



FOUR MARKS CE PRIMARY SCHOOL

ENGLISH CURRICULUM MAP

Our English curriculum at Four Marks Primary aims to expose all of our children to the best of what has been written so that they have the cultural capital to make links across their learning, understand that literary references are part of our heritage and culture, and unlock wider learning and opportunities in all areas of life and the curriculum. These rich texts, which drive our units, are from a range of genres. They are chosen for their interest level, challenge and relevance. These are specifically chosen either to fit with our wider curriculum topics, or to highlight real-life events or issues (e.g. migration and refugees).

All of our units are planned with a focus on both key reading and writing skills, encouraging our children to become reflective and critical in their reading and own written work. They begin by analysing texts, including the author's intent, before applying this learning to their own writing. All of our grammar objectives are taught through our exploration of texts so the purpose and effect of these can be evaluated, and the children understand not just how to use them, but why they may choose to as a writer. All of our planned writing tasks are composition driven with a clear purpose and audience. They follow opportunities for discussing ideas and rehearsing writing orally, and the skills of planning are revisited in each unit. Editing and revising skills are planned into all of our units, encouraging our children to become reflective and evaluative writers. As part of this, spelling rules are revisited through marking, as well as being taught in isolation. We also plan in opportunities to explore 'link texts' to support children in building references in different types of text and their themes and conventions.

Let's Think in English

At Four Marks School we have a sustained investment in the Let's Think in English programme. Developed at **King's College London**, Let's Think is an approach to teaching that successfully develops the quality and depth of thinking in the classroom through talk, leaning into the research and findings of Piaget. The lessons enhance children's ability to reason in increasingly complex ways with high quality texts providing a context for learning. Teachers will gain an improved understanding of progression in English concepts (e.g. writer's intent, symbolic representation,) and develop advanced skills in facilitating pupil discussion.

SMSC within Let's Think

We have also seen the impact of Let's Think within our children's Spiritual, Moral, Social and Cultural Development (SMSC). The teaching method of social construction asks children to reach for and notice each other to develop their opinions. Recognising others' feelings and responses supports progress in children's reasoning skills. Metacognitive moments are built into Let's Think lessons, encouraging children to reflect and respond to questions that contribute to spiritual well-being and signal the importance of self-awareness.

These opportunities are inbuilt within every Let's Think lesson, but the hook to really encourage discussion and debate are the lesson stimuli, typically a text or short video. These are purposefully chosen to provide opportunities to discuss and explore SMSC experiences, questions and challenges. At our school we have seen Let's Think lessons prompt children to question the values, ethics and morals that surround them, and to achieve a deeper understanding of big philosophical and moral issues.

ENGLISH: Early Years

ELGs in Summer Term

Communication and Language (Development Matters 2021) – Listening, Attention and Understanding, Speaking

Autumn

- Understand how to listen carefully and why listening is important
- Engage in story time.
- Develop social phrases
- Learn new vocabulary
- Use new vocabulary throughout the day and in different contexts
- Learn rhymes, poems and songs
- Ask questions to find out more and check they understand what is being asked.
- Articulate their ideas in well-formed sentences.
- Connect one idea to another using a range of connectives.
- Learn new vocabulary
- Use new vocabulary throughout the day and in different contexts
- Learn rhymes, poems and songs

Spring

- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they happen.
- Listens carefully to rhymes and songs, paying attention to how they sound
- Learn new vocabulary
- Use new vocabulary throughout the day and in different contexts
- Learn rhymes, poems and songs
- Listen to and talk about stories to create familiarity and understanding
- Retell the story, some with exact repetition and some with their own words
- Learn new vocabulary
- Use new vocabulary throughout the day and in different contexts
- Learn rhymes, poems and songs

Summer

Listening, Attention and Understanding

- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;**
- **Make comments about what they have heard and ask questions to clarify their understanding;**
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**

Speaking:

- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher**
- **Learn new vocabulary**
- **Use new vocabulary throughout the day and in different contexts**
- **Learn rhymes, poems and songs**

ENGLISH: Early Years

Reading

Autumn

- Read individual letters by saying the sound for them
- Blend sounds into words so that they can read short words made up of known letter-sound correspondences

Spring

- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonics programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words
- Re read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Summer

Comprehension:

- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**
- **Anticipate – where appropriate – key events in stories;**
- **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

Word Reading

- **Say a sound for each letter in the alphabet and at least 10 digraphs;**
- **Read words consistent with their phonic knowledge by sound-blending;**
 - **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**

Foster a love of reading and the world of story through exposure to engaging, rich texts, which give children opportunities to predict, infer, empathise and imagine.

Writing

- Mark make for a range of purposes

- Begin to write where there is a need- e.g. own name, labels etc

Form emergent letter shapes, and some taught letter shapes

- Form lower case and capital letters correctly

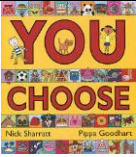
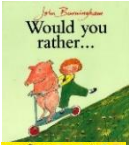
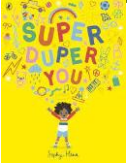
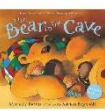
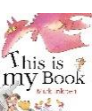
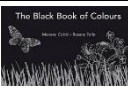
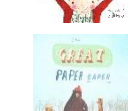
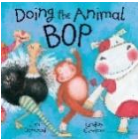
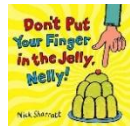
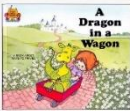
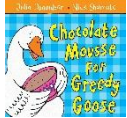
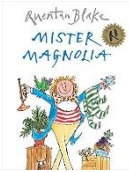
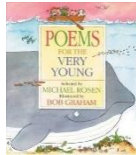
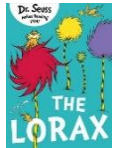
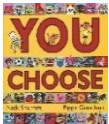
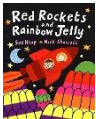
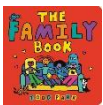
- Spell words by identifying the sounds and then writing these with letters (CVC, CVCC)

- Spell words by identifying the sounds and then writing these with letters (containing consonant clusters or digraphs)
- Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.
- Reread what they have written to check it makes sense
- **Write recognisable letters, most of which are correctly formed;**
- **Spell words by identifying sounds in them and representing the sounds with a letter or letters;**

Write simple phrases and sentences that can be read by others

Essential Letters and Sounds Overview- Phase 1 to Phase 5

Phase 1	Phase 2	Phase 3
<i>Nursery/Preschool</i> Seven Aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounding • Oral blending	<i>Reception Autumn 1</i> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	<i>Reception Autumn 2, Spring 1 and Spring 2</i> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4	Phase 5 (including alternatives and lesser known GPCs)	Beyond Phase 5
<i>Reception Summer 1</i> • Oral blending • No new GPCs • No new HRS words • Word structures- cvcc, ccvc, ccvcc, ccvcc • Suffixes • Revision and Phase 2 and Phase 3	<i>Reception Summer 2</i> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <i>Year 1 Autumn 1 and 2</i> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <i>Year 1 Spring 1 and 2</i> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	<i>Year 1 Summer, Year 2 and Key Stage 2</i> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dialogue Books	Cued Elicitation Texts	Cumulative Stories	Rule Breaking Books	Rich Texts	Rich Texts
You Choose Nick Sharratt  Would you rather... John Burningham  Super Duper You by Sophie Henn 	Shh! We have a plan Chris Haughton  Aaaaaaagh Spider! Lydia Monks  Oh No George Chris Haughton 	Oi! Get off our train! John Burningham  One Snowy Night Nick Butterworth  Welcome Barroux  The Bear in the Cave Michael Rosen  Not Lost John Bond  How to Catch a Star Oliver Jeffers 	Naughty Bus Jan and Jerry Oke  This is my Book Mick Inkpen  Scaredy Squirrel Melanie Watt  Little Red Bethan Woollvin  Supertato Sue Hendra 	Big Black Book of Colours Merena Cottin  Julian is a Mermaid Jessica Love  Paper Dolls Julia Donaldson  The Great Paper Caper Oliver Jeffers  The Pirates Next Door Jonny Duddle 	Wild Emily Hughes  A Child of Books Oliver Jeffers  The Whales' Song Dyan Sheldon  If all the world were... Joseph Coelho 
<u>Poetry and Prose- Texts with song</u> Doing the animal bop  The Skipping Rope Snake 	<u>Poetry and Prose- Texts with song</u> Over in the meadow  Don't put your finger in the jelly nelly  A dragon in a wagon 	<u>Poetry and Prose- Texts with song</u> Chocolate mousse for greedy goose  Oi Frog! 	<u>Poetry and Prose- Texts with song</u> Mr Magnolia 	<u>Poetry and Prose- Texts with song</u> The Booktime book of Fantastic first poems 	<u>Poetry and Prose- Texts with song</u> Poems for the very young  The Lorax 
<u>No Outsiders Text</u> You Choose 	<u>No Outsiders Text</u> Red Rockets and Rainbow Jelly 	<u>No Outsiders Text</u> The Family Book 	<u>No Outsiders Text</u> Mommy, Mama and Me 	<u>No Outsiders Text</u> Blue Chameleon 	<u>No Outsiders Text</u>
<u>Traditional Tale</u> Three Little Pigs	<u>Traditional Tale</u> Little Red Riding Hood	<u>Traditional Tale</u> Jack and the Beanstalk	<u>Traditional Tale</u> The Gingerbread Man	<u>Traditional Tale</u> Goldilocks	<u>Traditional Tale</u> Three Billy Goats Gruff

KS1 Programme of Study: Year 1

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- 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
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing – transcription

Spelling - see English appendix 1

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

Writing – composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using ‘and’
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English appendix 2
 - use the grammatical terminology in English English appendix 2 in discussing their writing

Year 2

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – transcription

Spelling

Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Writing – composition

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

KS1: Years 1 & 2 Essential Skills:

Reading

		Literal Clarify	Monitor and summarise	Select and retrieve	Inferential	Evaluative and critical
Year 1	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Uses visual strategies to tackle new or unknown words	Checks the book makes sense as they read: be willing to self-correct	Can retell familiar stories	Makes inferences based on what is being said and done	Takes part in discussions, expressing views and considering the opinions of others, with support.
	Reads accurately by blending sounds in unfamiliar words	Uses knowledge of word meanings and sentence patterns to make meaning with support	Re-reads with greater fluency: accuracy, pace, phrasing that renders text meaningful	Join in with predictable phrases – may use language from stories read to them in role play	Predicts what might happen based on what has been read so far	
	Reads common exception words	Links new meanings to known vocabulary	Discusses the sequence of events in stories	Return to and discuss information from non-fiction		Links own and others' experiences to understand and build empathy with characters and with support begins to understand motivation and intention
	Reads words with root and suffix and contractions with support		Explains clearly their understanding of what is read to them			
Year 2	Read accurately words containing common graphemes for all 40+ phonemes	Sounds out unfamiliar words without undue hesitation	Checks a text makes sense, correcting inaccurate reading using visual, meaning and structure cues	Retells a range of stories, adopting story language	Makes deductions and inferences based on what is being said and done	Takes part in discussions, asking questions, expressing views and considering the opinions of others
	Read most words of 2 or more syllables, common suffixes and most common exception words	Discusses and clarifies the meanings of words, linking new meanings to known vocabulary	Use existing knowledge and understanding to make meanings		Predicts what might happen based on what has been read so far	Makes links between what they are reading and other books they have read
			In age-appropriate books, reads with fluency: accuracy, pace (90 words per minute), with phrasing and intonation that renders text meaningful		Begins to justify inferences and predictions with details from the text	Discusses favourite words and phrases
			Discusses the sequence of events in books and stories and how items are related (e.g. cause, effect, surprise)			With support, links characters' intentions/motivations to their actions

Writing

	composition	process	structure	grammar	spelling	handwriting
Year 1	Selects words and sequences sentences to form short narratives Writes for a range of purposes using recognisable features of form (e.g. address and first person in a letter, numbers and commands for instructions)	Oral composition, re-reads for sense, reads own work aloud, phrasing for punctuation	Spaces between words Coherent sequencing of sentences in narrative	Sentence demarcation: full-stops and capitals secure. Other end-stop punctuation and commas in lists emerging Joining sentences with and, but, so, because Simple noun phrases	Use 40 GPC for familiar words and to attempt unfamiliar words Common letter strings emerging Spell agreed priority HFWs e.g. the, to, I, no, go, <i>he, she, me, we, be, was, my, you, her, they, all, are, said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked</i> Some ed/ing inflections	Lower case letters formed consistently Joining strokes emerging Can form capitals and digits 0-9
Year 2	Writes real and fictional narratives, poetry and writes for different purposes, selecting features, details and words for effect	Develops ideas through reading and talk Uses writing to map ideas Uses oral rehearsal, making simple additions, revisions, corrections	Writes coherent narratives – consistent past/present tense Writes for clear communication (practical purposes) Uses features and structures from reading in own writing	End stop punctuation & capitals secure Simple, compound and complex sentences used Noun phrases	Many HFW Many standard GPCs Some morphemic spelling of root + suffix Some contractions	Lower case, capitals and spacing well sized and oriented

Text			Choices		
Is There a Dog in this Book? Shh! We Have a Plan Beegu Green-Eyed Scratcher Pong-Dipping The Dark			The Lost Happy Endings This Rabbit Belongs to Emily Brown The Name Jar – link to refugees/ migrants The Day the Crayons Quit Minibeast Magic The Tear Thief		
			The Three Little Pigs – familiar traditional tales, twists on the expected The Suitcase – developing empathy On Sudden Hill – real-life issues (friendships) The Big Blue Whale – breaking genre conventions		
			The Winking Scarecrow – The Wizard of Oz, classic text Vlad and the Great Fire of London Croc and Bird The Robot and Bluebird Katie Morag Prefabulous Animals – following from The Big Blue Whale, description, fantasy		
Cycle A			Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Bloom - Exploring character emotions - Write to inform - Explore story morals - Story boards Shh, We Have a Plan - Inference - Predictions - Comparisons of characters - Conjunctions - Punctuation - Adjectives, noun phrases - Adverbs - Imperative verbs - Time adverbials - Sentence structures Beegu - Predictions - Inference - Expanded noun phrases - Word classes - Conjunctions (co-ordinating & subordinating) - Understanding story structure - Sequencing story - Adverbs The Lost Happy Endings - Fairy-tale review/ revision before teaching - Selecting words for effect - Coherence - Explore the mood - Retrieval and inference - Sentence openers - Time adverbials - Sentence types - Predictions - Comparisons with other known texts - Use evidence to justify thinking	Winter texts Over and Under the Snow Goodbye Autumn, Hello Winter Winter Sleep (A hibernation Story) - Descriptive language (adjectives, noun phrases) - Present tense verbs and adverbs - Sentence structures - Asking and writing questions - Writing information The Dark - Inference - Make links between other books on the same theme - Prepositions - Similes and metaphors - Expanded noun phrases - Express own views about a text Elise (The Visitor) - Infer character's thoughts and feelings - Write a note to show empathy with the character - Predict the next part of a story - Write a diary entry in role as the character to describe their feelings - Write a letter to give advice to the character	The Name Jar - Link new vocabulary meaning to known words - Persuasive language - Punctuation - Sentence types - Prediction - Conjunctions This Rabbit Belongs to Emily Brown - Inference, justifying with evidence - Expanded noun phrases - Imperative verbs The Tear Thief - Inferring details from images - Recognise the author's intent - Discuss what makes a good question and write our own - Interpret a text through drama - Predict character's actions based on their motives - Write instructions - Adverbs - Practise editing strategies - Write a first person narrative	Here We Are - Inform through pictures and writing - Create information booklets about the class - Make predictions - Write an information text describing ourselves The Suitcase - Sentence structure - Punctuation - Conjunctions - Predictions - Expanded noun phrases On Sudden Hill - Expanded noun phrases - Predictions - Adverbs - Imperative verbs - Inference and deduction, using evidence to justify - Sentence structure - Punctuation - Conjunctions - Identify and track feelings The House that Once Was - Use personification to give things in nature a voice - Carefully choose adjectives to accurately describe - Make predictions about a text - Write a note of advice using evidence to support out points - Use inference skills to form questions - Track character's emotions through the story - Write a letter from a character's point of view	Winter's Child - Descriptive Writing - Inference - Drama - Diary Writing - Explanation writing - Poetry - Empathising with character - Expanded noun phrases - Prepositions - Writing riddles The Big Blue Whale - Retrieval skills - Understand fiction and non-fiction - Understand new vocabulary by linking meaning to known words - Use new vocabulary - Inference, giving reasons - Comment on the writer's choices - Imperative verbs - Expanded noun phrases - Similes - Compare texts from the same genre Prefabulous Animiles - Expanded noun phrases - Inference and deduction - Express own views about a text	The Winking Scarecrow - Inference and deduction, giving reasons - Expanded noun phrases - Adverbs - Identify word choices which show feelings - Time adverbials - Choose words for effect The Robot and the Bluebird - Explore narrative setting, plot and character - Using appropriate vocabulary - Writing recounts - Sequencing events and ideas - Make predictions - Inference - Co-ordinating and subordinating conjunctions - Descriptive language choices - Character poetry - Revision and editing work - Paragraphs - Expanded noun phrases Something Else - Interpret authors intentions - Analyse illustrations - Using language to describe and empathise - Sentence types - Conjunctions - Justifying with evidence

<u>Let's Think</u> Today I feel 1 (first Lets think)	<u>Let's Think</u> La Luna (Classification)	<u>Let's Think</u> The Wall (Intentions and consequences)	<u>Let's Think</u> Owl bat (link with On Sudden Hill)	<u>Let's Think</u> Return	<u>Let's Think</u> The Clockwork Tower (link with The Robot and the Bluebird)
Today I feel 2 (emotions/feelings)	Dark (Frames of reference)	Who did it? (Intentions and consequences)	Penguin (Narrative Sequencing)	Journey (Symbolism)	Kites (Symbolism)
I Want My Hat Back (Narrative Sequencing)	Selfish Crocodile (Classification)	Fish is Fish (link for the Name Jar)	Rosie's Walk (Frames of reference)	Quest (Classification)	
This is not my hat (Intentions and Consequences)					

Lower Key Stage 2 Programme of Study

Reading - comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Writing - transcription

Spelling - see English appendix 1

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them - see English appendix 1
- spell further homophones
- spell words that are often misspelt - see English appendix 1
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Writing - composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Handwriting Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	- learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading
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Lower Key Stage 2: Years 3&4 Essential skills

Reading						
		Literal			Inferential	Evaluative and critical
		Clarify	Monitor and summarise	Select and retrieve		
Year 3	Reads further common exception words	Reads longer words with support, testing out pronunciations using analogy and meaning in context	Checks the text makes sense discussing and explaining the meaning of words in context	Retrieves and records information from non-fiction	Draws inferences such as character feelings, thoughts and motives from their actions, justifying with evidence with some support	Participates in discussion, taking turns, giving reasons for own views, listening and responding to what others say
	Uses syllables, roots and affixes to support decoding and meaning making					
	Reads age appropriate books with a focus on understanding rather than word decoding	Uses new vocabulary from texts to build synonyms and webs of meaning around root words	Begins to apply breakdown and repair strategies when reading silently – asks questions to improve understanding	Retells fairy stories, myths, legends orally	Predicts what might happen from details stated and implied with some support	Begins to recognise themes and conventions in texts through comparison with others they have read Begins to comment on a writer's choices (language, structure, presentation) and how this affects them
Year 4	Reads further exception words, noting unusual GPCs	Expects and checks that the text makes sense, asking questions, discussing understanding, explaining meaning of words in context	Is able to monitor meaning, noticing breakdown and applying strategies to repair, when reading silently	Retrieves and records information from non-fiction with greater independence and awareness of stages in the retrieval process	Independently draws inferences such as character feelings, thoughts and motives from their actions, justifying with evidence	Participates in discussion, taking turns, giving reasons for own views, listening to what others say, identifying differences and responding
	Decodes most new words outside spoken vocabulary					
	Uses growing knowledge of roots and affixes to read and understand		Identifies main ideas from more than one paragraph		Predicts what might happen from details stated and implied, giving reasons	Recognises themes and conventions in texts through comparison with others they have read Comments on a writer's choices (language, structure, presentation) and how this affects them
Writing						
	composition	process	structure	grammar	spelling	handwriting
Year 3	Goes beyond basic content to meet purpose – detail (choice of content and vocabulary) begins to be included with writer's intent and is chosen with greater awareness of the reader	Begins to use planning and drafting to elaborate and sustain.	Begins to structure content for the reader	Uses wider clause variety, prepositions and adverbials more common	Ability to see and use root words and affixes as well as phonic, analogy, visual strategies	Begins to use joined writing independently
	Familiar forms and genres are sustained	Begins to make improvements	Uses paragraphs	Uses direct speech punctuation Begins to use apostrophes for possession		

Year 4	Can plan for the needs of a reader (content and sequencing) and adapt style (vocabulary choices, sentence patterns, text structure) according to different purposes and writer's intent. Familiar forms and genres are shaped more confidently	Planning process and ability to review own writing to make improvements is more secure After shared generation of ideas, can sustain writing over several paragraphs without support	Structure supports elaboration of story details or informative content Uses paragraphs to organise content	Wider clause variety Noun phrase development (pre and post modification) Adverbials and prepositional phrases used for cohesion and elaboration Most apostrophes for possession	Greater degree of accuracy with root word and affix combination alongside using other strategies (see above)	Joined writing is more fluent and sustained
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Text Choices The Boy Who Swam With Piranhas – topic link: Victorians, industrial revolution The Iron Man – topic link: industrial revolution King of the Sky – theme of migration/ refugees Foundling – traditional genres/ tales			Text Choices The Firework-Maker's Daughter – relationships between family members The Butterfly Dance – Fantasy theme Shakespeare – The Tempest – heritage text The Nymph and the Goblin – links to The Tempest, continues fantasy theme			Text Choices Portal Stories – classic stories, final outcome linking to topic (Stone Age) The Psammead – classic fiction Granny's Wonderful Chair – classic fiction Rags to Riches – stories from other cultures			Text Choices Cloud Busting – real-life issues (bullying) Pinocchio – comedic writing for effect Shadow in a Drawer – Peter Pan – Classic text Anthony Browne – comparing texts from the same author, real-life issues		
Cycle A						Cycle B					
Autumn		Spring		Summer		Autumn		Spring		Summer	
The Boy Who Swam With Piranhas - Inference and deduction - Developing expanded noun phrases - Chooses words for effect - Adverbial phrases - Direct speech punctuation - Using paragraphs to organise content - Conjunctions/ variety of clauses - Persuasive techniques The Iron Man - Recognise themes and conventions in texts - Conjunctions and sentence structure - Comment on writer's choices and imitate (repetition, adverbials) - Developing noun phrases - Metaphors and similes - Inference and deduction - Predictions - Explore changing moods throughout a text - Different sentence structures and lengths		King of the Sky - Retrieval and inference - Summarise information - Identify themes and conventions in the same genre - Description – noun phrases, repetition, onomatopoeia, personification - Paragraphing - Range of conjunctions - Adverbial phrases - Prepositional phrases Foundling (OD) - Choose language for effect - Inference and deduction - Developing noun phrases - Language to deliberately influence the reader - Compare texts of the same genre		The Firework-maker's Daughter - Direct speech and punctuation - Description – noun phrases - Themes and conventions of texts - Inference and justification with evidence - Sentence structures - Adverbials (to persuade) - Inference and deduction - Identify mood throughout a text - Comment on writer's choices and techniques - Range of conjunctions - Prepositional phrases - Techniques for creating tension The Butterfly Dance (OD) - Inference and deduction - Descriptive techniques to create mood - Themes and conventions in a text - Evaluate writer's techniques - Choosing word choices and techniques for effect Shakespeare – The Tempest - Make predictions, giving evidence from the text - Inference and deduction – characters' feelings/ actions - Understand some Shakespearean language The Nymph and the Goblin (OD) - Inference and deduction - Evaluating ideas for relevance - Description – adverbs, noun phrases - Dialogue - Evaluate writer's techniques - Compare and contrast different poems in the same genre		Portal Stories/ Turning the Key (The Tunnel, The Secret Garden, The Lion, the Witch and the Wardrobe) - Inference – characters thoughts, feelings and actions - Giving evidence to justify ideas - Conjunctions - Evaluate ideas - Noun phrases - Choosing words for effect - Adverbial phrases - Techniques to create tension - Express own opinions of a text, giving reasons - Compare texts with similar structures - Persuasive techniques – adverbs, exaggeration, short sentences/ slogans The Psammead (OD) - Compare and contrast different creatures from fantasy stories - Write the discovery of a fantasy creature - Analyse techniques for creating character - Write a scene introducing a character, focusing on giving them personality Granny's Wonderful Chair (OD) - Use inference skills to understand a character - Write a story opening with a magical twist - Compare and contrast texts from the same genre - Identify contrasts within a text		Rags to Riches (Egyptian Cinderella, Cloud Tea Monkeys) - Compare and contrast different versions of a traditional tale - To explore characters' emotions - To identify and discuss key themes within a text - Correct use of pronouns - Apostrophes for possession - Expanded noun phrases - Identify effective story openings - Punctuate direct speech correctly - Orally rehearse different versions of a fairy tale - Discuss and understand key features of a fairy tale - Write an engaging story opening - Edit a final piece of writing - Correct use of paragraphs Cloud Busting (Poetry) - Share own opinions of a text, giving reasons and evidence - Inference and deduction - Poetic techniques – rhyme, repetition - Range of conjunctions - Track a character's personality and how it changes - Identify and evaluate writer's techniques Pinocchio (OD) - Use drama to explore a comedy scene - Write a prediction for the next part of the story - Revisit and apply the rules of speech punctuation - Explore how the author creates humour in the story opening		Shadow in a Drawer (OD) - Inference and deduction, explaining and giving evidence - Predict what might happen next, giving reasons - Choosing words and techniques to create humour (noun phrases, prepositional phrases) - Evaluate the writer's techniques Anthony Browne - Compare and contrast texts by the same author - Paragraphing - Variety of conjunctions - Inference and deduction - Conjunctions – explaining and clarifying - Choosing words and phrases to suggest mood - Identify writer's intent (messages in the text) - Share own opinions of a text, giving reasons - Direct speech punctuation Whirlpools (OD) - Explore associations with traditional story characters - Make connections and compare characters from different stories - Explore the author's techniques for developing plot - Continue a story using the same themes - Compare and contrast different fantasy stories - Write an opening to a story, using traditional elements in unexpected ways	

			- Analyse a text to identify author’s techniques - Write the next part of the story, trying to include contrasts	- Compare and contrast humorous stories and the techniques used - Write an opening to a comedy story	
<u>Let’s Think</u> A Like Dig a Hole Before After – link to science, changing state	<u>Let’s Think</u> Old – King of the Sky, character parallel Foundling Here we Are Black Dog – symbolism – Blake poetry & King of the Sky something standing for more than itself	<u>Let’s Think</u> Wolves Philip The Sea Saw	<u>Let’s Think</u> Red, Who, What, Where The Tunnel	<u>Let’s Think</u> Promise Splash Shirley The Present	<u>Let’s Think</u> Bernard Blue Yellow Promise

Upper Key Stage 2 Programme of Study

Reading - comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- 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
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing - composition

Pupils should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Key Stage 2: Years 5&6

Essential Skills

Reading

	Word reading - decoding	Comprehension				
		Literal			Inferential	Evaluative and critical
		Clarify	Monitor and summarise	Select and retrieve		
Year 5	Breaks down unfamiliar words (roots and affixes) to support pronunciation and to work out the meaning	Reads silently, checking the text makes sense, asking questions to improve understanding Uses a range of strategies independently to make sense of new words, including morphemic knowledge Explores the meaning of new words in context	Summarises main ideas drawn from more than one paragraph, identifying key supporting details Reads aloud varying pace and intonation to show understanding	Retrieves, records and presents information from non-fiction Retell or re-present a known story in own words Distinguish fact and opinion	Draws inferences that rely on internal evidence, knowledge of word connotations and knowledge of the world beyond the text, justifying with evidence Predicts what might happen from details stated and implied, giving reasons for hypothesis linked to knowledge of the book, or comparative texts	Participates in discussion, sharing own views persuasively with evidence, questioning others' responses, sharing disagreements carefully and working towards the most plausible response Begins to comment on the effect of text conventions and how themes are developed through writers' choices by comparing texts Comments on a writer's choices (language, structure, presentation) and how they might affect readers in different ways, referring to literary features (simile, metaphor, imagery) where appropriate
Year 6	Read age-appropriate books with confidence and fluency	Works out the meaning of words from word knowledge and context	Summarises main ideas, identifying key details and using quotations for illustration Reads aloud varying pace and intonation to show understanding	Retrieves, records and presents information from non-fiction Scans text efficiently to retrieve specific information Distinguish fact and opinion	Draws inferences that rely on internal evidence, knowledge of word connotations and knowledge of the world beyond the text, justifying with evidence Predicts what might happen from details stated and implied, giving reasons for hypothesis linked to knowledge of the book, or comparative texts	Participates in discussion, sharing own views persuasively with evidence, questioning others' responses, sharing disagreements carefully and working towards the most plausible response Comments on the effect of text conventions and how themes are developed through writers' choices by comparing texts Evaluates a writer's choices (language, structure, presentation) and how they might affect readers in different ways, referring to literary features (simile, metaphor, imagery) where appropriate

Writing

	composition	process	structure	grammar	spelling	handwriting
Year 5	Writes effectively for a wider range of purposes and audiences, selecting content and style, (vocabulary choices, sentence patterns, text structure) to meet intent including in more formal contexts. Writing can be extended and elaborated where appropriate	Begins to draw more consciously on reading models to inform own choices and further develop reviewing instincts	Writing is more developed, shaped and sequenced with the reader's needs in mind and uses a wider variety of cohesive devices	Grammatical structures continue to broaden but also are beginning to be selected according to context, purpose, formality Modal verbs and relative clauses used for nuances Beginning to use parenthetical punctuation, colon and semi-colon	Clear understanding that spelling rules combine phonic, phonological and morphological principles. Greater self-reliance: knowing strengths and weaknesses and working to reduce them	Begins to adapt handwriting style to task and context, with a focus on legibility and fluency
Year 6	Can write in a range of styles and forms, for different purposes and audiences, maintaining style (vocabulary choices, sentence patterns, text structure) and beginning to adapt within single pieces to meet writer's intent (e.g. shifts in formality, including informal speech or poetic description within narrative or using specialist language alongside informal address in non-fiction)	The reflective writing process is secure, often leading to improved clarity and more effective compositional choices	Writing is shaped with the reader in mind. Cohesive devices work across sentences and paragraphs	Variety of verb forms, grammatical structures and punctuation are used and well matched to purpose, audience, form and context (e.g. formality of register, tone and style)	Most spelling choices are correct due to focused improvement over time	Maintains legibility and fluency at speed by choosing whether or not to join specific letters

Text Choices Wind – poetry Floodland – Real-life issues (post-apocalyptic survival, gangs) The Island – Real-life issue (discrimination, migration) Moth – link to science (evolution)	The Highwayman – heritage poetry Night Encounter – Gothic text, links to Great Expectations Beowulf – heritage text, topic link: Anglo-Saxons Midsummer Night's Dream – heritage text	Anglo- Saxon Poetry- heritage poetry Shackleton's Journey – Topic link: exploration Moon Seeds – link to topic (Space) Space Race – link to space topic Hard Frost – poetry, contrast, survival topic link	Macbeth – heritage text Great Expectations – classic text Flaxman Low – mystery ghost story, link to CSI topic Dancing the Skies – Topic link: War, flight A Fire in My Head – Link to Midsummer Night's Dream - fantasy
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Cycle A			Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Wind • Inference and deduction • Explore the differences between ‘awesome beauty’ and ‘awesome terror’ • Specific descriptive word choices • Text analysis • Descriptive writing	Zoom In • Evaluate writer’s choices and the effect on the reader • Share own views of a text, giving reasons • Explore the link between camera angles in film and literature	Beowulf • Retell a known story in own words • Choose language for effect with the reader in mind • Persuasive techniques - exaggeration • Descriptive techniques • Evaluate and explain the writer’s choices and their impact • Creating tension • Wide range of punctuation • Cohesion across paragraphs and sentences • Range of sentence structures • Variety of conjunctions	Moon Seeds - H.G. Wells • Creating suspense and wonder • Analysing text examples • Creating tension and atmosphere • Descriptive writing Space Race (Non-Fiction) • Read and analyse famous speeches (JFK, Nixon), using inference to decide the speaker’s viewpoint and opinion • Write a persuasive text (speech) • Write a non-chronological report (Katherine Johnson) • Write a biography of Katherine Johnson Hard Frost • Explore the terms ‘beautiful’ and ‘brutal’ • Write a descriptive piece about frost • Analyse poetry • Perform a poem as a group, building fluency skills • Write a descriptive piece showing contrast (beauty and brutality) Shackleton • Identify key features of non-fictional narrative biography • Research information about Ernest Shackleton • Explore cohesive devices • Write a narrative account for KS2 readers.	Night Encounter (OD) • Choosing vocabulary to match the mood • Identify key features of mystery stories • Identify and use techniques to create mystery. Flaxman Low (OD) • Identify common features of ghost stories • Emotive vocabulary • Creating tension/ suspense • Choosing vocabulary to create mood • Write own suspense story Great Expectations (OD) • Make predictions and justify • Write description in the style of Charles Dickens • Descriptive techniques • Figurative language/ imagery • Creating horror through description Macbeth • Understand Shakespearean language • Descriptive techniques – adjectives, adverbs • Wider punctuation for emphasis • Modal verbs • Range of sentence structures	The Blitz • Descriptive writing bringing horror or spectacle • Explore the language used in an eyewitness account of The Blitz • Explore a contrasting account of The Blitz – why is the language used different? • Write an eyewitness account of London at night during The Blitz Dancing the Skies (OD) (Poetry) • Select words and phrases for effect and justify choices • Figurative language – metaphors, similes, personification • Read aloud/ perform with varying intonation and pace • Evaluate the writer’s choices and effects on the reader
Floodland • Inference and deduction • Evaluate a writer’s choices • Description – adjectives, adverbs for ambiguity • Choose words to show personality • Variety of sentence structures for effect • Persuasive techniques (speech) - modal verbs, multi-clause sentences, short sentences • Range of punctuation to emphasise points • Cohesion across paragraphs	Shame and Pain (OD) • Use inference skills to gather emotion from an image • Explore the use of vocabulary to create tension • Write a prediction/ continuation of the extract • Explore author’s techniques to create tension and character • Write a story creating dramatic tension The Highwayman • Inference, giving evidence from the text • Poetic techniques – similes, onomatopoeia, alliteration, metaphors, personification • Reading aloud/ performing with varying pace and intonation • Formal language • Multi-clause sentences • Identify the role of characters within the story • Opinion piece - Should we still read texts like this – Highwayman is a criminal, but presented as a hero	Midsummer Night’s Dream • Understand Shakespearean language • Inference, explaining and justifying with evidence • Explore themes and conventions			
The Island • Inference, giving evidence for characters’ actions • Inferring details based on knowledge of the world • Range of conjunctions • Choose words for effect with the reader in mind • Persuasive techniques • Read link poetry – Neil Gaiman ‘What You Need to be Warm’					
Let’s Think Lulu (Floodland- effect of mystery) The Island (Launches unit on same book) I, Too (The Island – segregation, isolation, idea of allegory, human rights) Maker (Moth - circular story, life cycles link)	Let’s Think Not much Room - Building tension, dramatic irony, sequencing, changing perspectives Visitor – Night Encounter – how to make a moment more scary and less funny Knight (The Highwayman- how does the order of information/ reading change your perspective?)	Let’s Think Tree (Beowulf- sacrifice, trees unit) A (midsummer night’s dream- understanding language) Window (MND sequencing and understanding story)	Let’s Think Maps (Topic Link- why would people want to explore? Survivors (Shackleton)	Let’s Think Black Hole (Macbeth- who is to blame?) Last Stop (Macbeth- how lies influence characters) Life Doesn’t Frighten Me – Space Race - frames of reference	Let’s Think Rabbits (Holocaust, discrimination) Bear (how reliable is the source?) Window (Dancing in the skies- narrative sequencing) Feathers (Dancing in the skies- symbolism of flight as freedom)