

# Primary - English

## Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	Animal Antics  Poetry Writing to entertain	Myths and Legends  Fiction Writing to describe	Climate Chaos  Non fiction Writing to persuade	Time travel  Fiction - Stone Age to Iron Age Writing to describe	Hurricanes  Non-fiction – Recounts Writing to inform	Significant figures  Poetry Writing to entertain
<b>Skills, Knowledge and Learning</b>	Pupils will start to develop their understanding of various shape poems about animals. They will develop their understanding of tone and volume when sharing poetry pieces with their peers. They will be supported in developing their understanding of HOW to prepare and perform poems, looking at how an audience receives the reading, as well as	Pupils will further develop their understanding of the application of tone, intonation as well as volume when exploring myths and legends. They will start to explore inferences, such as how a character is feeling, by making inferences on the basis of what is being said and done within the text. They will develop their knowledge of dictionary skills in order to allow them to further develop their spelling strategies, as well as	Pupils will share their understanding and knowledge of climate change and the impact that this has on our society. They will participate in discussions which allows them to voice their personal opinion, and use factual evidence to consolidate this. This, in turn, will allow the pupils to build upon their own voice in terms of communication, intonation, tone and volume.	Pupils will build their skills and knowledge of reading their own writing aloud to their peers, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Pupils will continue to ask questions to improve their understanding of a text, and take part in discussions which then in turn builds their confidence further. Pupils will also build upon their ability to infer characters' feelings, thoughts and motives from their actions, and start to justify their inferences with some	Building on the skills from Spring 1, pupils will continue to have opportunities to listen frequently to stories, including whole books, so that they build on what was taught previously. They will begin to understand the images which are used, and how they correlate within a narrative, as well as developing their understanding of how to apply anecdotes within writing to entertain the reader. Pupils will start to develop the ability of how	Pupils will continue to read out loud to trusted staff, as well as starting to recite, different types of poetry. This builds upon the skills learnt from the start of the year. They will continue to apply varying intonation for effect and adopt appropriate tone when reading aloud to peers. This draws upon the skills learnt across year 3. They will also be offered the opportunity to listen to a range of poetry and start to show their understanding that poems can be structured in

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	<p>developing their self esteem and self worth.</p> <p>Pupils will develop their listening skills and start to pick out key words which relate to the specific animal, as well as discussing different forms of poetry. Pupils will start to identify and compare features of different poetic forms, including kenning as well as have support in recognising different forms of poetry [for example, free verse, narrative poetry). They will start to explore the rhyme scheme AABBA, as well as other</p>	<p>allowing their vocabulary to deepen.</p> <p>Pupils will start to discuss writing similar to that which they are planning to discuss and record ideas. They will also explore noun phrases, expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Pupils will explore the genre of non fiction by becoming familiar with the non-narrative material, using simple organisational devices, for example, headings and sub-headings, in order for them to then portray this into their writing skills. Pupils will build upon the application of expanded noun phrases, as well as prepositions, in order to communicate their viewpoints on Climate Change. They will also begin to explore the ability of proof reading their work, to better improve their writing skills.</p>	<p>evidence from the text. Pupils will also start to identifying how language ( such as adjectives and adverbs) , and be introduced to similes and the effect these have on the reader. Adverbials of time and place will start to be present within their writing, and pupils will continue to develop dictionary skills, by using two or three letters within the word.</p>	<p>to interject exclamatory sentences to make personal comments, as well as looking at adding subordinating and coordinating conjunctions to join information and give reasons</p>	<p>different ways for a range of purposes. Pupils will continue to use dictionaries to check the meaning of words that they have read, and continue to add similes into their writing to show that they can match the language to the topic.</p>
<b>NC/Qualification Objectives</b>	<p>R.1, R.2,</p> <p>RC.1, RC.2, RC5, RC. 6, RC. 7, RC. 8, RC. 14, RC. 15</p> <p>W.2, W.5</p> <p>WC.2, WC.3</p> <p>WVGP.1, WVGP.3</p>	<p>R.1, R.2</p> <p>RC.1, RC. 4, RC.5, RC.7, RC.11. RC.12, RC.14</p> <p>W1, W.3, W.5</p> <p>WC.2, WC.3, WC. 4, WC.5</p> <p>WVGP.1, WVGP.3, WVGP.4</p>	<p>R.1, R.2</p> <p>RC. 1, RC.3, RC.9, RC.10, RC. 13, RC. 14, RC. 15</p> <p>W.2, W.3, W. 6</p> <p>WC.1, WC.2, WC.6, WC.8, WC.9</p> <p>WVGP. 1, WVGP.2, WVGP.3, WVGP.4</p>	<p>R.1, R.2</p> <p>RC. 1, RC. 2, RC.3, RC.5, RC. 7, RC.8, RC.10, RC.12,</p> <p>W.1, W.2, W.3</p> <p>WC. 1, WC.4, WC.5, WC.10</p> <p>WVGP.1, WVGP.2, WVGP.4, WVGP.5</p>	<p>R.1, R.2,</p> <p>RC.1, RC. 2, RC.5, RC. 7, RC.9, RC.10, RC.15, RC.16</p> <p>W.4, W.5</p> <p>WC.1, WC2, WC3, WC5.5, WC.6</p> <p>WVGP.1, WVGP.4, WVGP.5, WVGP.6</p>	<p>R.1, R.2</p> <p>RC.1, RC.4, RC.6, RC.7, RC.8, RC.9, RC.10, RC.14</p> <p>W.1, W3</p> <p>WC.1, WC.3, WC.7, WC.9</p> <p>WVGP.1, WVGP.2, WVGP.4</p>

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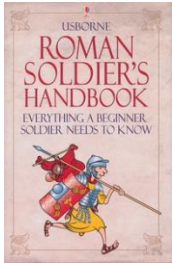
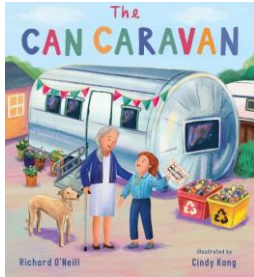

<b>PuSuggested texts</b>	<p>Animal poems - Jennifer Curry</p> <p>Tiger, Tiger, burning bright! –</p> <p>The Tyger – William Blake</p> <p>‘The Whales Hymn’ - Brian Pattern</p> <p>Migrants – Issa Watanabe</p> <p>Tusk Tuck – David McKee</p>	<p>The Literacy Shed – The Dragon Slayer and The Girl and The Fox.</p> <p>King Arthur and the knights of the round table– Marcia Williams</p> <p>Romus and Remus - Myth</p>	<p>The Great Kapok Tree – Lynne Cherry</p> <p>Sloths don't run – Tori McGee</p> <p>Tree of Wonder – Kate Messner</p>	<p>Stone Age Boy- Satoshi Kitamura</p> <p>Ug: Boy Genius of the Stone Age – Raymond Briggs</p> <p>Stig of the Dump – Clive King</p> <p>How to Wash a Woolly Mammoth – Michelle Robinson</p>	<p>Hurricane – David Wiesner</p> <p>Storms and Hurricanes – Emily Bone</p>	<p>Beasts of Olympus: Beast Keeper - Lucy Coats &amp; David Robert</p> <p>Leo and the Gorgon's Curse - Joe Todd Stanton</p> <p>Greek Myths - Marcia Williams</p> <p>Greek Heroes: Top Ten Myths and Legends! - Marcia Williams</p> <p>The Corinthian Girl - Christina Balit</p>
<b>Spelling</b>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred</p>	<p>The // ɪ sound spelt y elsewhere than at the end of words</p> <p>myth, gym, Egypt, pyramid, mystery</p>	<p>The /ʌ/ sound spelt Ou</p> <p>young, touch, double,, trouble, country</p>	<p>Prefixes</p> <p>dis–: disappoint,, disagree, disobey</p> <p>mis–: misbehave,, mislead, misspell (mis + spell)</p>	<p>The suffix –ation</p> <p>information, adoration, sensation, preparation, admiration</p>	<p>Revisit</p> <p>Review</p> <p>Consolidate</p>
<b>Phonics</b>	<p><u>Week 1</u> - s a t p</p> <p><u>Week 2</u> - i n m d</p> <p><u>Week 3</u> - g o c k</p> <p><u>Week 4</u> - ck e u r</p> <p><u>Week 5</u> - h b f l</p> <p>Tricky words – is, l, the</p>	<p><u>Week 1</u> ff ll ss j</p> <p><u>Week 2</u> v w x y</p> <p><u>Week 3</u> z zz qu</p> <p>words with s /s/ added at the end (hats sits), ch</p> <p><u>Week 4</u> sh th ng nk</p> <p><u>Week 5</u> words with s /s/ added at the end (hats sits) words ending s /z/</p>	<p><u>Week 1</u> ai ee igh oa</p> <p><u>Week 2</u> oo oo ar or</p> <p><u>Week 3</u> ur ow oi ear</p> <p><u>Week 4</u> air er</p> <p><u>words with double letters:</u> dd mm tt bb rr gg pp ff</p> <p><u>Week 5</u> longer words</p>	<p><u>Week 1</u> air er /z/ s –es</p> <p><u>Week 2</u> - words with two or more digraphs e.g. queen thicker</p> <p><u>Week 3</u> - longer words, words ending in –ing compound words</p> <p><u>Week 4</u> - words with s in the middle /z/ s, words</p>	<p><u>Week 1</u> -short vowels CVCC</p> <p><u>Week2</u> - short vowels CVCC CCVC</p> <p><u>Week 3</u> - short vowels CCVCC CCCVC CCCVCC, longer words</p>	<p><u>Week 1</u> - Phase 4 words ending –s /s/ Phase 4 words ending –s /z/</p> <p><u>Week 2</u> - Phase 4 words ending –es, longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p><u>Week 3</u> - root word ending in: –er, –est, longer words</p>

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	<b>Year 1 phonic screening to be completed to identify gaps in knowledge.</b>	(his) and with s /z/ added at the end (bags)		ending –s, words with –es at end /z/  <u>Week 5</u> – Consolidation	<u>Week 4</u> - longer words, compound words  <u>Week 5</u> - root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	<u>Week 4</u> - Review all taught so far - Secure spelling
<b>Handwriting</b>	<p>Pupils are to be taught how 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 un joined.</p> <p>Pupils are to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the 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>					
<b>Assessment opportunities</b>	<p>Shape poems to be composed and shared with peers. This can be video/audio recorded for assessment purposes</p> <p>Pupils to recite out loud to peers.</p>	<p>Descriptive writing in relation to the main character – Did Tarragon go on adventures with the baby dragon?</p> <p>Rewrite the narrative using stills from the visual text.</p>	Persuasive speech to be written and shared with peers	Descriptive writing of a physical setting which builds on the application of adjectives, adverbs and compound sentences.	<p>Recount from the point of view of a character from the suggested text</p> <p>Application of correct features from writing objectives above.</p>	Poetry free verse written and shared with peers.
<b>Enrichment/ Experiences</b>	Poetry workshop to allow pupils first hand experiences of working in a collaborative manner.		Trip to Kew Gardens to experience the environment in relation to the school environment to develop understanding of temperatures.			Pupils are to engage in a Greek Historical workshop which will further develop their historical knowledge of this period of time. This, in turn, will allow pupils to add in key vocabulary and features within their writing
<b>Curriculum End Point / Goal</b>	<p>Year 3 pupils will be able to write a range of fiction and non-fiction pieces, where most of them will include a clear beginning, middle and end. They will be able to apply punctuation such as full stops, commas for lists, commas to separate clauses exclamation and question marks. Pupils will start to develop a positive attitude to reading and understand what they read by beginning to use appropriate intonation and volume when reading aloud, recognising and discussing the different features of a variety of texts and discussing authors' choice of words and phrases for effect. Pupils will understand how to use their phonic knowledge to decode quickly and accurately when reading aloud and to themselves. Phonic recognition will also assist when starting to write at length.</p>					

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## Year 4

	Autumn 1	Autumn 2 History Link	Spring 1 Geography Link	Spring 2	Summer 1	Summer 2 PSHE Link (Health and Wellbeing)
<b>Unit</b>	<p>All around the world</p>  <p>Poetry</p> <p>Writing to entertain</p>	<p>Romans</p>  <p>Narrative</p> <p>Writing to describe</p>	<p>Climate – recycling</p>  <p>Non chronological report</p> <p>Writing to inform</p>	<p>Egypt</p>  <p>Poetry</p> <p>Writing to entertain</p>	<p>Mountains and Rivers</p>  <p>Descriptive</p> <p>Writing to describe</p>	<p>Dentistry Demons</p>  <p>Instructions</p> <p>Writing to inform</p>
<b>Skills, Knowledge and Learning</b>	<p>Pupils will widen their geographical knowledge regarding different countries, whilst building upon key vocabulary to compose a 'kenning'. Pupils will further build upon their reading skills in order to read with sufficient accuracy and fluency, which in turn will develop their comprehension skills; in particular inference and deduction. Building</p>	<p>Pupils will develop their historical enquiry skills, in line with the Year 4 History curriculum, whilst also developing the writing skills needed to compose an effective character description with appropriate linguistic devices. The linguistic device which the pupils will start to develop an understanding of is a simile. They will continue to apply adverbs,</p>	<p>Pupils will link their skills and knowledge from their Geographical studies to further develop their understanding of climate change, and what pupils can do to help the world they live in. This will build upon the skills learn in Year 3, Spring 1. They will participate in discussion about both books that are read to them, and those they can read for themselves,</p>	<p>Building upon the skills and knowledge from Autumn term 1, pupils will be confident in identifying and discussing their favourite poems and poets, and will use appropriate terms to their peers and staff. (poet, poem, verse, rhyme etc.) They will also start to consider the impacts of full rhymes, half rhymes, internal rhymes and rhyme interruptions, as</p>	<p>Exploring the fiction genre, pupils will be able to explain to peers why they are inspired by specific authors, and how this has impacted their own writing skills. Building upon the physical oracy skills, such as the pace of speaking, as well as their gesture and posture, pupils will develop their confidence in discussion and debates linked to personalised viewpoints.</p>	<p>Pupils will participate in discussions with peers around keeping healthy, and the importance of oral hygiene. This will correlate with the skills and knowledge within the PSHE Health and Wellbeing topic. Pupils will be able to share technical language when sharing viewpoints in class discussions, which is relevant to the topic of discussion. They will also</p>



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	<p>upon their oracy skills from the previous year, pupils will prepare poems to perform aloud, whilst further developing their understanding of projection, intonation, tone, volume and action. Pupils will also continue to discuss words and phrases which capture the reader's interest and imagination, allowing them to build on their prior knowledge of how key vocabulary creates impact to the reader. Pupils will also discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, and continue to develop the skills of proof reading, as they did at the end of Year 3.</p>	<p>adjectives within their writing for effect, as well as be introduced to the five senses within descriptive writing. Pupils will also continue to discuss the words and phrases that capture the reader's interest and imagination, in order to build their skills on reading skills, such as inferences and inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Pupils will also build their confidence to share their own writing to peers as well as offering positive feedback to others</p>	<p>taking turns and listening to what others say. This allows them to build upon their oracy skills across the previous term. With regards to reading skills, pupils will be able to use the knowledge learnt in Year 3, Spring 1 in terms of non fiction books, and retrieve and record information from non-fiction and they will be able to identify main ideas drawn from more than one paragraph and summarise some of the content, either orally or in a written format. This, in turn, means that pupils are able to identify how language, such as adverbs, nouns and adjectives, structure, such as headings, sub headings and bullet points contribute to meaning of the text. Pupils will also develop their ability to apply the language and structural features within their own writing, as well as building a varied and rich geographical and descriptive vocabulary bank.</p>	<p>well as other sound patterns when listening to, or reading the piece of poetry. In terms of comprehension, they will draw upon the skills and knowledge from year 3 as well as the start of year 4, to allow analytical skills to develop as they compare poetic styles and use of forms and the themes of significant poets. The analysis of language will continue to be embedded so that pupils are developing the overall impact of a poem, showing how language and themes have been developed. Pupils will be able to pick out key words and offer their understanding as to why the poet has used these as well as the impact it has on the reader. Within their writing, pupils will be able to apply language features, such as repetition, rhyming couplets and alliteration, to add impact to their writing. They will also continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ( including</p>	<p>In turn, this will build upon the skills learnt in the previous term, so that they are confident in participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Pupils will build on what they have learnt, particularly in terms of the range of their descriptive writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas in their own descriptive writing. Pupils will be confident in language features, such as similes from Year 3, Spring 2, as well as developing an understanding of other language features such as metaphors and personification.</p>	<p>be able to listen to other viewpoints in a polite and courteous manner. Pupils will also be able to continue to use dictionaries to check the meaning of words that they have read and listened to, as well as use these to develop their understanding of the language they will come across. When reading, they will be able to predict what might happen from details stated and implied and also identify main ideas from the text and offer their opinion. Pupils will draw upon the skills learnt in Spring 1 and use these to inform their writing. Key features of non fiction texts, such as heading, subheadings, bullet points as well as captions and images, will be applied within their writing and pupils will then apply their proof reading skills to edit and improve.</p>
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				commas, possessive apostrophe, exclamation and question marks)		
<b>NC/Qualification Objectives</b>	<p>R.1, R.2</p> <p>RC.1, RC.2, RC.5, RC.6, RC.7, RC.8, RC.14, RC.15</p> <p>W.2, W.3, W.6</p> <p>WC.1, WC.2, WC.3, WC.5, WC.7</p> <p>WVGP.1, WVGP.2, WVGP.3, WVGP.4</p>	<p>R.1, R.2</p> <p>RC.1, RC.2, RC.4, RC.7, RC.8, RC.9, RC.11, RC.12, RC.14</p> <p>W.1, W.2, W.6</p> <p>WC.2, WC.3, WC.5, WC.7</p> <p>WVGP.2, WVGP.3, WVGP.4, WVGP.5</p>	<p>R.1, R.2</p> <p>RC.1, RC.2, RC.4, RC.6, RC.11, RC.12, RC. 13, RC.15</p> <p>W.2, W.3, W.6</p> <p>WC.1, WC.2, WC.3, WC.5, WC.6, WC.7</p> <p>WVGP.3, WVGP.4, WVGP.5, WVGP.6, WVGP.7</p>	<p>R.1, R.2</p> <p>RC.1, RC.5, RC.6, RC.7, RC.8, RC.14, RC.15</p> <p>W.2, W.3, W.6</p> <p>WX.1, WC.3, WC.7, WC.8, WC.9, WC.10</p> <p>WVGP.4, WVGP.5, WVGP.6, WVGP.8, WVGP.9</p>	<p>R.1, R.2</p> <p>RC.1, RC.3, RC.5, RC.7, RC.9, RC.10, RC.11, RC.12, RC.13, RC.14</p> <p>W.1, W.2, W.3, W.4, W.5, W.6</p> <p>WC.1, WC.2, WC.3, WC.4, WC.5, WC.7, WC.8, WC.9, WC.10</p> <p>WVGP.1, WVGP.2, WVGP.3, WVGP.6, WVGP.9</p>	<p>R.1, R.2</p> <p>RC.1, RC.2, RC.3, RC.5, RC.9, RC.10, RC.11, RC.12</p> <p>W.1, W.2, W.3, W.4, W.5, W.6</p> <p>WC.1, WC.2, WC.3, WC.4, WC.6, WC.7, WC.8, WC.9</p> <p>WVGP.1, WVGP.2, WVGP.3, WVGP.4, WVGP.8, WVGP.9</p>
<b>Suggested texts</b>	<p>Lunar New Year around the world – Amanda Li</p> <p>Poems by Benjamin Zephaniah,</p> <p>Celebrate by Valerie Bloom</p> <p>Ice Festival by Brian D'Arcy</p> <p>The Chinese Dragon by Catherine Benson</p>	<p>Roman Soldiers Handbook by Lesley Sim and Ian McNee</p> <p>Tiger, Tiger by Lynne Reid Banks</p> <p>Julius Zebra Rumble with the Romans by Gary Northfield</p> <p>'Romulus and Remus'</p>	<p>The Can Caravan - Richard O'Neill &amp; Cindy Kang</p> <p>The Mess We Made, by Michelle Lord</p> <p>What a Waste: Trash, Recycling and Protecting our Planet, by Jess French</p> <p>Stuff! Reduce, Reuse, Recycle, by Steven Kroll</p>	<p>Who Let the Gods Out? - Maz Evans</p> <p>Mark of the Cyclops (The Ancient Greek Mysteries) - Saviour Pirotta &amp; Freya Hartas</p> <p>Beasts of Olympus: Beast Keeper - Lucy Coats &amp; David Roberts</p>	<p>The wind in the willows – Kenneth Grahame</p> <p>Journey to the River Sea - Eva Ibbotson</p> <p>The River Singers - Tom Moorhouse</p>	<p>Demon Dentist - David Walliams</p> <p>The Tooth Book - Dr. Seus</p> <p>The Last Loose Tooth Tyler Clark Burke</p>
<b>Spelling</b>	Adding suffixes -er, -ing to verbs, for example:	Words containing 'y' where it sounds like 'i', such as 'myth' and 'gym'	Words containing 'ou' where it sounds like 'u'	The suffix –ation	The suffix –ly  adly, completely, usually (usual + ly), finally (final +	The suffix –ous  poisonous, dangerous, mountainous, famous,

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	'beginner' and 'beginning'		such as 'young' and 'touch'	information, adoration, sensation, preparation, admiration	ly), comically (comical + ly)	various, tremendous, enormous, jealous
<b>Phonics</b>	<p>Week 1 - review Phase 3 GPC</p> <p>Week 2 - ai ee igh</p> <p>Week 3 - oa oo ar</p> <p>Week 4 - or ur oo</p> <p>Week 5 - ow oi ear</p>	<p>Week 1 - ur/ ir bird</p> <p>Week 2 - /igh/ ie pie</p> <p>Week 3 - /oo/ /yoo/ ue blue rescue/yoo/ u unicorn</p> <p>Week 4 - oa/ o go</p> <p>Week 5 - igh/ i tiger</p> <p>/ai/ a paper</p> <p>Week 6 - /ee/ e he</p>	<p><u>Week 1</u> - /ee/ y funny /e/ ea head</p> <p>Week 2 - /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>Week 3 - /igh/ y fly</p> <p>Week 4 - /oa/ ow snow</p> <p>Week 5 - /j/ g giant /f/ ph phone</p> <p>Week 6 - /l/ le al apple meta</p>	<p>Week 1 - /s/ c ice /v/ ve give</p> <p>Week 2 - /u/ o-e o ou some mother young</p> <p>Week 3 - /z/ se cheese /s/ se ce mouse fence</p> <p>Week 4 - /ee/ ey donkey</p> <p>Week 5 - /oo/ u ew ue u-e ui ou oo fruit soup</p> <p>Week 6 - /ee/ ea e e-e ie ey y ee</p>	<p>Week 1 - /s/ c se ce ss /z/ se s zz</p> <p>Week 2 - /oa/ ow oe ou o-e o oa</p> <p>Week 3 – Tricky words - who whole where two</p> <p>Week 4 – thought, through, friend, work</p> <p>Week 5 - /ur/ or word /oo/ u oul awful would</p>	<p>Week 1 - /air/ are share</p> <p>Week 2 - /or/ au aur oor al author dinosaur floor walk</p> <p>Week 3 - /ch/ tch match</p> <p>Week 4 - /ch/ ture adventure</p> <p>Week 5 - /ar/ al half* /ar/ a father*</p> <p>Week 6 - /or/ a water</p>
<b>Handwriting</b>	<p>Pupils will continue 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 un joined.</p> <p>Pupils will continue to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the 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>Pupils are not required to join their handwriting – teachers to assess dependant on need.</p>					
<b>Assessment opportunities</b>	Kenning poetry composed and shared with peers linked to a country of study or the local area.	Descriptive piece of writing to demonstrate application of verbs, adverbs, and similes. Writing piece to be focussed on characterisation, such as a Roman soldier or a Roman animal.	Non chronological report written by pupils to show their understanding of recycling and the importance,	Free verse poetry piece inspired by a Greek God or Greek Beasts.	Descriptive piece of writing to demonstrate application of verbs, adverbs, similes and metaphors. Writing piece to be focussed on the setting, such as the Wild Wood ( Wind in the Willows -Chapter 1)	Non-fiction texts written to demonstrate how pupils can care for their teeth, as well as a recount based on the pupils experience of the dentistry workshop

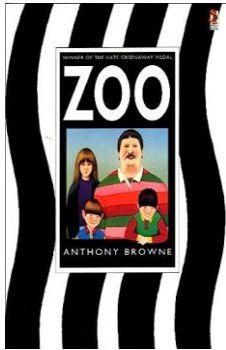
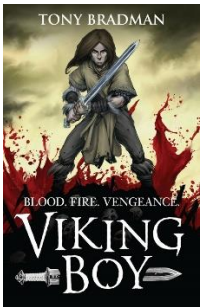

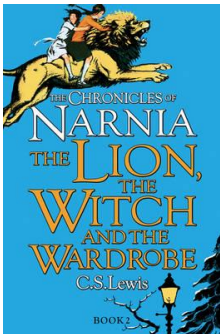
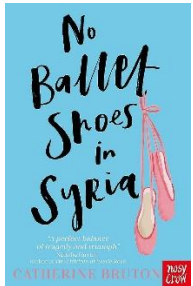


## Primary - English

<b>Enrichment/ Experiences</b>	Poetry workshop to work with pupils to inspire and offer positive celebration of works.	Class trip to a recreational Roman Fort to discover the various aspects of Roman culture.( History trip )	'Climate Change VR Workshop' with PrimeVR to allow pupils to experience first-hand the impact of climate change in our world	.	Visit to the Thames to sit 'by the river' to use the five senses within the writing task.	Dentist workshop to be in school – links to PHSE curriculum.  Refer to toothpaste adverts to develop awareness of technical language.
<b>Curriculum End Point / Goal</b>	By the end of Lower Key Stage Two, pupils will be able to write a range of fiction and non-fiction pieces. These will include a clear beginning, middle and end. Pupils will be able to maintain the correct tense throughout a piece of writing, as well as use punctuation correctly, including for direct speech. They will expand noun phrases and use fronted adverbials as well as use prefixes and suffixes. Pupils will be supported throughout year 4 to ensure that they are able to spell statutory spelling words correctly, as well as developing their handwriting to be produced in a neat manner. Joined handwriting is optional. Year 4 pupils will inspire to read for pleasure as well as to inform and entertain.					

# Primary - English

## Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<p>Narrative writing</p> <p>(PSHE link – Living in the wider world)</p>  <p>Writing to entertain</p>	<p>Non-fiction ( Letters)</p> <p>( History link – Vikings)</p>  <p>Writing to inform</p>	<p>Non Fiction – recounts</p> <p>(PSHE link – Health and Wellbeing)</p>  <p>Writing to describe</p>	<p>Classic Fiction</p>  <p>Writing to entertain</p>	<p>Rivers and the Amazon poetry</p> <p>(Geography link – Rivers and Oceans)</p>  <p>Writing to entertain</p>	<p>Feelings and emotions</p> <p>(PSHE link – Health and Wellbeing)</p>  <p>Writing to persuade</p>
<b>Skills, Knowledge and Learning</b>	<p>Pupils will explore the author, Anthony Browne, in order to develop their understanding of his stories– its characters, themes, language and illustrations. Pupils make connections between the characters and themes, such as family, imagination, freedom and the relationship between</p>	<p>Pupils will be encouraged to explore the Viking era and correlate their historical knowledge to enhance their skills and knowledge of non-fiction writing. Pupils will learn about Gunnar, the son of a Viking chieftain. They will also make links to the Viking Gods as they continue to listen and respond to questions linked to the texts from</p>	<p>Pupils will share the journey of the characters within this book, which deals with happiness, friendship and illness. Using the texts as a vehicle for their own descriptive writing in the form of a non-fiction text. this unit will build upon the skills and knowledge from Year 5 Autumn 1 .</p>	<p>Pupils will indulge in this classic text to develop their narrative writing skills, allowing pupils to build upon the skills and knowledge Year 5, Autumn 1, as well as continuing to develop their application of relative clauses, and figurative language from Year 4, Summer 1.</p>	<p>Pupils will explore the natural resources surrounding the local area, as well as use their geographical knowledge to inform their writing of poetry. Pupils will continue to listen and respond to questions and answers through a more formal setting; allowing pupils to continue to ask relevant questions linked to global issues, such as</p>	<p>Pupils will deal with subjects such as refugees, asylum seekers and people's prejudices as well as learning how to deal with these issues with sensitivity and understanding. Using their skills and knowledge from their PSHE curriculum, pupils will identify how other people cope with such dramatic change and how they can</p>

## Primary - English

	<p>animals and people as they begin to ask relevant questions to develop an understanding of the texts shared. Pupils will also start to discuss pertinent questions such as, are the family looking at the animals in the cages, or is it animals that are looking at them?</p> <p>Building upon the skills learned in Year 4, pupils will also continue to read and discuss a range of fiction and picture books as well as identifying themes and conventions in and across a selection of writing. Drawing upon inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, pupils will summarise the main ideas drawn from more than one paragraph, and identify key details that support the main ideas. When writing, pupils will logically sequence their writing, and draw upon the</p>	<p>trusted staff and peers. This in turn will allow pupils to build upon the previous knowledge of questioning as they now begin to articulate and justify their answers and opinions to their peers.</p> <p>Continuing from Year 4, pupils will continue to improve their oracy skills by focussing on the physical, linguist and cognitive skills when sharing their original compositions with peers. Pupils will also continue to retrieve, record and present information from non-fiction texts to further develop their understanding of this historical era, and therefore informing their own non fiction writing, as well as continuing to learn how to identify the audience and the purpose of writing, with support. Language features such as direct address, alliteration, and rhetorical questions will be utilised effectively within the pupils writing as they will be able to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of</p>	<p>Pupils will continue to listen and respond to questions, exploring literacy devices, such as metaphors, similes and personification within the text, and share their knowledge and understanding of other texts when offering a comparison. Oracy skills will also continue to be developed as the pupils present their viewpoints in an articulate and confident manner, as well as recommending books that they have read to their peers. They will be able to identify and discuss the overarching theme and continue to make comparisons within and across books of varying genres. Pupils will also be able to show empathy and emotion to the characters within the text, offering evidence from the text to support.</p> <p>When writing, pupils will continue to link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, as well as organise their writing into paragraphs</p>	<p>Pupils will continue to 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, as well as using evidence from the text to support their ideas and thoughts. Using the 'thinking aloud' technique will allow pupils to share their views and obtain further insight into inference skills. Other reading skills, such as retrieval, prediction and deduction linked to the text, will be interwoven throughout this topic, to allow pupils to understand how to evaluate the language used, and the impact it has on the reader. Pupils will also be able to identify and apply language in order to show a shift in emotions within their writing, and use dialogue to indicate character and event.</p>	<p>climate change. They will share subject specific vocabulary to their peers, allowing them to articulate and justify their answers, arguments and opinions. They will continue to build upon their skills and knowledge from year 4, Spring 2, as pupils continue to compare poetic styles and the use of form within poetry. The analysis of language will continue to be embedded so that pupils are comprehending the overall impact of a poem, and able to share how language and themes has been developed. Pupils will be able to identify the audience and purpose for their writing, as well as draw upon initial ideas as their stimuli. They will develop their confidence when selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, as well as distinguishing between the language of speech and writing, and choosing the appropriate register.</p>	<p>adapt to change themselves. They will be able to consider different viewpoints and reasons people may hold these views, which in turn will develop their oracy skills when presenting facts and opinions in a structured forum. They will be able to draw inferences about characters' feelings, thoughts and motives from their actions, and justifying these inferences with both factual evidence as well as textual evidence. Pupils will be able to use organisational skills, such as headings, sub headings, bullet points and captions learnt from Year 4, Summer 1, as well as developing their evaluative skills when reading their peers work.</p>
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# Primary - English

	<p>figurative language which they have learnt in Year 3 and 4, such as metaphors, similes and personification, as well as develop a more thorough understanding of descriptive writing when looking at the setting and characters. This, in turn, will allow pupils to start to use a wider range of linking words/phrases between sentences and paragraphs to begin to build cohesion.</p>	<p>listeners as well as extending and justify their opinions and ideas building on what they have learned from the texts.</p>				
<b>NC/Qualification Objectives</b>	<p>R.1</p> <p>RC.1, RC.3, RC.5, RC.7, RC.9, RC.10, RC.11, RC.13, RC.14, RC.15, RC.18, RC.20</p> <p>W.1, W.4</p> <p>WC.1, WC.2, WC.3, WC.5, WC.7, WC.11, WC.12</p> <p>WVGP. 2, WVGP.3, WVGP.4</p>	<p>R.1</p> <p>RC.1, RC.2, RC.3, RC.6, RC.9, RC.10, RC.12, RC.16, RC.17, RC.18</p> <p>W.1, W.2, W.4</p> <p>WC.1, WC.2, WC.4, WC.7, WC.8, WC.9, WC.10</p> <p>WVGP. 1, WVGP.4, WVGP.5, WVGP.6, WVGP.8, WVGP.11, WVGP.13</p>	<p>R.1</p> <p>RC.1, RC.2, RC.3, RC.4, RC.5, RC.6, RC.10, RC.11, RC.12, RC.13, RC.15, RC.18</p> <p>W.1, W.3, W.4, W.5</p> <p>WC.1, WC.4, WC.6, WC.7, WC.10, WC.11, WC.12, WC.14</p> <p>WVGP.2, WVGP.3, WVGP.4, WVGP.5, WVGP.7, WVGP.8, WVGP.9</p>	<p>R.1</p> <p>RC.1, RC.2, RC.3, RC.4, RC.5, RC.8, RC.9, RC.10, RC.11, RC.14, RC.16</p> <p>W.1, W.2, W.3, W.4, W.5</p> <p>WC.1, WC.3, WC.5, WC.6, WC.7, WC.10, WC.11, WC.13</p> <p>WVGP.1, WVGP.2, WVGP.4, WVGP.5, WVGP.7</p>	<p>R.1</p> <p>RC.1, RC.2, RC.4, RC.7, RC.8, RC.9, RC.11, RC.15, RC.16</p> <p>W.1, W.2, W.5</p> <p>WC.1, WC.2, WC.4, WC.7</p> <p>WVGP. 1, WVGP.3, WVGP.7</p>	<p>R.1</p> <p>RC.1, RC.2, RC.3, RC.4, RC.5, RC.6, RC.10, RC.11, RC.12</p> <p>W.1, W.3, W.4, W.7</p> <p>WC.1, WC.2, WC.4, WC.5, WC.7, WC.8</p> <p>WVGP.1, WVGP.2, WVGP.5, WVGP.6, WVGP.7, WVGP.12, WVGP.13</p>
<b>Spelling</b>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p>	<p>Endings which sound like /ʃəl/ -cial and -tial</p>	<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p>	<p>Words ending in -able and -ible</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer.</p>	<p>Homophones</p>

## Primary - English

	vicious, precious, conscious, delicious, malicious, suspicious	official, special, artificial, partial, confidential, essential	observant, observance, (observation), expectant, (expectation), hesitant, hesitancy (hesitation),	Adorable, changeable, noticeable, applicable	referring, referred, referral, preferring, preferred, transferring	Stationary, stationery, steal, steel, wary, weary: tire, tyre
<b>Handwriting</b>	<p>Pupils will continue to write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices, deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.</p>					
<b>Suggested Texts</b>	<p>Zoo – Anthony Browne</p> <p>Gorilla – Anthony Browne</p> <p>My Dad – Anthony Browne</p> <p>Voices in the parks - Anthony Browne</p> <p>Willy the Wimp – Anthony Browne</p>	<p>Viking Boy - Tony Bradman</p> <p>Riddle of the Runes - Janina Ramirez &amp; David Wyatt</p> <p>The 1000 Year Old Boy - Ross Welford</p> <p>So You Think You've Got It Bad? A Kid's Life as a Viking - Chae Strathie &amp; Marisa Morea</p>	<p>Blue - Sarah Christou</p> <p>Cloud Boy - Marcia Williams</p> <p>Small things - Mel Tregonning</p> <p>Me and My Fear - Francesca Sanna</p> <p>All The Things That Could Go Wrong - Stewart Foster</p>	<p>The Lost Magician – Piers Torday</p> <p>Sky Song - Abi Elphinstone</p> <p>Lord of the Rings - J. R. R. Tolkien</p>	<p>What a Wonderful World by Leisa Stewart-Sharpe and Lydia Hill</p> <p>The Uprising – The Mapmakers in Cruxia by Eirlys Hunter</p> <p>UNICEF – The UN Conventions</p> <p>Earthshattering Events! The Science Behind Natural Disasters by Sophie Williams and Robin Jacobs</p>	<p>You Don't Know What War Is. - Yeva Skalietska</p> <p>Who are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions - Michael Rosen &amp; Annemarie Young</p> <p>Refugee Boy - Benjamin Zephaniah</p>
<b>Assessment tasks</b>	<p>Short diary entries from the perspective of both Mum and Dad regarding their recount of specific parts of their day</p> <p>An extended narrative – pupils will plan, draft and write a story based on the orang-utan's</p>	<p>Write a letter to a family member from the perspective of a Viking to inform of their family member of their experiences.</p>	<p>Write a diary extract in the style of either Angie, Harry or the Grandmother. This is to build upon Autumn 1 diary entries by including a wider range of punctuation and sentence structure for effect.</p>	<p>Pupils to write a narrative in the style of CS Lewis – pupils are to apply five senses and figurative language to explore a new setting when they walk through the wardrobe</p>	<p>Compose a poem linked to the nature reserve visit which explores the impact of imagery for the reader.</p>	<p>Pupils will compose a newspaper article to explore the effects of asylum seekers within Britain. .</p>

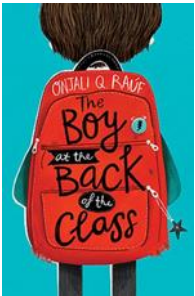
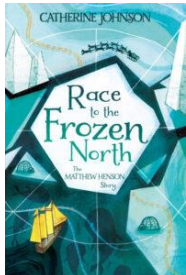
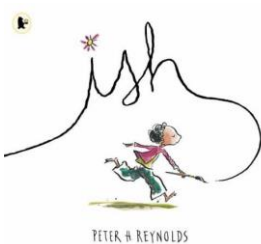



# Primary - English

	dreams of a life of freedom.					
	Lexia placement assessment					
<b>Enrichment/ Experiences</b>	Visit to Monkey World to allow observations of animals to take place. This can enable pupils to develop a more thorough understanding of the animal's homes and allow pupils to see life from the animal's perspectives.	Interactive Viking production to be hired for the pupils to watch and engage with to bring the life of the Vikings to life.	Wellbeing focus to address the four areas of wellbeing;  Spiritual Wellness, Emotional Wellness, Physical Wellness and Social Wellness.  Wellbeing activities to be promoted each day for pupils to become involved with, allowing pupils to find new strategies to enhance their own personal well being	Classrooms to be turned into Narnia – classroom doors to be the portal to enter into Narnia to allow pupils access to visual stimuli for their narrative writing. (World Book Day link)  Pupils can watch the film to compare to the book in order to develop their linguistic vocabulary understanding.	Trip to a local nature reserve to observe the rivers and to embed their geographical knowledge. They will use their five senses to develop material for their poetry.	Visit to the local newspaper offices to speak with journalists to enhance their understanding of journalistic writing.
<b>Curriculum End Point / Goal</b>	<i>Pupils will be able to write in a coherent manner in order to entertain their audience. Reading for pleasure will continue to be developed in order to allow pupils to find their inspiration and develop a rich language. The curriculum in Upper Key Stage 2 builds on the knowledge and skills that pupils have been taught at Lower Key Stage 2. Spoken language underpins the development of pupils' reading and writing. Reading at KS2 consists of two dimensions: word reading and comprehension (both listening and reading). Pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Writing is composed of three strands: transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing) and vocabulary, grammar and punctuation.</i>					



# Primary - English

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<p>Narrative writing</p> <p>(Geography link – Wider world)</p> 	<p>Non fiction</p> <p>(History link - Achievers and Inventors)</p> 	<p>Poetry</p> <p>( PSHE link - Health and wellbeing)</p> 	<p>Non fiction</p> <p>(Victorians link– History topic)</p> 	<p>Fiction</p> <p>(Geography link – natural disasters)</p> 	<p>Poetry</p> <p>(History link – World Wars)</p>  <p>WW2</p>
<b>Skills, Knowledge and Learning.</b>	<p>Pupils will commence year 6 learning about the refugee situation within today's society. This follows on from Year 5 Summer 1. The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense. Building upon the key skills from Year 5, pupils will continue to explore key</p>	<p>Pupils will learn about the life of Matthew Henson. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. Pupils will draw upon previous skills linked with non-fiction in year 5, Spring 1, to build upon the foundational knowledge of no fiction texts, in both the reading and structure of texts. Pupils will also be able to</p>	<p>In this unit, pupils will use the text as a vehicle to observe and recognise that it is OK not to be perfect. Drawing upon the skills from Year 5, Spring 1, pupils will continue to develop their poetic language in the form of applying the linguistic skills learnt in Year 4 , and strengthened in year 5, Summer 1. Pupils will analyse and evaluate how peers present points effectively through use of language and gesture, as</p>	<p>Pupils will link their historical enquiry with the text Street Child, as well as exploring other narrative texts set in the Victorian era. Pupils will select relevant ideas and use appropriate vocabulary to engage and maintain interest of listeners, as well as being able to speak audibly and clearly, in a formal and informal context. Pupils will continue to maintain their positive attitudes to reading as well as</p>	<p>Pupils will learn the key to “reading” illustrations by looking closely at the details, perspectives, repetitions, actions, and movements within them. They will continue to vary their contributions to suit the activity and purpose, including exploratory and tentative comments, where ideas are being collected together, reasoned, evaluative comments as discussion moves to conclusions or actions. Pupils will also</p>	<p>Linking to the Year 6 history curriculum, pupils will further consolidate their understanding of World War 2 through poetry. Pupils will explore the impact of poetry on an audience, by participating in whole class, and small group discussions. This will further cement their oracy skills in preparation for Year 7. This, in turn, will allow pupils to perform and read aloud a wide range of poems and demonstrate a clear</p>

## Primary - English

	<p>features of speech in a variety of contexts, as well as articulate and justify answers, arguments and opinions with sustained conviction. They will continue to read and discuss their opinions and viewpoints linked to the comprehension of the text, as well as linking this to worldwide events. They will also check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. They will continue to identify and interpret how language, structure and form are interpreted by the reader and that every readers viewpoint can be different. They will also consider how the author has developed the characters and settings and begin to transfer these skills into their own writing. Continuing with their oracy skills will allow them to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear to a selected audience,</p>	<p>select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners, as well as extend and justify their opinions and ideas building on what they have learnt. They will continue to maintain positive attitudes to reading and an understanding of what they read by reading books that are structured in different ways and reading for a range of purposes, as well as understand what they have read by asking questions to improve their understanding. Pupils will build upon their skills of non fiction writing skills from year 5, Spring 1, as well as noting and developing initial ideas, and drawing upon reading and research, where necessary. Understanding that drafting work is a necessity, pupils will understand how to use a wide range of devices to build cohesion within and across paragraphs, as well as applying further organisational and presentational devices to</p>	<p>well as expressing their viewpoints on the topics, such as imperfections and the reduction of stress. Pupils will also continue to find a variety of ways to criticise constructively and respond to criticism towards their peers so that there is a constant cycle of improvement. Pupils will also understand how poets can use powerful images to communicate with their readers, as well as understand the connotations of words. Identifying the audience and purpose of their writing, selecting the appropriate form, and using other similar writing as models for their own, will allow them to draw upon their skills and knowledge from previous work linked to poetry.</p>	<p>maintaining a positive attitude to reading and an understanding of what they have read. Pupils will be confident in inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Pupils will be confident in planning their writing by firstly composing a draft, and then writing and applying organisational and presentational devices to structure the text. They will then evaluate and edit their work by proposing changes to vocabulary, grammar and punctuation to enhance the meaning of their texts.</p>	<p>use different ways to help the discussions move forward, including summarising the main points, reviewing what has been said, drawing others in, and reaching agreement, considering alternatives and anticipating consequences. Reading attitudes will be of a positive nature, as well as readily identifying ways for peers to maintain positive attitudes to reading and show an understanding of what they read. Pupils will use the images as a stimulus for writing, and develop their confidence in drafting their ideas linked describing settings and atmosphere. They will also evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>understanding of intonation, tone and volume to show meaning to the audience. They will also perform their own composition using appropriate intonation, volume, and movement so that meaning is clear. Pupils will discuss and evaluate language use such as imagery, symbolism and allegory with confidence, and apply this literacy technique within their poetry writing. Pupils will also be confident at selecting appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</p>
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# Primary - English

	which builds upon the oracy programme from Year 5, Summer 1.	structure their text and to further guide the reader.				
<b>NC/Qualification Objectives</b>	<p>R.1</p> <p>RC.1, RC.2, RC.3, RC.4, RC.5, RC.6, RC.9, RC.10, RC.11, RC.12</p> <p>W.3, W.4, W.5, W.6,</p> <p>WC. 1, WC.4, WC.5, WC.7, WC.8, WC.9</p> <p>WVGP. 1, WVGP.2, WVGP.3, WVGP.4, WVGP.6</p>	<p>R.1</p> <p>RC.1, RC.2, RC.4, RC.6, RC.8, RC.9, RC.10, RC.16, RC.17</p> <p>W.4, W.6</p> <p>WC. 1, WC.2, WC.4, WC.7, WC.8, WC.9, WC.10, WC.11, WC.12</p> <p>WVGP. 1, WVGP.2, WVGP.3, WVGP.4, WVGP.5, WVGP.6</p>	<p>R.1</p> <p>RC.3, RC.5, RC.7, RC.8, RC.9, RC.10</p> <p>W.2, W.3, W.4</p> <p>WC.1, WC.2, WC.4, WC.7, WC.8, WC.10, WC.13</p> <p>WVGP.1, WVGP.5, WVGP.6</p>	<p>R.1</p> <p>RC.1, RC.2, RC.4, RC.6, RC.8, RC.9, RC.10, RC.16, RC.17</p> <p>W.4, W.6</p> <p>WC. 1, WC.2, WC.4, WC.7, WC.8, WC.9, WC.10, WC.11, WC.12</p> <p>WVGP. 1, WVGP.2, WVGP.3, WVGP.4, WVGP.6</p>	<p>R.1</p> <p>RC.2, RC.4, RC.6, RC.8, RC.10, RC.16</p> <p>W.3, W.4,</p> <p>WC.1, WC.2, WC.4, WC.7, WC.8, WC.9, WC.12</p> <p>WT.4, WT.76, WT.7, WT.8, WT.10, WT.11</p>	<p>R.1</p> <p>RC.3, RC.5, RC.7, RC.8, RC.9, RC.10</p> <p>W.2, W.3, W.4</p> <p>WC.1, WC.2, WC.4, WC.7, WC.8, WC.10, WC.13</p> <p>WVGP.1, WVGP.5, WVGP.6</p>
<b>Spelling</b>	<p>Use of the hyphen</p> <p>co-ordinate, re-enter, co-operate, co-ow</p>	<p>Words with the /i:/ sound spelt ei after c</p> <p>deceive, conceive, receive, perceive, ceiling</p>	<p>Words containing the letter-string ough</p> <p>ought, bought, thought, nought, brought, fought, rough, tough, enough, cough</p>	<p>Words with 'silent' letters.</p> <p>doubt, island, lamb, solemn, thistle, knight</p>	<p>Homophones and other words that are often confused.</p> <p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>	<p>Revisit</p> <p>Review</p> <p>Consolidate</p>

## Primary - English

<b>Suggested Texts</b>	Speechless – Kate Darbishire  Wonder – R J Palacio	The Search for the Giant Arctic Jellyfish - Chloe Savage  Women Who Led The Way - Mick Manning and Brita Granström  Antarctica - Karen Romano Young	The Heart and the Bottle - Oliver Jeffers  Ish - Peter H. Reynolds  Small things - Mel Tregonning	Can you see me – Libby Scott  Mirror – Jeannie Baker  And Tango makes three – Justin Robinson	A Bear Grylls Adventure: The Blizzard Challenge - Bear Grylls & Emma McCann  Hurricane Betsey - Malorie Blackman  The Big Picture: Extreme Earth - Jon Richards	The Missing – Michael Rosen  Diary of Anne Frank – Anne Frank
<b>Choice of assessment tasks</b>	Pupils can create their own adventure/mystery story in the form of a comic strip.  They can also be asked to compose a speech to demonstrate their understanding of the refugee situation	Pupils are to compose and deliver a short presentation on an historical figure of choice to their peers.  Pupils can also write a report on Artic Exploration, or write a set of instructions on how to assemble a shelter.	Pupils will compose a piece of poetry, which focuses on a colour and how it describes how a person might feel	Diary extract written in the style of Jim  A letter written to the workhouse  Newspaper report written to report on the conditions of the workhouse  Presentation on an aspect of Victorian life	Descriptive writing extract using images for stimuli.  Write a set of instructions for the flood proof house created in the STEM activity	Piece of poetry composed by pupils and shared with a wider audience  Diary extract written in the style of Anne Frank
<b>Enrichment/ Experiences</b>	Create a paper quilt from photographs that show the richness and diversity of immigrant communities. Pupils could also create material quilt to donate to the refugee charity.	Pupils are to build a shelter for them to write a set of instructions. Pupils are then to follow their peers' instructions to build their shelter	Poetic author to deliver a workshop to develop pupil's technical writing.	Milestones visit for further develop their understanding of Victorian Life.	Pupils are to use their STEM skills to help them design and build a model of a flood- proof house.  Pupils could create their own art piece for their peers to use as a writing stimulus	Visit to the Transport Museum to see the bunkers and WW2 area to further enhance their historical understanding.

## Primary - English

<b>Curriculum End Point / Goal</b>	By the end of Year 6, pupils should be able to listen and respond in a range of contexts, thinking about what has been said and the language used. They should be able to speak coherently and confidently for a variety of purposes and audiences as well as start to demonstrate a mastery of language through public speaking, performance and debate. Pupils are able to read independently, including books they would not choose to read; compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. Pupils should be able to understand the majority of terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect. Pupils should also be able to select appropriate vocabulary and grammar for a piece of writing to reflect the audience and purpose and the level of formality. They will also be encouraged to consciously control the structure of sentences in writing generate ideas, draft, and re-read a piece of writing to check that the meaning is clear.
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