulary in context.	Consider the importance of Mr Hoppy's balcony in a concrete jungle.	Focus on fluency and reading with expression and intonation.	Read with expression and intonation. Justifying and extending answers linking to what they know.	Read with expression and intonation. Understand the importance of referring to the text.	Justifying opinions with links to the text.
Challenge for greater depth	Use a range of sentence lengths and types for impact. Ensure subject specific vocabulary is used accurately.	Children to use appropriate similes. Use a range of openers and link ideas.	Children to use appropriate similes. Use a range of openers and link ideas.	Write one letter in an informal tone and the other in a formal tone.	Use emotive language to really explain how Mr Hoppy feels in each moment. Create characterisation.	Link sections and paragraphs.
Handwriting	Correct formation of digits. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Correct formation of digits. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.


<div>  <div> Year 3 Term 4 Text – Revolt against the Romans </div> </div>							
Writing genre	Write an explanation text about the Roman Army and the ranks within it.	Description of the journey from Gaul to Britannia	Write character description of the Celts/savaged Britons from Marcus' perspective.	Dairy entry – recount of being captured and dragged through the village including what they feed him. Leave on cliff-hanger.	Debate – Should Marcus kill himself like a true Roman? Write viewpoint and explain in detail.	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!
Writing skills	Write in the third person.	Use vivid and rich vocabulary.	Use vivid and rich vocabulary.	Emotive language	Use of modal verbs	Use previous learning to write description –	Unpick features of a newspaper report

	Include subject specific vocabulary. Include pictures and captions.	Use the senses to describe. Range of prepositions	Use the senses to describe. Similes Range of prepositions	Range of clause structures and sentence types. Vivid and rich vocabulary Use of the senses and a range of openers.	Range of clause structures. Use a range of openers.	ENP, adjectives, verbs and adverbs.	Direct speech 5Ws for introduction Organisation features – paragraphing
Punctuation and Grammar Skills	Verb forms (past, present, future) present progressive.	Adverbials Prepositions	Improving vocabulary – focus on adjectives and verbs. Synonyms	Past tense Range of openers (ing,ed,ly)	Conjunctions – subordinate and main clauses Modal verbs	Brackets Fronted adverbials	Direct speech Inverted commas Bullet points - for planning
Spelling	Speed sounds Prefix re	Speed sounds Prefix re	Speed sounds Prefix anti	Speed sounds Prefix anti	Speed sounds Prefix super	Speed sounds Prefixes – super, anti and auto	Speed sounds Prefixes – super, anti and auto
Oracy Links	Work in groups to act out different roles within the Roman Army. Then discuss with group vocabulary to use. Create sentences.	Orally rehearse the journey making notes along the way. Use drawings to aid memory.	Work with a partner to orally rehearse sentences. Edit and improve vocabulary choices.	Work with a partner to orally rehearse sentences. Edit and improve vocabulary choices.	Debate – follow the rules for debating thinking carefully about appropriate responses.	Work with a partner to orally rehearse sentences. Edit and improve vocabulary choices.	Read newspaper reports aloud to the class thinking about intonation, expression and fluency.
Reciprocal reading skills Book Banter weekly	Clarify  Spend a reading session this week introducing the children to the names and places in the book (pre-teach) and put on display. Use	Predict Summarise the journey	Question Clarify	Sequence Clarify	Clarify Summarise	Clarify Sequence	Clarify Predict – what next?



	glossary at back of book.						
Key Vocabulary	Roman army Auxiliary Auxiliaries Legion Soldiers Centurions Imperial messengers Eagle standards	Chapter 1 – 3 Fluttering Slave Courtyard Papyrus Resemblance Tunic Slums Moral Emperor Craggy Appeased Prosperous	Chapter 3 – 5 Hacked Villa Massacre Druids Roundhouse Dismounted Governor Pretence Savages Hostage Brooding Vengeance	Chapter 5 – 7 Valuable Sacrifice Rampart Abandoned Palisade Summoned Definite Bond of kinship Intricate Tribe Enemies	Chapter 7 – 9 Opposition War-trail Feud Enchanted Brutal Gadiator Scouts Descending Stallion Wordless war cry Slaughtered Anguish	Chapter 9-10 Escape routes Pursuit Counsellors Stronghold Oxen Captives Defiance Latin Disobedience	Chapter 11 Companions Peculiar Translated Victorious Dignity Merciful  Historical Note: Several Resistance Plunder
Reading comprehension	Stand alone reading comprehension on the Roman Army.  Drama	Children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. Create own glossary of terms. Comprehensions - skim and scan whole chapters to retrieve.  Throughout text create a class display showing the different characters and what side they are on.	Comprehension around character thoughts, feelings and actions - justify inferences made. Challenge to explain reasons.  Stand alone comprehension linked to thematic.  Drama	Draw inferences such as inferring characters' feelings, thought and motives for their actions. Answer find and copy and sequencing questions.	Identify themes across a text Make historical links Draw inferences such as inferring characters' feelings, thought and motives for their actions. <i>How has Marcus changed over the years?</i>  Drama	Respond to a text - <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.	Draw inferences such as inferring characters' feelings, thought and motives for their actions.  Revisit debate argument – why does Marcus never want to be a Roman again?  <i>Read the historical note and discuss</i>
Composition of reading fluency	Identify the purpose of the writing.	Focus on fluency and reading with expression and intonation.	Justifying and extending answers linking to what they know.	Read with expression and intonation.	Read with expression and intonation. Understand the importance of referring to the text.	Justifying opinions with links to the text.	Justifying opinions with links to the text.

and written. Transcription.	Understanding vocabulary in context.						
Challenge for greater depth	To ensure they write like the expert in report format.	Figurative language: similes and metaphors.		Include brackets and start using punctuation to add impact. Include examples of dialogue.	Use facts to back up opinions.	Focus on vocabulary choices to show the opinions of different characters of events.	Include some reported speech.
Handwriting	Correct formation of digits. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Correct formation of digits. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Correct formation of digits. Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.

 Year 3 Term 5 Text – The Great Chocoplot						
Writing genre	Explanation text: Where does chocolate come from and how is it made?	Description of Easter Egg Island/rainforests	Character description of Jelly/Professor Fizzwiicks	Diary entry – Jelly's feelings on what is happening including family life.	Dialogue- write a conversation between Jelly and her family as they savour the chocolate on the roof of the house about everything that is happening.	Narrative - The Midnight Adventure (based on chapter 15)

Writing skills	Write in the third person. Include subject specific vocabulary. Link sentences effectively.	Use vivid and rich vocabulary. Use the senses to describe. Range of prepositions	Use vivid and rich vocabulary. Similes Range of prepositions	Emotive language Range of clause structures and sentence types. Vivid and rich vocabulary	Use inverted commas accurately. Use a range of synonyms.	Include dialogue using inverted commas. Include description. Include a range of openers.
Punctuation and Grammar Skills	Full Stops Capital Letters Question and Exclamation Marks.	Accurate use of paragraphing.	Word classes – nouns, verbs, adverbs and adjectives.	Conjunctions – co-ordinating and subordinating.	Inverted commas – punctuated accurately. Direct speech	Fronted adverbials
Spelling	Speed sounds Red words	Speed sounds Red words	Speed sounds Days of the week Months of the year	Speed sounds Days of the week Months of the year	Speed sounds Homophones and near homophones	Speed sounds Homophones and near homophones
Oracy Links	Research different areas in the process and feedback.	Orally rehearse the journey making notes along the way. Use drawings to develop vocabulary.	Work with a partner to orally rehearse sentences. Edit and improve vocabulary choices.	Work with a partner to orally rehearse sentences. Edit and improve vocabulary choices.	Orally rehearse conversation thinking about what is actually being said and how it is said.	Orally retell story. Summarise own story into a story hand and use this to retell.
Reciprocal reading skills Book Banter weekly	Clarify – focus on technical vocabulary.	Predict Questioning	Question Clarify	Sequence Clarify	Clarify Summarise	Clarify Summarise Predict – what next? Will chocolate disappear?
Key Vocabulary	Chocolate Cocoa Rainforest Process Processed Product Native Beans Seeds	Chapter 1 – 5 Plunge Prophecy Ancient civilisation Solstice Cataclysmic Catastrophe Plump Nostalgic Unlawful Illuminated	Chapter 5-8 Summit Monument Suspicious Experiment Conclusion Countdown Refracted Crucial Tragic Humanity	Chapter 8-11 Operated Exotic Instantaneously Inscriptions Degrade Unison Dwindling Elaborate Confectionary Rampage	Chapter 11 – 14 Familiar Despite Temple Protests Strife Oblivious Retreated Riots Consideration Emblazoned	Chapter 14 – 17 Furtively Curfew Luminous Harassment Complications privilege destiny plume bouquet Chapter 17 – end

		Luxuriously Pungent Scientific process	Waft Ordeal Extinct Purity		Simultaneously	Mayhem Viral Haste Imminent Drone Shoot Lolling Fraud
Reading comprehension	Stand alone reading comprehension on chocolate.  Drama -act out the process.	Comprehension based on text.  Vocabulary lesson.  Write a justified prediction with evidence.	Standalone comprehension linked to thematic.  Write own questions about the text.  Drama	Draw inferences such as inferring characters' feelings, thought and motives for their actions.  Answer find and copy and sequencing questions.  Vocabulary lesson.	Comprehension based on text.  Standalone comprehension linked to thematic.  Drama	Respond to a text - <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.  Vocabulary lesson.
Composition of reading fluency and written.  Transcription.	Identify the purpose of the writing. Understanding vocabulary in context.	Focus on fluency and reading with expression and intonation. Use clues to give justified reasons.	Justifying and extending answers linking to what they know.	Read with expression and intonation. Refer back to the text in order to sequence answers.	Read with expression and intonation.  Add detail to answers and link back tot text.	Justifying opinions with links to the text.
Challenge for greater depth	Include a numbered process/method within explanation text.	Figurative language: similes and metaphors.		Include emotive language to show how Jelly feels about her father's lack of job and not having new shoes or food.	Include detail around the dialogue ensuring there is extended description.	In narrative begin to weave dialogue and description.
Handwriting	Correct formation of digits.	Correct formation of digits. Start using some of the diagonal and horizontal	Link to spellings and statutory words for years 3 and 4.	Link to spellings and statutory words for years 3 and 4.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters.	Link to spellings and statutory words for years 3 and 4. Start using some of the diagonal and horizontal strokes to join letters.

	Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	strokes to join letters. Understand which letters can be joined and how.	Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Start using some of the diagonal and horizontal strokes to join letters. Understand which letters can be joined and how.	Understand which letters can be joined and how.	Understand which letters can be joined and how.
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## 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	<b><u>The Stone Age - Prehistory Rocks</u></b>  Non-fiction text on Stone Age Standalone text on Stone Age Stew CCW: Stone Age non-chronological report	<b><u>Feel the force, see the light</u></b>  Non-fiction text on Real-Life Robots CCW: Robot non-chronological report	<b><u>How my body works</u></b>  Non-fiction text on how to keep and look after a tortoise.  CCW – information text/how to guide on keeping healthy.	<b><u>Revolutionary Romans</u></b>  explanation text about the Roman Army and the ranks within it.	<b><u>From Bean to Bar</u></b>  Non-fiction: Where does chocolate come from and how is it made?	<b><u>Rainforest Revealed</u></b>
4	<b><u>Make some noise!</u></b> Sound collector poem CCW- presentation on sound	<b><u>The Maya</u></b> Non-fiction text on Maya Non-fiction text on the Amazon rainforest CCW- Mayan waterways use- writing as a tour guide CCW- Brochure for a museum on Mayan artefacts	<b><u>Cracking the Earth's core</u></b>  Non fiction text on when, where and why Mt St Helens erupted.  Compare eruptions of Pompeii and Vesuvius.	<b><u>Innovation Station</u></b>  Write a biography/fact file on a famous inventor.	<b><u>Water World</u></b>  Non-chronological report on Selkie's.	<b><u>My home is your home.</u></b>

5	<p><b><u>Across the Pond</u></b>  <b>Non-fiction:</b> information text comparing countries in North America.  <b>Stand-alone:</b> continent of North America fact file; New York tour guide; newspaper report on effects of climate; managing friendships  <b>CCW:</b> comparison between mountains in UK and North America</p>	<p><b><u>Stargazers</u></b>  <b>Non-fiction:</b> non-chronological report/ leaflet about space.  <b>Stand-alone:</b> the Sun fact file; Kennedy Space Center article;  <b>CCW:</b> double page spread about space disasters</p>	<p><b><u>Marvels of Matter</u></b>  Write a report about how and why England has been invaded so many time in history.    Writing on Sutton Hoo.</p>	<p><b><u>Gods and Mortals</u></b>  non-chronological report on the importance of Gods and Goddesses in ancient civilisations.    Instructions – create own firework.</p>	<p><b><u>Tides of change</u></b>    Poetry  Write a poem to convey information about the Victorian Era.</p>
6	<p><b><u>Darwin's Delight</u></b>  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><b><u>The Victorians</u></b>  Non Fiction:  Non-fiction    A speech about how the Victorian Era impacted life today.    Stand Alone:  Comprehension on the Industrial Revolution  Comprehension on Victorians  Comprehension on Highwaymen  Inference through images</p>	<p><b><u>How to Mind your Heart</u></b>    balanced argument based around the question, 'What's more important: heart or head?'.</p>	<p><b><u>WW2 - Paths to Peace</u></b>    autobiography as a child who was evacuated in WWII.    Instructions – Island soup – survive on an abandoned island.</p>	<p><b><u>Light it Up</u></b></p>

		CCW: To know the difference between rich and poor and the changes that occurred in Britain to combat these difference (diary entries 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 Forces The Crocodile by Lewis Carroll – Links to Egypt topic
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
5	The Lady of Shalott 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 I ask my Mother to Sing – Li-Young Lee (link to China topic)
6	Okay, Brown Girl, Okay by James Berry Immigration trap by John Foster Hurricane Hits England – Grace Nichols <a href="https://poetryarchive.org/poem/hurricane-hits-england/">https://poetryarchive.org/poem/hurricane-hits-england/</a> Presents From My Aunts in Pakistan by Moniza Alvi Citizenship – Javier Zamora (Link to Moving on Up)

### **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 Healthy Humans)
4	Please Mrs Butler by Allan Ahlberg Limpet – Chrissie Gittins (link with Planet Thanet) Geography Lesson – Brian Pattern (Link with Our Planet) Spellbound – Adisa
5	Tree – James Carter Rooty Tooty – Carol Ann Duffy Colour outside the lines – Jared Louche (Link to TABITGB) 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 Moving on Up) 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 13<sup>th</sup> 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 19<sup>th</sup> 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