

# St. Mary's Catholic High School (2016-2017)

## YEAR 1 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	SPEAKING AND LISTENING	SPEAKING AND LISTENING	LIST, LABELS AND CAPTIONS	FICTION - Guess What?	FICTION - Guess What?	FICTION - Guess What?	FICTION - Guess What?	FICTION - Guess What?
	<p>Tell stories from children's own experience in a loud and clear voice; Listen and respond appropriately to adults and their peers; Ask relevant questions to extend their understanding; Maintain attention and participate actively in discussion. ;Speak audibly; Predicting what might happen on the basis of what has been read so far. Discuss the significance of the title and events;</p> <p><b>Phonics:</b> Unit 1 phonemes/ s/,/ a/,/ t/,/ p/, Language session Say the phoneme; find the letter; write the letter</p>	<p>Read Labels; Understand how and why Labels are used in the classroom; Discuss the significance of the title and events. ; Attempt to describe character, setting and events; Sit correctly at a table, holding a pencil comfortably and correctly; Form capital letters; Form digits 0-9; Begin to form lower-case letters in the correct direction, starting and finishing in the right place.; Leaving spaces between words .</p> <p><b>Phonics:</b> Unit 2 phonemes/ i/,/ n/,/ m/,/ d/, Language session say the phoneme; find the letter; write the letter</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding. Maintain attention and participate actively in discussion. Tell stories from children's own experience in a loud and clear voice.</p> <p><b>(G.R)</b> Read Labels, Lists and Captions; Understand how and why Labels, Lists and captions are used in the classroom; Speak audibly. Articulate answers and opinions for expressing feelings.</p> <p><b>Phonics:</b> Unit 3 phonemes/ g/,/ o/, /c/,/k/, Language session say the phoneme; find the letter; write the letter.</p>	<p>Listen to and discuss a wide range of text types(G.R); Be encouraged to link what they read or hear to their own experiences; Discuss significance of title and events(G.R); Make predictions(G.R); Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher; Make inferences; Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas; Select and use appropriate registers</p> <p><b>Phonics:</b> Unit 4 phonemes/ck/,/ e/, /u/,/ r/, Language session</p>	<p>Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 when discussing their writing; Listen and respond appropriately; Speak audibly and fluently using Standard English; Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear to their own experiences; Discuss significance of title and events; Make predictions; Articulate and justify answers; Participate actively in conversations; <b>Phonics: Unit 5 phonemes/ h/,/ b/,/ f/,/ l/,/ ss/, Language session 'I'</b></p>	<p>Become very familiar with key stories and retelling them; Make inferences; Ask relevant questions; Build their vocabulary; Gain the interest of the listener; Be encouraged to link what they read or hear to their own experiences; Discuss significance of title and events; Make predictions; Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints; Recognise and join in predictable phrases; Make inferences; Make predictions; Compose a sentence orally before writing it; Sequence sentences to form short narratives; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Grammar: Respond to punctuation: full stops.</p> <p><b>Phonics: Unit 6 phonemes/ j/,/ v/, /w/,/ x/, Language session 'me'</b></p>	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear to their own experiences; Discuss significance of title and events; Articulate and justify answers; Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; . Grammar: Respond to punctuation: full stops.</p> <p><b>Phonics:</b> Unit 7 phoneme /y//z/qu/ language session 'he'</p>	<p>Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be heard; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing; Ask relevant questions; Build their vocabulary; Participate actively in conversations. Grammar: Respond to punctuation: full stops, question marks.</p> <p><b>Phonics:</b> Unit 8 phonemes /ch/,/sh/,/th/, /ng/ Language session 'they'</p>
YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	POETRY - Sensational Senses	POETRY - Sensational Senses	NON-FICTION - Who Lives Here?	NON-FICTION - Who Lives Here?	NON-FICTION - Who Lives Here?	NON-FICTION - Who Lives Here?	POETRY STAR!	POETRY STAR
	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear their own experiences; Draw on what they already know/background information/vocabulary provided by teacher; Listen and respond appropriately(G.R); punctuate sentences correctly; Give well-structured descriptions, explanations and narratives; Participate actively in conversations; Recognise and join it with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher; Participate in discussions, presentations. performances. role play.</p>	<p>Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; punctuate sentences correctly; Grammar: Respond to punctuation: full stops, Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Listen and respond appropriately; Consider and evaluate different viewpoints; Draw on what they already know/background information/vocabulary provided by teacher:</p>	<p>Be encouraged to link what they read or hear to their own experiences; Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Participate actively in conversations and discussions and listen to others; Consider and evaluate different viewpoints; Explain clearly their understanding of what is read to them(G.R); Listen and respond appropriately; Write sentences; Join words and sentences using 'and';</p> <p><b>Grammar:</b> Respond to punctuation: full stops, question marks, exclamation marks; Introduce key sentence structure terminology. e.g.</p>	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Listen and respond appropriately; Articulate and justify answers; Compose a sentence orally before writing it; Join words and sentences using 'and'; Begin to punctuate sentences; Participate actively in conversations; : Explain clearly their understanding of what is read to them; Ask relevant questions; Build their vocabulary(G.R); Speculate, hypothesise, imagine and explore ideas;</p> <p>Grammar: Respond to punctuation: full stops. question marks.</p>	<p>Participate in discussions and listen to others; Sequence sentences to form short narratives; Speak audibly and fluently using Standard English(G.R); Consider and evaluate different viewpoints; Say out loud what they are going to write about; Listen and respond appropriately; Give well-structured descriptions, explanations and narratives Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Participate actively in conversations: Discuss what they</p>	<p>Review of Fiction and Non Fiction Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear to their own experiences; Discuss significance of title and events; Articulate and justify answers;(G.R.) Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; . Grammar: Respond to punctuation: full stops. question marks.</p>	<p>Recite a rhyme with a predictable repeating pattern; Invent actions when reciting a poem; Recite a poem with others, keeping and emphasising the rhythm. Learn and recite a non-patterned poem, focusing on making the meaning clear. Recite a poem using voice and facial expression to interpret its meaning Grammar: Respond to punctuation: full stops, question marks, exclamation marks; Develop children's auditory memory for the oral generation of sentences; Look at the use of</p>	<p>Write invitations for an in-school poetry event; Discuss and choose poems for recital; Discuss and try out ideas for improving a class and group performance; Help others improve their performances; Perform poems to an audience <b>Grammar:</b> Respond to punctuation: full stops, question marks, exclamation marks; Develop children's auditory memory for the oral generation of sentences; Look at the use of capital letters for proper names and the personal pronoun, I; Recognise that proper names include those of people. places. pets and days of the</p>

	<p>presentations, performances, role play; Select and use appropriate registers. Gain the interest of the listener; Say out loud what they are going to write about</p> <p>Unit 9 phonemes /ai/,/ee/,/igh/,/oa/,/oo/-long; / Language session 'we'</p>	<p>recovery; Unit 10 phonemes /ar/,/or/, /ur/,/ao/,/oi/ Language session 'you'</p>	<p>sentence structure terminology, e.g. sentence, capital letter, full stop; <b>Phonics:</b> Unit 10 (continued) phonemes /ar/,/or/, /ur/,/ao/,/oi/ Language session 'you'</p>	<p>exclamation marks; Introduce key sentence structure terminology, e.g. sentence, capital letter, full stop; Phonics: Unit 11 phonemes /ear/,/air/, /ure/,/ur/ as er. Language session 'all'</p>	<p>have written with the teacher or other pupils; Articulate and justify answers; Participate actively in conversations. Grammar: Respond to punctuation: full stops, question marks, exclamation marks; Introduce key sentence structure terminology, e.g. sentence, capital letter, full stop; Phonics: Unit 11(continued) phonemes /ear/,/air/, /ure/,/ur/ as er. Language session 'all'</p>	<p>exclamation marks; Develop children's auditory memory for the oral generation of sentences; Look at the use of capital letters for proper names and the personal pronoun, I; Recognise that proper names include those of people, places, pets and days of the week; Practise saying the days of the week, developing auditory memory Phonics: Unit 11 Assessment</p>	<p>capital letters for proper names and the personal pronoun, I; Recognise that proper names include those of people, places, pets and days of the week; Practise saying the days of the week, developing auditory memory. Phonics: Unit 12 CVCC/CCVC</p>	<p>people, places, pets and days of the week; Practise saying the days of the week, developing auditory memory. <b>Phonics:</b> Unit 12 (continued) CVCC/CCVC/CCVCC/CCCVC/CCCVC / Language 1 'said'</p>
<b>YEAR 1</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>		<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	FICTION - Once Upon a Time	FICTION - Once Upon a Time	FICTION - Once Upon a Time	POETRY - Pattern and Rhyme	POETRY - Pattern and Rhyme	NON-FICTION - Why Do Elephants Have Big Ears?	NON-FICTION - Why Do Elephants Have Big Ears?	NON-FICTION - Why Do Elephants Have Big Ears?
erm 2	<p>Be encouraged to link what they read or hear to their own experiences; Become very familiar with key stories and retelling them;(G.R) Listen and respond appropriately; Consider and evaluate different viewpoints; Participate actively in conversations and discussion; Consider and evaluate different viewpoints;(G.R) Draw on what they already know/background information/ vocabulary provided by teacher; <b>Phonics:</b> Unit 12 (continued) CVCC/CCVC/CCVCC/CCCVC/CCCVC/ Language 1 'said' ; 2. 'some'; 3. 'one'</p>	<p>Make predictions; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas; Ask relevant questions; Build their vocabulary; Use the spelling rule for adding '-s' or '-es'; Give well-structured descriptions, explanations and narratives(G.R); Speak audibly and fluently using Standard English; Listen and respond appropriately; Say aloud what they are going to write about; Compose a sentence orally before writing it; Sequence sentences to form short narratives;</p>	<p>Reread what they have written to check that it makes sense; Participate actively in conversations; Consider and evaluate different viewpoints; Become very familiar with key stories and retelling them; Select and use appropriate registers. <b>Phonics:</b> Unit 12 - Assessment CCVC Non-words for blending. • contribute to discussion, learning to ask their own questions</p>	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear to their own experiences(G.R); Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher; Listen and respond appropriately; Consider and evaluate different viewpoints; Participate actively in conversations; Recognise and join in with predictable phrases(G.R); Learn to appreciate rhymes and poems; recite some by heart; Participate in discussions, presentations, performances, role play, improvisations. Gain the interest of the listener; Select and use appropriate registers: Sav out</p>	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear to their own experiences; Make inferences; Articulate and justify answers; Give well-structured descriptions, explanations and narratives(G.R); Discuss what they have written with the teacher or other pupils; Consider and evaluate different viewpoints; Recognise and join in with predictable phrases;(G) Draw on what they already know/background information/vocabulary provided by teacher; Add prefixes and suffixes: use -ing, -ed, -er and -est where no change is needed in the spelling of root words: Sav out</p>	<p>Participate in discussions and listen to others; Be encouraged to link what they read or hear to their own experiences (G.R) Spoken language: Consider and evaluate different viewpoints; Develop pleasure in reading, motivation to read, vocabulary and understanding; Listen to and discuss a wide range of text types; Discuss significance of title and events; Consider and evaluate different viewpoints; Draw on what they already know/ background information/vocabulary provided by teacher; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Listen and respond appropriately</p>	<p>Write sentences; Compose a sentence orally before writing it; Begin to punctuate sentences; Gain the interest of the listener; Understand both the books they can already read accurately and fluently and those they listen to(G.R); Check that text makes sense and correct inaccurate reading; Articulate and justify answers; Understand both the books they can already read accurately and fluently and those they listen to; Draw on what they already know/background information/vocabulary provided by teacher; Give well-structured descriptions, explanations and narratives; Consider and evaluate different viewpoints: Use the</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to; Draw on what they already know/background information/vocabulary provided by teacher; Ask relevant questions(G.R); Discuss what they have written with the teacher or other pupils; Consider and evaluate different viewpoints; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be heard; Articulate and justify answers; Gain the interest of the listener <b>PHONICS:</b> Unit 15 Target Phonemes- ea, ee, • read and spell words of one syllable or more with ea. ee. ie/ev/v</p>

YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	FICTION - Fantastic Voyages	FICTION - Fantastic Voyages	Story tellers	POETRY - Growing Up	NON FICTION - Top Jobs	NON FICTION - Top Jobs	NON FICTION - Top Jobs	FICTION/NON-FICTION REVISION
	<p>Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher; Listen and respond appropriately; Make predictions; Make inferences; Ask relevant questions(G.R); Participate in discussions and listen to others(G.R); Speculate, hypothesise, imagine and explore ideas; Discuss word meanings, linking new meanings to those already known; Explain clearly their understanding of what is read to them; Sequence sentences to form short narratives; Participate actively in conversations</p> <p><b>PHONICS:</b> Unit 15 Target Phonemes- ie/ey/y' Language session recap what we know</p> <ul style="list-style-type: none"> <li>• read and spell words of one syllable or more with ie/ey/y in</li> <li>• write a dictated sentence</li> </ul> <p>learn to read and spell words that end in 'ed' (sounding /t/) • read sentences which have words ending in 'ed' and alternative spellings for /ee/ • write sentences from dictation • contribute to discussion, learning to ask their own questions</p>	<p>Listen to and discuss a wide range of text types; Discuss word meanings, linking new meanings to those already known; Build their vocabulary;(G.R) Listen and respond appropriately; Speak audibly and fluently using Standard English; Draw on what they already know/background information/vocabulary provided by teacher; Make inferences; Articulate and justify answers; Sequence sentences to form short narratives; Re-read what they have written to check that it makes sense; Give well-structured descriptions, explanations and narratives; Listen and respond appropriately; Participate in</p>	<p>Listen and respond to a story(G.R); Orally sequence key events from a story; Use adjectives to describe story characters; Listen to and evaluate different oral retellings of a story(G.R); Explore strategies for remembering a story; Plan and begin to compose a written retelling of a story ; Finish composing and review written story retellings ; Plan and rehearse an oral performance of a story retelling; Perform oral story retellings to the class; Perform oral story retellings to a wider audience; Evaluate performances of oral story retellings</p> <p><b>Grammar:</b> Review and revise the concept of punctuation (capital letter, full stop, question mark, exclamation mark); Revisit the idea of punctuation marks to relate spoken expression to written punctuation</p> <p><b>PHONICS:</b> Unit 17 Target Phonemes-ow, o-e, recap what we know</p> <ul style="list-style-type: none"> <li>• read and spell words of one syllable or more with ow, o-e, o/oe</li> <li>• write a dictated sentence</li> </ul> <p><b>PHONICS:</b> 26 Target phoneme /l/</p>	<p>Draw on what they already know/background information/vocabulary provided by teacher; Explain clearly their understanding of what is read to them; Speculate, hypothesise, imagine and explore ideas; Articulate and justify answers; Make inferences(G.R); Explain clearly their understanding of what is read to them; Make predictions; Build their vocabulary; Recognise and join in with predictable phrases; Learn to appreciate rhymes and poems; recite some by heart; Participate in discussions and listen to others(G.R); Consider and evaluate different viewpoints;Sequence sentences to form short narratives; Read aloud their writing clearly enough to be heard. <b>PHONICS: Unit 17</b></p> <ul style="list-style-type: none"> <li>• read and spell words of one syllable or more with , ie/ey/y in</li> <li>• write a dictated sentence ; learn to read and spell irregular words “water” and “where”</li> <li>• write sentences from dictation,including a three-syllable word</li> <li>• contribute to discussion,learning to</li> </ul>	<p>Participate in discussions and listen to others; Speculate, hypothesise, imagine and explore ideas; Build their vocabulary; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense(G.R); Sequence sentences to form short narratives; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be heard; Speculate, hypothesise, imagine and explore ideas;</p> <p><b>PHONICS:</b> Unit 18 Target Phonemes- long /oo/: ew, / ue,/ recap what we know</p> <ul style="list-style-type: none"> <li>• read and spell words of one syllable or more with long /oo/: ew/, ue/,</li> <li>• write a dictated sentence</li> </ul>	<p>Participate in discussions and listen to others; Be encouraged to link what they read or hear to their own experiences; Participate actively in conversations; Consider and evaluate different viewpoints; Draw on what they already know/background information/vocabulary provided by teacher; Speculate, hypothesise, imagine and explore ideas; Re-read what they have written to check that it makes sense; Leave spaces between words; Discuss significance of title and events ; Explain clearly their understanding of what is read to them; Ask relevant questions; Give well-structured descriptions, explanations and narratives; Select and use appropriate registers.</p> <p><b>PHONICS:</b> Unit 18 Target Phonemes- short /oo/: u/oul Language session recap what we know</p> <ul style="list-style-type: none"> <li>• read and spell words of one syllable or more with short /oo/: u/oul in</li> <li>• write a dictated sentence ; learn to read and spell irregular words “thought” and “through”</li> </ul>	<p>Say out loud what they are going to write about; Consider and evaluate different viewpoints; Apply simple spelling rules and guidelines, as listed in Appendix 1; Write sentences; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be heard; Gain the interest of the listener; Participate in discussions and listen to others; Discuss significance of title and events; Participate actively in conversations.</p> <p><b>PHONICS:</b> Unit 19 Target Phonemes- aw, au, recap what we know</p> <ul style="list-style-type: none"> <li>• read and spell words of one syllable or more with/ aw,/ au,/ al /</li> <li>• write a dictated sentence .</li> </ul>	<p>Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher; Listen and respond appropriately; Make predictions; Make inferences; Ask relevant questions(G.R); Discuss significance of title and events; Participate in discussions and listen to others(G.R); Speculate, hypothesise, imagine and explore ideas; Discuss word meanings, linking new meanings to those already known; Explain clearly their understanding of what is read to them; Sequence sentences to form short narratives; Participate actively in conversations</p> <p><b>PHONICS:</b> Unit 19 learn to read and spell irregular words “work”, “laughed” and “because”</p> <ul style="list-style-type: none"> <li>• write linked related sentences from dictation, including a twosyllable word</li> <li>• contribute to discussion, learning to ask their own questions</li> </ul>

	<p>PHONICS: Unit 24 Target phoneme /s/ written as /s/ and /z/ written as 's' Language session alternatives for /s/ recap what we know</p> <ul style="list-style-type: none"> <li>say the phoneme</li> <li>find the letters</li> </ul> <ul style="list-style-type: none"> <li>read and spell words of one syllable or more with ch in</li> <li>write a dictated sentence</li> </ul> <ul style="list-style-type: none"> <li>learn to read and spell irregular words "great" and "clothes"</li> </ul> <ul style="list-style-type: none"> <li>write related sentences from dictation including two- and three-syllable words</li> </ul> <ul style="list-style-type: none"> <li>contribute to discussion, framing and using own sentences or questions to stimulate thinking skills</li> </ul>	<p>discussions, presentations, performances, role play, improvisations and debates (G.R); Join words and sentences using 'and'; Speculate, hypothesise, imagine and explore ideas;</p> <p>PHONICS: Unit 16 Target Phonemes- y, i ' Language session</p> <p>recap what we know</p> <ul style="list-style-type: none"> <li>read and spell words of one syllable or more with 'al' in</li> <li>write a dictated sentence; learn to read and spell "Thursday", "Saturday", "thirteen" and "thirty"</li> <li>write related sentences from dictation, including a two syllable word</li> </ul>	<p>written as 'le'; /m/ written as 'mb'; recap what we know</p> <ul style="list-style-type: none"> <li>say the /r/ phoneme</li> <li>learn different ways to spell the phoneme /l/ written as 'le'; /m/ written as 'mb';</li> </ul> <ul style="list-style-type: none"> <li>read and spell words of more than one syllable</li> <li>write a dictated sentence</li> </ul>	ask their own questions		<ul style="list-style-type: none"> <li>write linked sentences from dictation including a list sentence</li> <li>contribute to discussion learning to ask own questions</li> </ul>	
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## YEAR 2 LONG TERM PLAN with CURRICULUM STANDARDS 2017-2018

YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>Fiction Unit 2.1</b>	<b>Fiction Unit 2.1</b>	<b>Fiction Unit 2.1</b>	<b>Fiction Unit 2.1</b>	<b>Non Fiction Unit 2.1</b>	<b>Non Fiction Unit 2.1</b>	<b>Poetry Unit 2.1</b>	<b>Poetry Unit 2.1</b>
	<b>Would You Do?</b>	<b>Would You Do?</b>	<b>Would You Do?</b>	<b>Would You Do?</b>	<b>All about Orangutans</b>	<b>All about Orangutans</b>	<b>Pattern, Rhythm and Rhyme</b>	<b>Pattern, Rhythm and Rhyme</b>
Term 1	<p>Participate actively in conversations; Speculate, hypothesise, imagine and explore ideas</p> <p>Gain the interest of the listener; Select and use appropriate registers.</p> <p>Ask and answer relevant questions using present and past tenses; Build vocabulary; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas.</p> <p>Explain clearly their understanding of what is read to them;</p> <p>Give well-structured descriptions, explanations and narratives.</p> <p>Recall the events in the order in which they happen</p> <p>Identify and understand the link between time and sequence.</p>	<p>Participate actively in discussions and conversations and listen to others; Explain clearly their understanding of what is read to them.</p> <p>Make inferences; Speculate, hypothesise, imagine and explore ideas;</p> <p>Listen and respond appropriately; Consider and evaluate different viewpoints</p> <p>Use both familiar and new punctuation correctly (Appendix 2); Identify and recognise sentences with different forms: statement, question, exclamation, and command; Use present and past tenses.</p> <p>Plan and discuss what they are going to write about; Evaluate their writing with the teacher and other pupils; Proof-read to check for errors.</p>	<p>Participate actively in conversations. Listen and respond appropriately.</p> <p>Plan, say and write narratives about personal experiences and those of others; proof-read to check for errors; Read aloud their writing with appropriate intonation to make meaning clear; Use present and past tenses.</p> <p>Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Use present and past tenses.</p> <p>Identify and recognise sentences with different forms: statement, question, exclamation, command.</p> <p>Identify the themes and relate to own experience.</p>	<p>Speak audibly and fluently using Standard English Listen and respond appropriately</p> <p>Write narratives about personal experiences and those of others; Write down ideas and/or key words, including new vocabulary.</p> <p>Write down ideas and/or key words, including new vocabulary;</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Consider and evaluate different viewpoints</p> <p>Re-read what they have written to check that it makes sense; Proof-read to check for errors Evaluate their writing with the teacher and other pupils</p>	<p>Speak audibly and fluently using Standard English; Select and use appropriate registers.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Learn how to use both familiar and new punctuation correctly (Appendix 2); Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Learn how to use both familiar and new punctuation correctly (Appendix 2).</p> <p>Gain the interest of the listener; Select and use appropriate registers</p> <p>Write for different purposes; Apply spelling rules and guidelines, as listed in Appendix 1.</p>	<p>Listen to and discuss a wide range of text types.</p> <p>Explain clearly their understanding of what is read to them; Participate in discussions and conversations and listen to others; Explain clearly their understanding of what is read to them; Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas; Listen and respond appropriately.</p> <p>Read most words quickly and accurately; Use and understand the grammatical terminology in Appendix 2 in discussing their writing; Use present and past tenses.; Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Proof-read to check for errors</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener; Select and use appropriate registers.</p> <p>Articulate and justify answers; Draw on what they already know/ background information provided by teacher; Answer and ask questions; Listen to and discuss a wide range of text types; Recognise simple recurring language in stories and poetry; Discuss/Spell favourite words and phrases.</p>	<p>Listen to and discuss a wide range of text types.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Participate in discussions and conversations and listen to others; Explain clearly their understanding of what is read to them.</p> <p>Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas.</p> <p>Listen and respond appropriately.</p> <p>Read most words quickly and accurately;</p>
YEAR 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	<b>Live Unit 2.1</b>	<b>Live Unit 2.1</b>	<b>Fiction Unit 2.2</b>	<b>Fiction Unit 2.2</b>	<b>Fiction Unit 2.2</b>	<b>Fiction Unit 2.2</b>	<b>Word Detectives Year 2</b>	

Term 1	<b>Newshounds</b>	<b>Newshounds</b>	<b>A Twist in the Tale</b>	<b>A Twist in the Tale</b>	<b>A Twist in the Tale</b>	<b>A Twist in the Tale</b>	<b>Word Detectives</b>	<b>REVISION</b>
	Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas Make predictions; Participate in discussions and listen to others Ask relevant questions; Build their vocabulary; Give well-structured descriptions, explanations and narratives. Make inferences; Explain clearly their understanding of what is read to them; Use present and past tenses. Articulate and justify answers; Participate actively in conversations. Discuss sequence of events; Start to look at non-fiction books that are structured in different ways; Use present and past tenses	Listen and respond appropriately; Participate actively in conversations Use present and past tenses Learn how to use sentences with different forms: statement, question, exclamation, command; Ask relevant questions; Build their vocabulary; Articulate and justify answers; Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Use present and past tenses Encapsulate what they want to say, sentence by sentence; Use present and past tenses Make simple additions, revisions and corrections to their own writing; Evaluate their writing with the teacher and other pupils; Proof-read to check for errors	Become increasingly familiar with a wider range of stories; Make predictions; Participate in discussions and listen to others Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints; Become increasingly familiar with a wider range of stories; Draw on what they already know/background information/information provided by teacher; Explain clearly their understanding of what is read to them; Ask relevant questions; Build their vocabulary; Articulate and justify answers; Give well-structured descriptions, explanations and narratives Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Give well-structured descriptions, explanations and narratives; Select and use appropriate registers; Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Learn how to use both familiar and new punctuation correctly (Appendix 2); Participate actively in conversations; Consider and evaluate different viewpoints; Learn how to use both familiar and new punctuation correctly (Appendix 2); Participate actively in conversations with different forms: statement, question, exclamation, command; Gain the interest of the listener; Select and use appropriate registers	Become increasingly familiar with a wider range of stories; Draw on what they already know/background information/information provided by teacher; Participate in discussions and listen to others; Articulate and justify answers; Participate actively in conversations; Become increasingly familiar with a wider range of stories; Draw on what they already know/background information/information provided by teacher; Participate in discussions and listen to others; Articulate and justify answers; Participate actively in conversations	Learn how to use subordination and co-ordination; Learn the grammar of word structure in Appendix 2; Consider and evaluate different viewpoints; Write narratives about personal experiences and those of others; Write down ideas and/or key words, including new Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Write for different purposes; Write down ideas and/or key words, including new vocabulary; Participate actively in conversations; Consider and evaluate different viewpoints	Apply spelling rules and guidelines, as listed in Appendix 1 Investigate how the spelling of words ending in a consonant changes when suffixes like ‘-ed’, ‘-ing’, ‘-er’ and ‘-est’ are added. Investigate how the spelling of root words changes when the suffixes ‘-ment’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’ are added. Investigate the meanings and spellings of common homophones and near-homophones. Investigate when to use the different spellings of the /dʒ/ sound	<b>Fiction and Non Fiction Revision</b> Build their vocabulary; Speculate, hypothesise, imagine and explore ideas Make predictions; Explain clearly their understanding of what is read to them; Ask relevant questions; Encapsulate what they want to say, sentence by sentence; Learn how to use both familiar and new punctuation correctly (Appendix 2). Learn how to use sentences with different forms: statement, question, exclamation, command;
<b>YEAR 2</b>	<b>WEEK 17</b>	<b>WEEK 18</b>	<b>WEEK 19</b>	<b>WEEK 20</b>	<b>WEEK 21</b>	<b>WEEK 22</b>	<b>WEEK 23</b>	<b>WEEK 24</b>
Term 2	<b>Non-fiction Unit 2.2</b>	<b>Non-fiction Unit 2.2</b>	<b>Non-fiction Unit 2.2</b>	<b>Fiction 2.3</b>	<b>Fiction 2.3</b>	<b>Fiction 2.3</b>	<b>Fiction 2.3</b>	<b>Live Unit 2.2</b>
	<b>Does Chocolate Grow on Trees?</b>	<b>Does Chocolate Grow on Trees?</b>	<b>Does Chocolate Grow on Trees</b>	<b>Muddles and Mishaps</b>	<b>Muddles and Mishaps</b>	<b>Muddles and Mishaps</b>	<b>Muddles and Mishaps</b>	<b>Act It Out!</b>
	Participate actively in conversations; Consider and evaluate different viewpoints; Listen to and discuss a wide range of text types; Check that text makes sense and correct inaccurate reading; Make predictions Ask relevant questions; Build their vocabulary; Check that text makes sense and correct inaccurate reading; Explain clearly their understanding of what is read to them; Consider and evaluate different viewpoints; Answer and ask questions; Plan/say out loud what they are going to write about; Draw on what they already know/background information/information provided by teacher; Articulate and justify answers	Read most words quickly and accurately; Draw on what they know/background/information/information provided by teacher; Write for different purposes: Listen and respond appropriately; Consider and evaluate different viewpoints; Give well-structured descriptions, explanations and narratives; Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]; Read most words quickly and accurately; Use and understand the grammatical terminology in Appendix 2 in discussing their writing	Explore different versions of a familiar fairy tale; Retell the story orally; Encourage inference using a familiar story; Compose a sentence orally; Write their own version of a familiar fairy tale; Check for use of traditional fairy-tale features; Explore sentence punctuation; Compose simple sentences about the months of the year; Explore sentence punctuation; Use drama to explore character; Write about a character; Discuss their favourite story giving reasons; Write simple sentences Grammar: Look at regular plural noun suffixes (‘-s’ and ‘-es’) Introduce the terms singular and plural and the concepts behind them, and explain the spelling rule for regular plural noun endings	Listen to and discuss a wide range of text types; Participate in discussions and listen to others Explain clearly their understanding of what is read to them; Speak audibly and fluently using Standard English; Consider and evaluate different viewpoints; Make predictions; Make inferences; Speculate, hypothesise, imagine and explore ideas; Make inferences; Draw on what they already know/background information/information provided by teacher. Answer and ask questions; Participate actively in conversations; Discuss sequence of events; Make predictions; Listen and respond appropriately; Discuss sequence of events; Make predictions	Draw on what they already know/background information/information provided by teacher; Make inferences; Listen and respond appropriately to write before beginning; Speculate, hypothesise, imagine and explore ideas; Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]; Consider and evaluate different viewpoints; Make inferences; Discuss and clarify the meanings of words, linking new meanings to known vocabulary Build their vocabulary; Recognise simple recurring language in stories and poetry; Discuss favourite words and phrases Learn how to use sentences with different forms: statement, question, exclamation, command.	Speak audibly and fluently using Standard English Listen and respond appropriately; Learn how to use subordination and co-ordination; Encapsulate what they want to say, sentence by sentence; Write down ideas and/or key words, including new vocabulary; Evaluate their writing with the teacher and other pupils; Ask relevant questions; Give well-structured descriptions, explanations and narratives Write for different purposes; Re-read what they have written to check that it makes sense; Evaluate their writing with the teacher and other pupils Develop positive attitudes towards and stamina for writing; Write narratives about personal experiences and those of others	Listen and respond appropriately Encapsulate what they want to say, sentence by sentence. Develop positive attitudes towards and stamina for writing; Write narratives about personal experiences and those of others Consider what they are going to write before beginning; Write down ideas and/or key words, including new vocabulary; Encapsulate what they want to say, sentence by sentence; Participate in discussions, presentations, performances, role play, improvisations and debates; Make simple additions, revisions and corrections to their own writing; Evaluate their writing with the teacher and other pupils.	Listen to and discuss a wide range of text types; Draw on what they already know/background information/information provided by teacher; Spoken language: Participate actively in conversations; Consider and evaluate different viewpoints; Speak audibly and fluently using Spoken language: Listen and respond appropriately; Participate actively in conversations; Discuss sequence of events; Write down ideas and/or key words, including new vocabulary Become increasingly familiar with a wider range of stories Participate in discussions, presentations, performances, role play, improvisations and debates Answer and ask questions Write for different purposes
<b>YEAR 2</b>	<b>WEEK 25</b>	<b>WEEK 26</b>	<b>WEEK 27</b>	<b>WEEK 28</b>	<b>WEEK 29</b>	<b>WEEK 30</b>	<b>WEEK 31</b>	<b>WEEK 32</b>

YEAR 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Live Unit 2.2	Poetry 2.3	Poetry 2.3	Poetry 2.3	Non-fiction Unit 2.3	Non-fiction Unit 2.3	Non-fiction Unit 2.3	
	Act It Out!	Silly stuff	Silly stuff	Silly stuff	What Is the Most Unusual Place in the World to Live?	What Is the Most Unusual Place in the World to Live?	What Is the Most Unusual Place in the World to Live?	REVISION
	Participate actively in conversations; Consider and evaluate different viewpoints Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the Draw on what they already know/background information/information provided by teacher. Learn how to use sentences with different forms: statement, question, exclamation, command; Read aloud their writing with appropriate intonation to make meaning clear Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence	Listen to and discuss a wide range of text types; Draw on what they already know/background information/information provided by teacher; Make inferences; Explain clearly their understanding of what is read to them Build their vocabulary; Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints information/information provided by teacher; Make inferences; Explain clearly their understanding of what is read to them Write poetry; Write down ideas and/or key words, including new vocabulary; Evaluate their writing with the teacher and other pupils	Participate actively in conversations; Gain the interest of the listener; Listen to and discuss a wide range of text types; Draw on what they already know/background information/information provided by teacher; Make inferences; Continue to learn poems by heart Discuss favourite words and phrases; Make inferences; Make predictions; Build their vocabulary; Consider and evaluate different viewpoints; Listen to and discuss a wide range of text types; Discuss favourite words and phrases; Speculate, hypothesise, imagine and explore ideas provided by teacher; Make inferences; Continue to learn poems by heart; Participate actively in conversations; Gain the interest of the listener	Listen to and discuss a wide range of text types; Recognise simple recurring language in stories and poetry; Discuss favourite words and phrases; Continue to learn poems by heart; Build their vocabulary; Consider and evaluate different viewpoints; Write poetry; Write down ideas and/or key words, including new vocabulary; Gain the interest of the listener; Write poetry; Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Evaluate their writing with the teacher and other pupils; Read aloud their writing with appropriate intonation to make meaning clear; Consider and evaluate different viewpoints	Make predictions; Listen to and discuss a wide range of text types; Start to look at non-fiction books that are structured in different ways; Ask relevant questions; Articulate and justify answers; Discuss and clarify the meanings of words, linking new meanings to known vocabulary; Start to look at non-fiction books that are structured in different ways; Build their vocabulary; Draw on what they already know/background information/information provided by teacher; Answer and ask questions; Participate in discussions, presentations, performances, role play, improvisations and debates.	Draw on what they already know/background information/information provided by teacher; Gain the interest of the listener; Participate in discussions, presentations, performances and debates; Start to look at non-fiction books that are structured in different ways; Draw on what they already know/background information/information provided by teacher; Speculate, hypothesise, imagine and explore ideas Learn how to use both familiar and new punctuation correctly (Appendix 2) Participate actively in conversations	Learn how to use both familiar and new punctuation correctly (Appendix 2) Ask relevant questions; Consider and evaluate different viewpoints Plan/say out loud what they are going to write about; Participate actively in conversations; Plan/say out loud what they are going to write about; Make simple additions, revisions and corrections to their own writing Write for different purposes; Evaluate their writing with the teacher and other pupils; Read aloud their writing with appropriate intonation to make meaning clear.	<b>Poetry and Non Fiction revision</b> Give well-structured descriptions, explanations and narratives Write for different purposes; Explore sentence punctuation; Use drama to explore character; Write about a character; Discuss their favourite story giving reasons; Write simple sentences Grammar: Look at regular plural noun suffixes ('-s' and '-es'). Listen to and discuss a wide range of text types; Discuss favourite words and phrases; Speculate, hypothesise, imagine and explore ideas. Build their vocabulary;

## YEAR 3 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2017 - 2018

YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y3U1NF1	Y3U1NF2	Y3U1NF2	Y3U1NF2	Y3U1F1	Y3U1F1	Y3U1F1	Y3U1F1
	Revision of Basic Skills/Non-fiction Unit 3.1 Was Tutankhamen Killed?	Non-fiction Unit 3.1 Was Tutankhamen Killed?	Non-fiction Unit 3.1 Was Tutankhamen Killed?	Non-fiction Unit 3.1 Was Tutankhamen Killed?	Fiction Unit 3.1 Storm	Fiction Unit 3.1 Storm	Fiction Unit 3.1 Storm	Fiction Unit 3.1 Storm
	Speak audibly and fluently with an increasing command of Standard English; select and use appropriate registers for effective communication; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; views or choices maintain attention and participate actively in collaborative conversations, staying on topic	Listen to and discuss wide range of text types; Increase familiarity with wide range of books; Identify and summarise main ideas; Check that text makes sense and is in context; Retrieve and record information from non-fiction; Discuss and record ideas; Speculate, hypothesise, imagine and explore ideas; Oral rehearsal, use of rich vocabulary, and	Organise paragraphs around a theme; Propose changes to improve consistency; Use conjunctions, adverbs and prepositions; Use the present perfect form of verbs; Discuss writing similar to that which they are planning to write.	Use simple organisational devices in non-narrative material; Propose changes to improve consistency; Proof-read for errors; Read aloud own writing; Retrieve and record information from non-fiction.	Listen to and discuss wide range of text types; Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read themselves; Check that text makes sense and is in context	Identify and summarise main ideas; Identify and summarise main ideas; Ask questions to improve understanding; Discuss words/phrases that capture reader's interest; Use and punctuate direct speech; Expanded noun phrases to describe and specify, e.g. the blue butterfly; Use and understand the grammatical terminology in Appendix 2	Identify and summarise main ideas; Identify and summarise main ideas; Ask questions to improve understanding; Discuss words/phrases that capture reader's interest; Use and punctuate direct speech; Expand noun phrases to describe and specify, e.g. the blue butterfly; Use and understand the grammatical terminology in Appendix 2	Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use rich vocabulary, oral rehearsal and increase range of sentence structures; Create settings, character and plot; Read aloud own writing

Term 1	collaborative conversations, staying on topic and initiating and responding to comments;use spoken language to develop understanding through imagining and exploring idea; Drawing inferences such as inferring characters' feelings from their actions;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; 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;composing and rehearsing sentences orally, progressively building a varied and rich vocabulary;using conjunctions, adverbs and prepositions to express time and cause;organising paragraphs around a theme;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		rehearsal, use of rich vocabulary, and increasing range of sentence structures.				grammatical terminology in Appendix 2 in discussing their writing;Proof-read for errors	the grammatical terminology in Appendix 2 in discussing their writing;Assess own and other's writing; Proof-read for errors	
	YEAR 3	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Y3U1L1	Y3U1L1	Y3U2NF2	Y3U2NF2	Y3U2NF2	Y3U2P1	Y3U2P1		
	Live Unit 3.1 All About Me	Live Unit 3.1 All About Me	Non-fiction Unit 3.2 Where Would You Like to Live?	Non-fiction Unit 3.2 Where Would You Like to Live?	Non-fiction Unit 3.2 Where Would You Like to Live?	Poetry Unit 3.1 Performance Poetry	Poetry Unit 3.1 Performance Poetry	Revision	
	Check that text makes sense and is in context; Ask questions to improve understanding; Identify and summarise main ideas; Identify how language, structure, and presentation contribute to meaning; Draw inferences and justify with evidence; Increase familiarity with wide range of books; Discuss books that are read to them and those they read themselves; Appendix 1 revision of work from years 1 and 2; Appendix 2 correct choice and consistent use of present tense and past tense throughout writing	Plan their writing; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write; Organise paragraphs around a theme; Use simple organisational devices; Evaluate and edit; Proof-read for errors; Read aloud own writing	Check that text makes sense and is in context; Ask questions to improve understanding; Make predictions; Develop positive attitudes to reading and understanding of what they read; Identify themes and conventions; Understand what they read in books; read independently; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction	Understand what they read; read independently; Check that text makes sense and is in context; Identify and summarise main ideas; Discuss books that are read to them and those they read themselves; Draw inferences and justify with evidence; Draft and write, organising paragraphs around a theme;Use dictionaries; Use simple organisational devices in non-narrative material	Plan their writing; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Evaluate and edit; Propose changes to improve consistency; Proof-read for errors	Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Draw inferences and justify with evidence; Read aloud poems; Identify how language, structure and presentation contribute to meaning;	Discuss writing similar to that which they are planning to write;Read aloud own writing. Revision of all skills covered;summarise main ideas;Retrieve and record information	Revision of all skills taught-Use conjunctions, adverbs, prepositions; use of present perfect form of verbs;punctuate direct speech;Expanded noun phrases;Use rich vocabulary;use of present tense and past tense	
YEAR 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
Term 2	Y3U2F2	Y3U2F2	Y3U2F2	Y3U3NF3	Y3U3NF3	Y3U3NF3	Y3U2L2	Y3U2L2	
	Fiction Unit 3.2 Dragon Slayer	Fiction Unit 3.2 Dragon Slayer	Fiction Unit 3.2 Dragon Slayer	Non-fiction Unit 3.3 How Far Would I Go To Look Cool?	Non-fiction Unit 3.3 How Far Would I Go To Look Cool?	Non-fiction Unit 3.3 How Far Would I Go To Look Cool?	Live Unit 3.2 Chat Show Challenge	Live Unit 3.2 Chat Show Challenge	
	Increase familiarity with wide range of books; Draw inferences and justify with evidence; Identify and summarise main ideas;Identify themes and conventions; Discuss words/phrases that capture reader's interest;Make predictions; Discuss books that are read to them and those they read	Increase familiarity with wide range of books; Draw inferences and justify with evidence; Identify and summarise main ideas;Identify themes and conventions; Discuss words/phrases that capture reader's interest;Make predictions; Discuss books that are read to them and	Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Proof-read for errors; Draft and write, creating settings, characters and plot; Draft and write,	Develop positive attitudes to reading and understanding of what they read; Read differently structured books; read for range of purposes; Understand what they read, in books they can read independently; Check that text makes sense and is in context; Ask questions to	Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use simple organisational devices in non-narrative material; Plan their writing; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence	Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use simple organisational devices in non-narrative material; Plan their writing; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Propose	Retrieve and record information from non-fiction Listen to and discuss a wide range of text types Identify and summarise main ideas; Draw inferences and justify	Read differently structured books; Read for range of purposes; Discuss and record ideas Identify how language, structure and presentation contribute to meaning	

Term	themselves;Use a wider range of conjunctions; Use and understand the grammatical terminology in Appendix 2; Use and punctuate direct speech	those they read themselves;Use a wider range of conjunctions; Use and understand the grammatical terminology in Appendix 2; Use and punctuate direct speech	organising paragraphs around a theme; Draft and write, creating settings, characters and plot; Propose changes to improve consistency	improve understanding; Make predictions; Identify themes and conventions; Use dictionaries; Discuss words/phrases that capture reader's interest; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction; Identify and summarise main ideas; Identify themes and conventions; Use conjunctions, adverbs and prepositions	structures; Propose changes to improve consistency; Proof-read for errors; Discuss books that are read to them and those they read themselves	changes to improve consistency; Proof-read for errors; Discuss books that are read to them and those they read themselves	with evidence	Ask questions to improve understanding
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YEAR 3	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
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	Y3U3F3	Y3U3F3	Y3U3F3	Y3U3F3	Y3U2PY2	Y3U2PY2	Y3U2PY2	
	Fiction 3.3 Ottoline and the Yellow Cat	Fiction 3.3 Ottoline and the Yellow Cat	Fiction 3.3 Ottoline and the Yellow Cat	Fiction 3.3 Ottoline and the Yellow Cat	Poetry Unit 3.2 Playing With Words / Poetry Unit 3.3 Shape	Poetry Unit 3.2 Playing With Words / Poetry Unit 3.3 Shape	Poetry Unit 3.2 Playing With Words / Poetry Unit 3.3 Shape	Revision
	Listen to and discuss wide range of text types; Identify themes and conventions; Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions; Use dictionaries; Identify themes and conventions; Discuss books that are read to them and those they read themselves; Check that the text makes sense and is in context;	Listen to and discuss wide range of text types; Identify themes and conventions; Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions; Use dictionaries; Identify themes and conventions; Discuss books that are read to them and those they read themselves; Check that the text makes sense and is in context;Develop positive attitudes to reading and understanding of what they read	Identify how language, structure and presentation contribute to meaning; Discuss words/phrases that capture reader's interest; Identify how language, structure and presentation contribute to meaning; Identify and summarise main ideas; Use a wider range of conjunctions; Develop understanding of concepts set out in Appendix 2	Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Assess own and others' writing; Propose changes to improve consistency; Draft and write, creating settings, characters and plot; Proof-read for errors	Discuss words/phrases that capture reader's interest; Recognise different forms of poetry; Draw inferences and justify with evidence; Use dictionaries;Use and understand the grammatical terminology in Appendix 2; Recognise different forms of poetry; Identify how language, structure, and presentation contribute to meaning; Identify how language, structure, and presentation contribute to meaning; Draw inferences and justify with evidence; Read aloud poems	Read aloud poems; Participate actively in conversations; Speculate, hypothesise, imagine and explore ideas; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures and increasing range of sentence structure	Assess own and other's writing;Recognise different forms of poetry; Assess own and others' writing;Check that text makes sense and is in context; Draw inferences and justify with evidence; Discuss writing similar to that which they are planning to write;Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning;Discuss writing similar to that which they are planning to write; Read aloud own writing.	Revision of all skills taught:deducing, inference and justify with evidence; summarise main ideas; using conjunctions including when, if, because, although; adverbs and prepositions to express time and cause; present perfect form of verbs;punctuate direct speech;using fronted adverbials;homophones ;use rich vocabulary; increase range of sentence structures; creating settings, characters and plot;Recognise different forms of poetry

## YEAR 4 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2017-2018

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
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	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4
	Fiction- comprehension extracts	Fiction (Christophe)	Fiction (christophe)	Story writing (Christophe)	Non-fiction(Space Explorer)	Non-fiction(Space Explorer)	Non-fiction(Space Explorer)	Non-fiction(Space Explorer)
	Oral retelling of experience; Identify the word class; Write a recount; Identify and use conjunctions expressing time and cause; Listen and respond appropriately;	Ask questions about and draw inferences from a text. Recall and summarise ideas. Draw inferences and justify with evidence. Draw inferences about	Revise nouns. Consolidate singular and plural. Introduce to agreement between nouns and verbs. Revise word classes. Learn what a pronoun is. Learn what	Learn what possessive pronouns are and how they are used. Identify and use apostrophes for possession. Ask relevant questions.	Draw inferences and justify with evidence; Retrieve and record information from non-fiction.Articulate and justify answers. Participate actively in	Ask questions to improve understanding; Draw inferences and justify with evidence Listen to and discuss wide range of text types; Check that text makes	Discuss and record ideas.Choose nouns/pronouns appropriately .Discuss writing similar to that which they are planning to write; Use fronted	Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures; Organise paragraphs around a



TERM 1	Understand the difference between written language and spoken language; Draw inferences from a text; Articulate and justify answers . Discuss words and phrases that capture reader’s interest.	character. Identify and use apostrophes for possession. Identify and use conjunctions, adverbials and prepositions expressing time and cause. Use sentences with more than one clause. Write a letter using another as a model. Use sentences with more than one clause.	1st, 2nd and 3rd person pronouns are.Choose pronouns to avoid repetition. Ask questions about and draw inferences from a text. Recall and summarise ideas. Draw inferences and justify with evidence. Spelling test.	Draw inferences from a text. Articulate and justify answers. Discuss words and phrases that capture reader’s interest. Write personal stories – Use range of ideas. Evaluate own and others’ writing. Assess own and other’s writing; Proof-read for errors; Read aloud own writing. Spoken language: Listen and respond appropriately	conversations. Listen to and discuss wide range of text types.Read differently structured books. Read for range of purposes.	sense and is in context; Identify and summarise main ideas. Retrieve and record information from non-fiction. Spelling test.	adverbials . Discuss writing similar to that which they are planning to write; Discuss and record ideas; Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures.Assess own and other’s writing; Propose changes to improve consistency; Proof-read for errors; Read aloud own writing. Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures; Organise paragraphs around a theme; Use simple organisational devices in non-narrative material	theme; Use simple organisational devices in non narrative material. Assess own and other’s writing; Proof-read for errors; Read aloud own writing. Spoken language: Listen and respond appropriately; Use conjunctions, adverbs and prepositions ; Use fronted adverbials.
	<b>YEAR</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>
	Poetry Unit 4.1 Creating Images	Poetry Unit 4.1 Creating Images	(Live) Sounds Spooky	(Live) Sounds Spooky	(Live) Sounds Spooky	(Non-Fiction) The Most Incredible Sport	(Non-Fiction) The Most Incredible Sport	Revision
	Discuss use of figurative language. Inference and prediction. Revise difference between simile and metaphor. Discuss term ‘expanded noun phrases’, including adjectives and the use of ‘a/an’. Discuss words/phrases that capture reader’s interest; Identify how language, structure and presentation contribute to meaning.	Read and discuss kennings.Write additional lines for a kenning. Write an acrostic poem. Use possessive apostrophe with singular and plural nouns. Understand the difference between plural and possessive ‘-s’	Draw inferences from a text. Recall and summarise ideas. Identify and use possessive apostrophes. Identify and use fronted adverbials. Use commas after fronted adverbials.	Draft and write; Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures; Organise paragraphs around a theme; Create settings, character and plot.	Write a spooky story in three episodes. Evaluate and edit: Assess own and other’s writing. Read aloud own writing	Read differently structured books; read for range of purposes; Identify themes and conventions; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction. Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction. Use a wider range of	Develop positive attitudes to reading and understanding of what they read; Discuss words/phrases that capture reader’s interest; Identify how language, structure and presentation contribute to meaning. Choose nouns/pronouns appropriately. Plan their writing; Discuss writing similar to that which they are planning to write; Draft and write, using oral	Reinforcement on: questions basing on inference, deducing, personal opinion, usage of language, justification and explanation of responses and vocabulary. Grammar topics: word class, fronted adverbials, adjectives, conjunctions of time and cause, pronouns and possessive pronouns, possessive apotrophe. writing tasks: personal story, recounts, diary entry, biography, newspaper
<b>YEAR 4</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4	YR. 4
	Non-Fiction) The Most Incredible Sport	Non-Fiction) The Most Incredible Sp	Fiction ( The Spiderwick	Fiction ( The Spiderwick	fiction ( The Spiderwick Chronicle	fiction ( The Spiderwick Chronicles	Non-fiction Unit 4.3 The Shang Dyna	Non-fiction Unit 4.3 The Shang Dyna
	Identify themes and conventions; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction. Retrieve and	Draft and write, organising paragraphs around a theme; Use simple organisational devices in non-narrative material.Assess own and other’s writing; Propose	Use dictionaries; Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning. Use and punctuate	Use possessive apostrophe with singular and plural nouns; Use and understand the grammatical terminology in Appendix 2. Use fronted adverbials; Use commas	Write a story plan. Develop success criteria for a fantasy story. Plan a new setting and character for a new episode for The Spiderwick Chronicles.	Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Draft and write, organising paragraphs around a	Understand what they read, in books they can read independently; Check that text makes sense and is in context; Identify and summarise main	Choose nouns/pronouns appropriately. Plan their writing; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft

Term 2	record information from non-fiction. Identify and summarise main ideas; Ask questions to improve understanding;	changes to improve consistency; Proof-read for errors. Assess own and other's writing; Propose changes to improve consistency; Read aloud own writing.	direct speech; Use and understand the grammatical terminology in Appendix 2.	after fronted adverbials. Discuss writing similar to the task which is planned to write; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures		theme; Draft and write, creating settings, characters and plot	ideas; Retrieve and record information non-fiction, Draw inferences and justify with evidence; Retrieve and record information from non-fiction; Discuss books that are read to them and those they read themselves. Use possessive apostrophe with singular and plural nouns	and write, organising paragraphs around a theme. Draft and write, organising paragraphs around a theme; draft and write, using simple organisational devices in non-narrative material. Evaluate and edit; Assess own and other's writing	
	<b>YEAR 4</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
	Non-fiction Unit 4.3 The Shang Dynasty	Non-fiction Unit 4.3 The Shang Dynasty	Live Unit 4.2: The Grand Tour	Live Unit 4.2: The Grand Tour	Fiction - Iron man	Fiction - Iron man	Fiction - Iron man	Revision	
	Choose nouns/pronouns appropriately. Plan their writing; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write, organising paragraphs around a theme	.Draft and write, organising paragraphs around a theme; draft and write, using simple organisational devices in non-narrative material. Evaluate and edit; Assess own and other's writing	Listen to and discuss a wide range of text types; Discuss words/phrases that capture reader's interest; Ask questions to improve understanding; Identify and summarise main ideas; Identify how language, structure and presentation contribute to meaning; Retrieve and record information from non-fiction. Assess own and others' writing; Read aloud own writing.	Identify and summarise main ideas; Retrieve and record information from non-fiction. Identify themes and conventions; Discuss writing similar to that which they are planning to write; Draft and write, using simple organisational devices in non-narrative material. Assess own and other's writing; Read aloud own writing. Proof-read for errors; Propose changes to improve consistency..	Ask questions to improve understanding; Make predictions. Draw inferences. Explore language. Draw inferences and justify with evidence; Identify how language, structure and presentation contribute to meaning. Identify reported and indirect speech Use direct speech. Use and punctuate direct speech. Use expanded noun phrases.	Use commas in lists. Write diary entries. Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Complete writing Read aloud. Evaluate and edit. Understand the layout and punctuation of direct speech. Introduce the conventions for continuing speech beyond the reporting clause. Revise direct speech punctuation, including conventions for inserting the reporting clause in mid-speech, and adding narrative detail.	Plan writing using a story plan. Plan the extraordinary creature using similes to describe it. Write, using oral rehearsal. Review and improve own and others' writing. Edit own writing and read aloud.	Reinforcement on: questions basing on inference, deducing, personal opinion, usage of language, justification and explanation of responses and vocabulary. Grammar topics: word class, fronted adverbials, adjectives, different forms of adjectives, direct speech punctuation, expanded noun phrases, conjunctions of time and cause, pronouns and possessive pronouns, possessive apotrophe. writing tasks: personal story, recounts, diary entry, biography, newspaper reports, blurbs, leaflet	

## YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS

<b>YEAR 4</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	Yr.4/1	Yr.4/2	Yr.4/3 -	Yr.4/4	Yr.4/5	Yr.4/6	Yr4/7	Yr4/8
	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction-Christophe's Story</b>
Term 1	◆ Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read	◆ Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to	◆ Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas.	◆ Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas; Consider and evaluate different	◆ Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use rich vocabulary, oral rehearsal and increase range of	◆ Draw inferences and justify with evidence; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas	◆ Discuss words/phrases that capture reader's interest; Discuss books that are read to them and those they read themselves; Give well-	Draw inferences and justify with evidence; Check that text makes sense and is in context; Consider and evaluate different viewpoints.

	themselves; Ask questions to improve understanding.	them and those they read themselves; Ask questions to improve understanding.		viewpoints.	sentence structures. ●Check that text makes sense and is in context; Discuss writing similar to that		structured descriptions, explanations and narratives.	Check that text makes sense and is in context; Discuss writing similar to that which the
Term 1	Yr.4/1	Yr.4/2	Yr.4/3 -	Yr.4/4	Yr.4/5	Yr.4/6	Yr4/7	Yr4/8
	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction - Christophe's story</b>	<b>Fiction-Christophe's Story</b>
	●Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read themselves; Ask questions to improve understanding.	●Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read themselves; Ask questions to improve understanding.	●Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas.	●Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas; Consider and evaluate different viewpoints.	●Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use rich vocabulary, oral rehearsal and increase range of sentence structures. ●Check that text makes sense and is in context; Discuss writing similar to that	●Draw inferences and justify with evidence; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas	●Discuss words/phrases that capture reader's interest; Discuss books that are read to them and those they read themselves; Give well-structured descriptions, explanations and narratives.	Draw inferences and justify with evidence; Check that text makes sense and is in context; Consider and evaluate different viewpoints. Check that text makes sense and is in context; Discuss writing similar to that which the
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Yr4/9	Yr4/10	Yr4/11	Yr4/12	Yr4/13	Yr4/14	Yr4/15	Yr4/16
	<b>Poetry-Creating Images</b>	<b>Poetry - Creating Images</b>	<b>Fiction-The Spiderwick Chronicles</b>	<b>Fiction - The Spiderwick</b>	<b>Fiction - The Spiderwick</b>	<b>Fiction - The Spiderwick</b>	<b>Fiction - The Spiderwick</b>	<b>REVISION</b>
	*Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Ask questions to improve understanding; Draw inferences and justify with evidence; Consider and evaluate different viewpoints. Draw inferences and justify	Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Ask questions to improve understanding; Draw inferences and justify with evidence; Consider and evaluate different viewpoints. Draw inferences and justify	Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions. Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions	Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions. Discuss words/phrases that capture reader's interest; Draw inferences and justify with evidence Use dictionaries; Check that text makes sense and is in con	Draw inferences and justify with evidence, Make predictions; Ask questions to improve understanding. Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions.	Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions. Discuss writing similar to that which they are planning to write Use possessive apostrophe with singular and plural nouns	Draw inferences and justify with evidence; Make predictions; Ask questions to improve understanding. Use fronted adverbials; Use commas after fronted adverbials. Use a wider range of conjunctions. Discuss writing simila	Read and response to the stories/poems read. Deduce and infer details. Make inferences. Explain writer's purpose. Discuss impact of the stories to the readers. Give and explain personal response. Explore themes and character's actions and reactions.
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr4/17	Yr4/18	Yr4/19	Yr4/20	Yr4/21	Yr4/22	Yr4/23	Yr4/24
	<b>Poetry - Exploring Poetic Form</b>	<b>Poetry - Exploring Poetic Form</b>	<b>Poetry - Exploring Poetic Form</b>	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>
	Discuss words/phrases that capture reader's interest; Identify how language, structure and presentation contribute to meaning. Recognise different forms of poetry. Draft and write, using oral rehearsal, rich vocabulary	Discuss words/phrases that capture reader's interest; Identify how language, structure and presentation contribute to meaning. Recognise different forms of poetry. Draft and write, using oral rehearsal, rich vocabulary	Discuss words/phrases that capture reader's interest; Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning. Read aloud poems and play scripts. Recognise different forms of poetry; Identify	Develop positive attitudes to reading and understanding of what they read; Listen to and discuss wide range of text types; Ask questions to improve understanding; Make predictions. Discuss words/phrases that capture reader's interest; Discuss writing	Develop positive attitudes to reading and understanding of what they read; Listen to and discuss wide range of text types; Ask questions to improve understanding; Make predictions. Discuss words/phrases that capture reader's interest; Discuss writing	Understand what they read, in books they can read independently; Identify how language, structure and presentation contribute to meaning; Make predictions Develop positive attitudes to reading and understanding of what they read; Increase familiarity	Understand what they read, in books they can read independently; Identify how language, structure and presentation contribute to meaning; Make predictions Develop positive attitudes to reading and understanding of what they read; Increase familiarity	Draw inferences and justify with evidence SUnderstand what they read, in books they can read independently; Draw inferences and justify with evidence
Term 2	G4/25	G4/26	G4/27	G4/28	G4/29	G4/30	G4/31	Gr4/32
	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>	<b>Fiction - The Iron Man</b>	<b>Poetry - Exploring Poetic</b>	<b>Poetry - Exploring Poetic</b>	<b>REVISION</b>	<b>REVISION</b>
	Understand what they read, in books they can read independently; Identify how language, structure and presentation contribute to meaning; Make predictions Develop positive	Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Evaluate and edit; Assess own and others' writing;	●Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Evaluate and edit; Assess own and others' writing;	Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning. Read aloud poems	●●Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning. ●Read aloud	●●Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning. ●Discuss writing similar to that	●●Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning.	Read and response to the stories read. Deduce and infer details. Make inferences. Explain writer's purpose. Discuss impact of the stories to the readers. Give and

attitudes to reading and understanding of what they read; Increase familiarity	Propose changes to improve consistency .Learn the grammar of word structure Use and punctuate direct	Propose changes to improve consistency ●●Learn the grammar of word structure ●Use and punctuate	and play scripts;Discuss writing similar to that which they are planning to write	poems and play scripts;Discuss writing similar to that which they are planning to write	which they are planning to write		explain personal response. Explore themes and character's actions and reactions.
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## YEAR 5 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y5/U1/PY1(3)	Y5/U1/PY1(3)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)
	POETRY Unit 5.1 Poets' Voices	POETRY Unit 5.1 Poets' Voices	FICTION Unit 5.2 Friend or Foe	FICTION Unit 5.2 Friend or Foe	FICTION Unit 5.2 Friend or Foe	FICTION Unit 5.2 Friend or Foe	FICTION Unit 5.2 Friend or Foe	FICTION Unit 5.2 Friend or Foe
Term 1	Use and understand the grammatical terminology ; Revise key grammatical vocabulary; Identify audience/purpose of writing and select appropriate form;Provide reasoned justifications for views; Articulate and justify answers; Consider and evaluate different viewpoints; Note and develop initial ideas; Listen and respond appropriately; Participate actively in conversations; Draft whole-class poem	Listen to and discuss wide range of text types; Distinguish between homophones and other words which are often confused; Discuss impact of poets' use of language on reader; Read aloud poems and play scripts; Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener Assess effectiveness of own and others' writing; Draft own poem; Evaluate and edit own poem (Post Test)	Recognise vocabulary and structures appropriate for formal speech and writing, (e.g. subjunctive); Listen and respond appropriately; Speak audibly and fluently using Standard English ; Explore Standard and non-Standard English; Discuss impact of authors' use of language on reader; Use commas to clarify meaning or avoid ambiguity in writing; Consider and evaluate different viewpoints; Provide reasoned justifications for their views; Articulate and justify answers; Participate actively in conversations; Give well-structured descriptions and explanations; Participate in discussions, presentations, performances and debates	Note and develop initial ideas Participate in discussions, presentations, performances and debates; Gain the interest of the listener; Select and use appropriate registers;Describe settings/characters/atmosphere and integrate dialogue in narratives; Speculate, hypothesise, imagine and explore ideas	Provide reasoned justifications for their views , Use and understand the grammatical terminology;Y5_03 Revision 3Y5_04 Word classesY5_09 Standard and non-Standard English , Discuss impact of authors' use of language on reader; Recognise vocab and structures appropriate for formal speech and writing, (e.g. subjunctive),Use commas to clarify meaning or avoid ambiguity in writing, Note and develop initial ideas ,Describe settings/characters/atmosphere and integrate dialogue in narratives;Plan a scene;Use improvisation;Write dialogue	Provide reasoned justifications for their views , Explore standard and non standard English,Articulate and justify answers; Participate actively in conversations, Give well-structured descriptions and explanationsFind evidence in the text;Provide reasoned justifications for their views;Explore Standard and non-Standard English;Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Consider how authors develop characters/setting when writing narratives,Plan a story ,Use role play	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Describe settings/characters/atmosphere and integrate dialogue in narratives;Write a story opening;Create a character settings/characters/atmosphere and integrate dialogue in narratives; Assess effectiveness of own and others' writing;Write a story ending;Evaluate and edit their writing	Use and understand the grammatical terminology ;Read differently-structured books; Read differently-structured books; Understand what was read; Draw inferences; Identify how language, structure, and presentation contribute to meaning; Read for a range of purposes; Discuss impact of authors' use of language on reader;Revise Spelling rules
YEAR 5	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y5/U3/NF1(5)	Y5/U3/NF1(5)	Y5/U3/NF1(5)	Y5/U4/NF2(5)	Y5/U4/NF2(5)	Y5/U5/ G1(5)	Y5/U5/G1(5)	REVISION
	FICTION Unit 5.3 Animals on the Move	FICTION Unit 5.3 Animals on the Move	FICTION Unit 5.3 Animals on the Move	LIVE Unit 5.4 ULTIMATE RAP	LIVE Unit 5.4 ULTIMATE RAP	Unit 5.5 Word Detectives	Unit 5.5 Word Detectives	
	Retrieve, record and present information from non-fiction ; Articulate and justify answers; Participate actively in conversations; Identify and summarise main ideas;	Use a range of devices to build cohesion within and across paragraphs;Participate actively in conversations ;Use relative clauses; Listen and respond	Use a range of devices to organise and structure text/guide reader; Give well-structured descriptions, explanations and narratives; Consider and evaluate different	Identify themes and conventions; Discuss impact of authors' use of language on reader; Articulate and justify answers; Consider and evaluate different	Proof-read for spelling and punctuation errors; Perform own compositions; Articulate and justify answers; Gain the interest of the listener;Identify	Identify audience and purpose for different types of Dictionary; Use different types of dictionary confidently to check spellings, find out definitions of new and	Practise using a dictionary to look up words;Homophones:Investigate the meanings and spellings of further homophones and other	Read differently-structured books; Read for a range of purposes; Understand what was read; Retrieve, record and present information from non-

Term 1	Provide reasoned justifications for their views; Give well-structured descriptions, explanations and narratives; Participate in discussions, presentations, performances, role play, improvisations and debates; Distinguish between statements of fact and opinion; Listen and respond appropriately; Explain/discuss understanding of what was read (include presentations/debates) Spoken language: Ask relevant	appropriately; Use commas to clarify meaning or avoid ambiguity in writing; Speak audibly and fluently using Standard English; Gain the interest of the listener; Select and use appropriate registers; Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Selecting appropriate grammar and vocabulary, understanding how such choices	viewpoints; Assess effectiveness of own and others' writing; Articulate and justify answers; Listen and respond appropriately; Identify and summarise main ideas; Explain/discuss their understanding of what was read (include presentations/debates); Use relative clauses; Writing Information Report	viewpoints; Compare raps and poems; Identify themes and conventions; Listen and respond appropriately; Read aloud poems and play scripts; Practise performing poems in a rap style; Understand the 'mechanics' of rap; Gain the interest of the listener; Select and use appropriate registers; Participate in discussions, presentations, performances, role play, improvisations and debates;	audience/purpose of writing and select appropriate form; Perform own compositions Consider and evaluate different viewpoints; Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers; Assess effectiveness of own and others' writing; Use brackets,	unfamiliar words, explore word origins and investigate common phrases and sayings; Evaluate usefulness of different types of dictionary; Identify organisational, language and layout features of different types of dictionary; Compile a dictionary with clear definitions written for a specific audience; Develop vocabulary related to dictionary use and organization; Explore how different words can	words that are often confused; Hyphens after prefixes: Investigate how a hyphen can sometimes be used to join a prefix to a root word (resource: -Spring term Word Detectives Year 5) Thesaurus skills: Use and understand the grammatical terminology (Revision of key grammatical vocabulary): noun, adjective, pronoun, verb, adverb,	fiction/fiction; Identify how language, structure and presentation contribute to meaning; Revise Spelling rules
	<b>YEAR 5</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>
Term 2	Y5/U7/F2(5)	Y5/U7/F2(5)	Y5/U7/F2(5)	Y5/U8/NF3(5)	Y5/U8/NF3(5)	Y5/U8/NF3(5)	G5/U9/F3(5)	Y5/U9/F3(5)
	Fiction Unit 5.7 Oranges in No Man's Land	FICTION Unit 5.7 Oranges in No Man's Land	FICTION Unit 5.7 Oranges in No Man's Land	NON-FICTION Unit 5.8 Museum of Fun	NON-FICTION Unit 5.8 Museum of Fun	NON-FICTION Unit 5.8 Museum of Fun	FICTION Unit 5.9 Greek Myths	FICTION Unit 5.9 Greek Myths
	Revise key grammatical vocabulary; Introduce concept of modal verbs; Indicate degrees of possibility using modal verbs (might, should, will, must); Use modal verbs or adverbs; Use and punctuate direct speech (revision)  Use and punctuate direct speech (revision); Use modal verbs or adverbs; P AR 5.2.1 Spelling List: Tell Me a Story, Recognise differences between Standard and non-Standard English; Understand that punctuation aids meaning; Use punctuation terminology	Discuss books that are read to them and those they read themselves; Retrieve, record and present information from non-fiction; Discuss impact of authors' use of language on reader; Make comparisons within and across books	Consider how authors develop characters/setting when writing narratives; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Perform own compositions; Note and develop initial ideas; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Use consistent and correct tense throughout writing; Use a range of devices to build cohesion within and across paragraphs; Proof-read for spelling and punctuation errors	Ask questions to improve understanding; Predict from details stated and implied; Identify and summarise main ideas; Retrieve, record and present information from non-fiction; Précis longer passage; Discuss impact of authors' use of language on reader.	Explain/discuss their understanding of what was read (include presentations/debates); Provide reasoned justifications for their views; Identify how language, structure and presentation contribute to meaning; Use a range of devices to organise and structure text/guide reader; Use a range of devices to build cohesion within and across paragraphs; Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Use a wide range of devices to build cohesion within and between paragraphs.	Assess the effectiveness of their own and others' writing; Proof-read for spelling and punctuation errors; Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Explain/discuss understanding of what was read (include presentations/debates); Propose changes to improve consistency; Use relative clauses; Use commas to avoid ambiguity	Use commas, brackets and dashes to indicate parenthesis; Use and understand the grammatical terminology; Use a range of devices to build cohesion within and across paragraphs; Use a range of devices to build cohesion within and across paragraphs; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader	Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Use a range of devices to build cohesion within and across paragraphs; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Describe settings/characters/atmosphere and integrate dialogue in narratives; Use consistent and correct tense throughout writing; Consider how authors develop characters/setting when writing narratives; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
<b>YEAR 5</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
Term 2	Y5/U10/NF3(5)	Y5/U10/NF3(5)	Y5/U10/NF3(5)	Y5/U11/NF4(5)	Y5/U11/NF4(5)	Y5/U11/NF4(5)		
	NON-FICTION Unit 5.10 Ultimate Explorers	NON-FICTION Unit 5.10 Ultimate Explorers	NON-FICTION Unit 5.10 Ultimate Explorers	LIVE Unit 5.11 PITCH IT	LIVE Unit 5.11 PITCH IT	LIVE Unit 5.11 PITCH IT	REVISION	REVISION
	Listen to and discuss wide range of text types; Read differently-	Read differently-structured books; read for range of	Recap features of a paragraph; Link ideas within paragraphs; Plan	Identify themes and conventions; Identify how language, structure	Recognise vocabulary and structures appropriate for	Make comparisons within and across books; Draw	Read differently-structured books; Read for a range of	Read differently-structured texts; Read for a range of

Term 2	structured books; read for range of purposes; Predict from details stated and implied; Retrieve, record and present information from non-fiction; Identify and summarise main ideas; Listen to and discuss wide range of text types; Identify themes and conventions; Ask questions to improve understanding; Draw inferences; Identify how language, structure and presentation contribute to meaning.	purposes ; Retrieve, record and present information from non-fiction; Explain/discuss their understanding of what was read (include presentations/debates);Make comparisons within and across books; Draw inferences; Provide reasoned justification for views; Recognise the features of an information text ; Identify these features within the eBook	an advert for a new explorer position;Write an advert using persuasive language;Plan an explorers' handbook;Discuss organisational features of a handbook ; Write a handbook;Write a handbook;Explore adverbials of time providing cohesion within a text	and presentation contribute to meaning; Identify and summarise main ideas; Discuss impact of author's use of language on reader; Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Use a range of devices to build cohesion within and across paragraphs	formal speech and writing;Use formal language in speech;Explore how to present ideas;Plan and write a research questionnaire;Use and evaluate the research questionnaire;Provide reasoned justifications for their views;Explore what makes a good catalogue description;Read differently-structures books; Read for range of purposes; Retrieve, record and present information from non-fiction;Identify audience/purpose of writing and select appropriate form; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;Write a catalogue description for a product;	inferences;Write more detailed product descriptions;Note and develop initial ideas; Use a range of devices to build cohesion within and across paragraphs;Plan and write a pitch;Assess effectiveness of own and others' writing; Propose changes to improve consistency;Edit the pitch;Perform own compositions; Propose changes to improve consistency;Perform and evaluate the first pitch;Predict from details stated and implied; Draw inferences;Adapt the pitch for a new audience;Use relative clauses;Use a range of devices to build cohesion within and across paragraphs;Understand that spoken language differs from written textIntroduce cohesion in written text	purposes; Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning ; Understand what was read; Identify how language, structure, and presentation contribute to meaning; Retrieve, record and present information from non-fiction; Provide reasoned justifications for their views; Draw inferences; Identify how language, structure and presentation contribute to meaning; Revise Spelling rules	purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Revise Spelling rules
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## YEAR 5 English Literature LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y5/U1/PY1(3)	Y5/U1/PY1(3)	Y5/U1/PY1(3)	Y5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/U2/PR1(3)	G5/U2/PR1(3)
	Poetry: Poet's Voices	Poetry: Poet's Voices	Poetry: Poet's Voices	Friend or Foe Chapter1-2	Friend or Foe Chapter 3-4	Friend or Foe Chapter5	Friend or Foe 6	Friend or Foe 7
	Provide reasoned justifications for views;Articulate and justify answers;Identify and summarise main ideas; Ask questions to improve understanding; Draw inferences;Ask relevant questions;Speculate, hypothesise, imagine and explore ideas.	Ask questions to improve understanding of what has been read;Ask relevant questions ;Articulate and justify answers;Listen to and discuss wide range of text types; Listen and respond appropriately; Consider and evaluate different viewpoints;Discuss impact of authors' use of language on reader; Participate actively in conversations.	Ask questions to improve understanding of what has been read and discussed;Ask relevant questions ;Articulate and justify answers;Listen to and discuss wide range of text types; Listen and respond appropriately; Consider and evaluate different viewpoints;Discuss impact of authors' use of language on reader; Participate actively in discussions. <b>Post Test</b>	Identify and summarise main ideas;Ask relevant questions; Articulate and justify answers;Provide reasoned justifications for views;Give well-structured descriptions and explanations; Speculate, hypothesise, imagine and explore ideas.	Provide reasoned justifications for views;Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints; Articulate and justify answers; Participate actively in conversations.	Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views; Articulate and justify answers; Consider and evaluate different viewpoints.	Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views; Articulate and justify answers; Consider and evaluate different viewpoints.	Explain/discuss understanding of what has been read and analyzed.Participate actively in conversations; Consider and evaluate different viewpoints.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	<b>WEEK 15</b>	WEEK 16
	G5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)

Term 1	Friend or Foe Chapter 8	Friend or Foe Depth Focus 1-2	Oranges in No Man's Land Chapter 1-2	Oranges in No Man's Land Chapter 3-4	Orange in No Man's Land Chapter 5-6	Orange in No Man's Land Chapter 7-8	REVISION	REVISION
	Explain/discuss understanding of what has been read (include presentations/debates); Participate actively in conversations; Consider and evaluate different viewpoints.	Provide reasoned justifications for views; Note and develop initial ideas; Listen and respond appropriately; Articulate and justify answers; Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views; Articulate and justify answers. <b>Post Test</b>	Ask questions to improve understanding; Draw inferences; Predict from details stated and implied; Consider and evaluate different viewpoints. Note and develop initial ideas; Listen and respond appropriately; Articulate and justify answers; Explain/discuss understanding of what has been read.	Check that text makes sense and is in context; Draw inferences; Predict from details stated and implied; Speculate, hypothesise, imagine and explore ideas. Note and develop initial ideas; Listen and respond appropriately; Articulate and justify answers; Explain/discuss understanding of what has been read.	Draw inferences; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Listen and respond appropriately; Articulate and justify answers using appropriate evidence from the text.	Ask questions to improve understanding; Draw inferences; Identify and summarise main ideas; Listen and respond appropriately	.Writer's description and development of characters; characters' reactions to events/situations; interaction between characters; themes in the novels; importance of the opening and ending ; settings in the novel; plot development; significant events and situations in the novel; writer's point of view; sympathizing/empathizing with a character; narrator's views ; interpret imagery ;writers' techniques; ideas and themes expressed in the poems; explanation of poetic features with evidence; personal responses and preferences with evidence and explanation; explanation of form and structure; explanation of poet's use of language with evidence to create images and descriptive effects. <b>FIRST TERM EXAMINATION</b>	.Writer's description and development of characters; characters' reactions to events/situations; interaction between characters; themes in the novels; importance of the opening and ending ; settings in the novel; plot development; significant events and situations in the novel; writer's point of view; sympathizing/empathizing with a character; narrator's views ; interpret imagery ;writers' techniques; ideas and themes expressed in the poems; explanation of poetic features with evidence; personal responses and preferences with evidence and explanation; explanation of form and structure; explanation of poet's use of language with evidence to create images and descriptive effects. <b>FIRST TERM EXAMINATION</b>
<b>YEAR 5</b>	<b>WEEK 17</b>	<b>WEEK 18</b>	<b>WEEK 19</b>	<b>WEEK 20</b>	<b>WEEK 21</b>	<b>WEEK 22</b>	<b>WEEK 23</b>	<b>WEEK 24</b>
	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U3/PY1(3)	Y5/U3/PY1(3)	Y5/U3/PR2(3)	Y5/U4/PR2(3)	Y5/U4/PR2(3)
	Oranges in No Man's Land Chapter 9-10	Oranges in No Man's Land Chapter 11-12	Oranges in No Man's Land Chapter 13-14	Tell Me A Story	Tell Me A Story	Tell Me A Story	Compare and Perform	Compare and Perform
	Draw inferences; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Listen and respond	Draw inferences; Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideas.	Draw inferences; Predict from details stated and implied; Discuss books read ; Consider and evaluate different viewpoints. <b>Post Test</b>	Read aloud poems and play scripts; Check that text makes sense and is in context; Speculate, hypothesise, imagine and explore ideas; Consider and evaluate	Draw inferences; Predict from details stated and implied; Articulate and justify answers ; Check that text makes sense and is in context; Identify	Draw inferences; Predict from details stated and implied; Articulate and justify answers ; Check that text makes sense and is in context; Identify	Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning; Participate actively in	Read aloud poems and play scripts; Identify how language, structure and presentation contribute to meaning; Participate actively in

Term 1	appropriately.			different viewpoints; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Give well-structured descriptions, explanations and justifications.	audience/purpose of writing and select appropriate form; Consider and evaluate different viewpoints; Ask questions to improve understanding.	audience/purpose of writing and select appropriate form; Consider and evaluate different viewpoints; Ask questions to improve understanding. <b>Post Test</b>	conversations; Participate in discussions, presentations, performances, role play, improvisations and debates	conversations; Participate in discussions, presentations, performances, role play, improvisations and debates.
	<b>WEEK 25</b>	<b>WEEK 26</b>	<b>WEEK 27</b>	<b>WEEK 28</b>	<b>WEEK 29</b>	<b>WEEK 30</b>	<b>WEEK 31</b>	<b>WEEK 32</b>
Term 2	Y5/U4/PR2(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U1-6/PR1-3 PY1-3(3)	Y5/U1-6/PR1-3 PY1-3(3)
	Compare and Perform	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	REVISION	REVISION
	Read aloud poems and play scripts; Identify how language, structure and presentation contribute to meaning; Participate actively in conversations; Participate in discussions, presentations, performances, role play, improvisations and debates. <b>Post Test</b>	Increase familiarity with wide range of books; Identify themes and conventions; Draw inferences; Articulate and justify answers.	Draw inferences; Predict from details stated and implied; Identify themes and conventions; Make comparisons within and across books; Discuss impact of authors' use of language on reader; Participate actively in conversations.	Identify and summarise main ideas; Ask questions to improve understanding; Make comparisons within and across books; Identify themes and conventions; Give well-structured descriptions, explanations and narratives.	Draw inferences; Explain/discuss understanding of what they have read, including presentations/debates; Participate actively in conversations; Articulate and justify answers.	Identify and summarise main ideas; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Make comparisons within and across books; Participate in discussions, presentations, performances, role play, improvisations and debates; Ask relevant questions; Consider and evaluate different viewpoints.	Read, understand and record first impressions; Draw inferences; Explore the author's use of language; Summarise the story; Make predictions; Ask questions to improve understanding; Explore events and characters' reaction. Explore themes. Discuss use of powerful language. <b>END TERM EXAMINATION</b>	Discuss Greek myths; Use inference; Debate views; Summarise myths; Compare themes in myths; Recognise and discuss the themes of myths; Explore author's language. <b>END TERM EXAMINATION</b>

## YEAR 6 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS

Year 6	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	Y6/U2/PY1(5)	Y6/U2/PY1(5)	Y6/U1/F1(5)	Y6/U1/F1(5)	Y6/U1/F1(5)	Y6/U1/F1(5)	Y6/U1/F1(5)	Y6/U1/F1(5)
	Poetry Unit 6.1	Poetry Unit 6.1	Fiction Unit 6.1	Fiction Unit 6.1	Fiction Unit 6.1	Fiction Unit 6.1	Fiction Unit 6.1	Fiction Unit 6.1
				Use semi-colons, colons or dashes to mark boundaries between independent clauses; Use a range of devices to organise and structure text/guide reader; Use				



Year 6	Term 1	Identify and summarise main ideas; Discuss impact of authors' use of language on reader; Discuss impact of authors' use of language on reader; Explain/discuss their understanding of what they have read (include presentations/debates); Note and develop initial ideas; Assessing effectiveness of own and others' writing; Identify audience/purpose of writing and select appropriate form; Assess effectiveness of own and others' writing; Perform own compositions;	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Use a range of devices to build cohesion within and across paragraphs; Use modal verbs or adverbs; Use relative clauses; Use modal verbs or adverbs;	Provide reasoned justifications for their views; Discuss impact of authors' use of language on reader; Identify and summarise main ideas of the text; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Use expanded noun phrases; Consider and evaluate different viewpoints;	a colon to introduce a list; Punctuate bullet points consistently;	Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Consider how authors develop characters/setting when writing narratives; Describe settings/characters/atmosphere and integrate dialogue in narratives; Perform own compositions; Describe settings/characters/atmosphere and integrate dialogue in narratives; <b>POST TEST</b>	Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Describe settings/characters/atmosphere and integrate dialogue in narratives; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Use expanded noun phrases; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Proof-read for spelling and punctuation errors;	Describe settings/characters/atmosphere and integrate dialogue in narratives; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Use expanded noun phrases;	Assess effectiveness of own and others' writing; Propose changes to improve consistency; Use expanded noun phrases; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Proof-read for spelling and punctuation errors;
		<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
Year 6	Term 1	Y6/U6/NF1(5)	Y6/U6/NF1(5)	Y6/U6/NF1(5)	Y6/U6/NF1(5)	Y6/U6/NF1(5)	Y6/U6/NF3(5)	Y6/U6/NF3(5)	REVISION
		Non-fiction Unit 6.1	Non-fiction Unit 6.1	Non-fiction Unit 6.1	Non-fiction Unit 6.1	Non-fiction Unit 6.1	Live Unit 6.1	Live Unit 6.1	
		Listen to and discuss wide range of text types; Identify how language, structure, and presentation contribute to meaning; Identify and summarise main ideas; Identify audience/purpose of writing and select appropriate form; Use hyphens to avoid ambiguity; Participate actively in conversations.	Note and develop initial ideas; Identify audience/purpose of writing and select appropriate form; Use a range of devices to organise and structure text/guide reader; Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Participate actively in conversations.	Assess effectiveness of own and others' writing; Use passive verbs to affect presentation of information in sentences; Use a colon to introduce a list; use of bullet points to list information; (Explanation text- Link to Science Project) Retrieve, record and present information from non-fiction; Participate actively in conversations; Consider and evaluate different viewpoints.	Identify audience/purpose of writing and select appropriate form; Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Participate actively in conversations; Articulate and justify answers; Consider and evaluate different viewpoints;	Use a range of devices to organise and structure text/guide reader; Listen and respond appropriately Give well-structured descriptions, explanations; Assess effectiveness of own and others' writing; Propose changes to improve consistency.- <b>POST TEST</b>	Identify how language, structure, and presentation contribute to meaning; Listen and respond appropriately; Articulate and justify answers; Consider and evaluate different viewpoints; Distinguish between statements of fact and opinion; Discuss impact of authors' use of language on reader	Discuss impact of authors' use of language on reader; Explain/discuss their understanding of what they have read (include presentations/argument/debates/balanced discussion); Identify audience/purpose of writing and select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Proof-read for spelling and punctuation errors;	Identify and understand the language and organisation features of non-fiction text types Identify the purpose of a text and evaluate its success; Express personal responses supported by reference to the text; Develop techniques for answering questions; Distinguish between fact and opinion; Appraise the usefulness of a text for research; Practise note-making skills; Write a variety of fiction and non-fiction texts; Choose among different non-fiction text types the right style and form to suit audience and purpose; Revise spelling rules
<b>YEAR 6</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	
Year 6	Term 1	Y6/U4/F3(5)	Y6/U4/F3(5)	Y6/U12/NF5(5)	Y6/U12/F5(5)	Y6/U12/F5(5)	Y6/U4/F3(5)	Y6/U4/F3(5)	Y6/U4/F3(5)
		Fiction Unit 6.2	Fiction Unit 6.2	Non-fiction Unit 6.2 What is Blood For?	Non-fiction Unit 6.2 What is Blood For?	Non-fiction Unit 6.2 What is Blood For?	Fiction Unit 6.2	Fiction Unit 6.2	Fiction Unit 6.2



Term 2	Listen to and discuss wide range of text types; Identify themes and conventions; Retrieve, record and present information from non-fiction; Listen to and discuss wide range of text types; Ask questions to improve understanding; Identify and summarise main ideas; Retrieve, record and present information from non-fiction; Provide reasoned justifications for their views; Identify and summarise main ideas; Explain/discuss their understanding of what they have read (include presentations/debates); Provide reasoned justifications for their views; Explain/discuss their understanding of what they have read (include presentations/debates); Provide reasoned justifications for their views	Note and develop initial ideas; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Use a range of devices to organise and structure text/guide reader;- <b>POST TEST-</b> Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Recognise vocabulary and structures appropriate for formal speech and writing ; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Proof-read for spelling and punctuation errors; Discuss books that are read to them and those they read themselves;	Read differently-structured books; Read for a range of purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Draw inferences; Explain/discuss their understanding of what they have read (include presentations/debates); Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;	Read differently-structured books; Read for a range of purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Draw inferences; Explain/discuss their understanding of what they have read (include presentations/debates); Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;	Read differently-structured books; Read for a range of purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Draw inferences; Explain/discuss their understanding of what they have read (include presentations/debates); Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;	Read differently-structured books; Read for a range of purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Draw inferences; Explain/discuss their understanding of what they have read (include presentations/debates); Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;	Read differently-structured books; Read for a range of purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Draw inferences; Explain/discuss their understanding of what they have read (include presentations/debates); Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;	Identify and understand the language and organisation features of non-fiction text types Identify the purpose of a text and evaluate its success;Express personal responses supported by reference to the text;Develop techniques for answering questions ;Distinguish between fact and opinion ;Appraise the usefulness of a text for research;Practise note-making skills ;Write a variety of fiction and non-fiction texts ;Choose among different non-fiction text types the right style and form to suit audience and purpose ;Revise spelling rules	Identify and understand the language and organisation features of non-fiction text types Identify the purpose of a text and evaluate its success;Express personal responses supported by reference to the text;Develop techniques for answering questions ;Distinguish between fact and opinion ;Appraise the usefulness of a text for research;Practise note-making skills ;Write a variety of fiction and non-fiction texts ;Choose among different non-fiction text types the right style and form to suit audience and purpose ;Revise spelling rules
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## YEAR 6 LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2017-2018

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)
	POETRY UNIT6.1 POWERFUL LANGUAGE	POETRY UNIT6.1 POWERFUL LANGUAGE	POETRY UNIT6.1 POWERFUL LANGUAGE	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF
	Identify and summarise main ideas; Discuss impact of authors' use of language on reader; Provide reasoned justifications for their view;Explore a range of poems about the natural world;Identify poetic features;Give reasons for likes and dislikes.Inference and prediction ;Demonstrate comprehension strategies	Check that the text makes sense and is in context; Explore the language of the poem in more detail:Inference and prediction;Images and metaphors in poetry;Interpreting questions set;Linking point with evidence & explanation;Discuss impact of author's use of language in the poem. <b>POST TEST</b>	Discuss mood and language:Explore mood of the poem;Writing own free verse nature poems;Use feedback to edit and improve their poems.	Provide reasoned justifications for their views:Identify features of a novel;Discuss and summarise main ideas;Ask questions about the text;Find evidence from across text to support interpretation	Explain/discuss their understanding of what they have read:Find evidence from across text to support opinions;Linking point with evidence & explanation(PEE);Exploring the author's use of language and specific devices( such as flashback, interior monologue) to create specific effect;	Identify and summarise main ideas:Character viewpoint – and how point of view affects our view of events;Explore characters' thoughts and feelings;POST TEST-1	Maintain positive attitudes to reading and understanding of what they read: Exploring themes within the story-storytelling and the role of humans	Discuss books that are read to them and those they read themselves: Asking questions about the text;Exploring plot structure;Discuss books that they read
Year 6	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Y6/U1/ PR1 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	REVISION
	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	LIVE 6.2(DRAMA) A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 (DRAMA)A MIDSUMMER NIGHT'S DREAM	LIVE 6.2(DRAMA) A MIDSUMMER NIGHT'S DREAM	LIVE 6.2(DRAMA) A MIDSUMMER NIGHT'S DREAM	
	Demonstrate comprehension strategies:Find evidence from across text to support opinions;Linking point with evidence & explanation(PEE)Accurate use of spelling, punctuation	The Glass Cupboard ;Make comparisons within and across books; Identify themes and conventions; Predict from details stated and implied;Make	Water,Water,Water! Thank Goodness :Identify and summarise main ideas;Explain/discuss their understanding of what they have read;Summarise main ideas; Note	Listen to and discuss a wide range of text types; Predict from details stated and implied; Identify and summarise main ideas;Introduce the first part of the story;Introduce the	Create freeze frames to help understand the plot & character;Understand what makes the scene funny;Understand the	Discuss impact of authors' use of language on reader;Explain/discuss their understanding of what they have read; Understand the end of the play;	Read aloud play scripts;Rehearse	Read and respond to selected poems; Explore poetic devices; poets' viewpoints and authors' craft;Summarise main ideas in

	use of spelling, punctuation, grammar; Use appropriate vocabulary	stated and implied; make predictions; Identify & explore the features of a story; Compare to other texts – familiar conventions and differences; Find evidence in a text to support opinions	read; summarize main ideas; note details	first part of the story; introduce the end of the story; Introduce the play  Understand the first scene;	couplets quarrel; Draw inferences; Identify and summarise main ideas:	the play Focus on how characters have changed throughout the play; Understand the structure of the plot	read aloud play script; rehearse text for performance; Understand how actors work with a cue script; Perform a play	stories; articulate & justify answers; predict from details stated & implied ; explore author's use of language to describe characters & setting
<b>YEAR 6</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
<b>Term 2</b>	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U2/PY2(3)
	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	POETRY UNIT6.2 POETIC VOICE
	<u>The Balaclava Story</u> : Draw inferences; Explore characters' thoughts, feelings, motives; Make inferences;	<u>The Balaclava Story</u> : Draw inferences; Explain/discuss their understanding of what they have read; Identify themes & narrative features.	<u>Virtually True</u> ; Check that text makes sense and is in context; Ask questions to improve understanding; Monitor understanding; Ask questions about the text	<u>Moving House</u> : Explain/discuss their understanding of what they have read ; Consider and evaluate different viewpoints; Discuss impact of author's use of language on reader	<u>Nule</u> : Draw inferences; Articulate and justify answers; Identify how language, structure & presentation contributes to meaning.	<u>Peacemaker</u> : Draw inferences; Predict from details stated and implied; discuss their understanding of what they have read; Make predictions; Explore characters' thoughts, feelings, motives	<u>Peacemaker</u> : Identify themes and conventions; Make comparisons within and across books; Identify genre conventions; Compare style in different genres; compare story structures. <b>POST TEST</b>	Check that text makes sense and is in context; Discuss the feelings and views presented in the poem; Identify how words are used in the poem to express these views;
<b>Year 6</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
<b>Term 2</b>	Y6/U2/PY2(3)	Y6/U2/PY2(3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	REVISION	REVISION
	POETRY UNIT6.2 POETIC VOICE	POETRY UNIT6.2 POETIC VOICE	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM		
	Check that text makes sense and is in context; Ask questions to improve understanding; Model literal comprehension, inference and deduction; Devise questions and answers about the views expressed;	Check that text makes sense and is in context; ; Identify how language, structure and presentation contribute to meaning; Discuss the experiences, feelings and thoughts presented in the poem Identify how words are used in the poem to express these. Prepare, present and evaluate a performance of a poem <b>POST TEST</b>	Predict from details stated and implied; Draw inferences; Consider how authors develop characters/setting when writing narratives; Make predictions	Draw inferences; Describe settings/characters/atmosphere ; Make comparisons within a book	Explain/discuss their understanding of what they have read; Provide reasoned justifications for their views; Identify how language, structure and presentation contribute to meaning Explore character; Discuss the concepts of reality and imagination;	Identify how language, structure and presentation contribute to meaning; Identify themes and conventions; Note and develop initial ideas; Explore how setting can create mood; Discuss conclusion Use prediction and inference <b>POST TEST</b>	Read and respond to prose; Explore the contents; authors' viewpoints and authors' craft	Read and respond to selected poems; Explore poetic devices; poets' viewpoints and authors' craft; Summarise main ideas; articulate & justify answers; predict from details stated & implied ; explore author's use of language to describe characters & setting

## YEAR 7 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2017 - 2018

<b>YEAR7</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	TRANSITION/FICTION	<u>FICTION</u>	<u>FICTION</u>	<u>FICTION</u>	<u>19 th CENTURY FICTION</u>	<u>19 th CENTURY FICTION</u>	<u>LITERARY NON- FICTION</u>	<u>LITERARY NON-FICTION</u>
	TRANSITION/Alter egos -Discovering hidden self/creating a tone of authority.	ALTER EGO- Creating vivid images & describing a transformation/narrative viewpoint & Adding emphasis	ALTER EGO- assessment = trnsformation creating immediacy/ Creating a split identity/Building Detail/Tension & Pace	ALTER EGO - emphasising a meaning/ Creating a crisis/ Assessment	RESOURCES: Oliver Twist / GREAT EXPECTATIONS / CHRISTMAS CAROL	RESOURCE; GREAT EXPECTATIONS	BIOGRAPHY-Literary Biography	AUTOBIOGRAPHY - Little Ellis and the Boil
							Develop an understanding of genre; Understand biography and	Develop an understanding of genre; Understand biography and

Term 1	<p><b>Discovering hidden self:</b> understand the concept of alter ego ACTIVITY 1,2&amp; 3 (Write a short description of your Alter Ego) <b>Creating a tone of authority:</b> Understand how writers use repeated nouns phrases and imperatives to create a sense of authority and engage the reader. Noun Phrases, Imperatives write a short story opening</p>	<p><b>Creating vivid images &amp; describing a transformation :</b> understand how to use verbs to create a vivid image in the reader's mind. ACTIVITY 1 Pg 8( Ntbk - purpose &amp; audience) ACTIVITY 2- pg 9 Write 5-6 sentences describing a dangerous animal ( either real or imaginary). ACTIVITY 1&amp;2 Pg -10 ACTIVITY 3 pg 13 - write a short description of the thing that you have suddenly been transformed into( 6-8 lines )</p> <p><b>Narrative viewpoint &amp; Adding emphasis :</b> understand how narrative viewpoint can affect the reader's response to a text - understand how to apply narrative viewpoint in your writing ACTIVITY 1 Pg 14 ACTIVITY 2 Pg 15 ACTIVITY 1 Pg16 ( Table - Group Work) ACTIVITY 2 Pg17 ACTIVITY 3 Pg 19 Writing task</p>	<p><b>Assessment = transformation creating immediacy :</b> Understand how to create a short story using a range of features for effect understand how verb choice can be used to convey action ACTIVITY - planning and writing a short story ACTIVITY 1 Pg 22 ACTIVITY 2 Pg 23</p> <p><b>Creating a split identity/Building Detail/Tension &amp; Pace :</b> Understand how writers use narrative voice to create a sense of split identity - understand how to elaborate simple sentences to provide narrative description - understand how to use short sentences for dramatic impact ACTIVITY 1 Pg 24 ACTIVITY 2 Pg 25 ACTIVITY 1 Pg 26 &amp; 27 ACTIVITY 2 Pg 28&amp; 29 ACTIVITY 1 Pg 30 &amp; 31 ACTIVITY 2 Pg 32</p>	<p><b>Emphasising a meaning/ Creating a crisis:</b> understand how writers use punctuation to emphasise meaning ACTIVITY 1 Pg34 ACTIVITY 2 Pg 35 ACTIVITY 3 Pg36&amp; 37 ACTIVITY 1 Pg 38 ACTIVITY 2 Pg 39</p> <p><b>Assessment:</b> Assessment Pg 40 Write a short story about the crisis your alter ego undergoes Self Assessment Peer Assessment Review of unit 1</p>	<p>Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written. Reading and Response</p>	<p>Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written. Reading and Response</p>	<p>Understand biography and autobiography; Use inference and explicit information; Use of mind maps ; Create timeline; Develop questioning skills; Realise the difference between open and closed questions; Realise the difference between fact and opinion; Develop the skills of making notes; Expand notes; Use grammar accurately and appropriately Explain the purpose of paragraphing Understand the importance of the opening sentence of a paragraph Understand the development of the opening sentence into a paragraph Understand the use of pronouns in a paragraph Understand how paragraphs are linked</p>	<p>Understand biography and autobiography; Use inference and explicit information; Use of mind maps ; Create timeline; Develop questioning skills; Realise the difference between open and closed questions; Realise the difference between fact and opinion; Develop the skills of making notes; Expand notes; Use grammar accurately and appropriately Explain the purpose of paragraphing Understand the importance of the opening sentence of a paragraph Understand the development of the opening sentence into a paragraph Understand the use of pronouns in a paragraph Understand how paragraphs are linked</p>
		<p><b>WEEK 9</b></p> <p>NON-FICTION (EXPLAIN)</p> <p>Read and engage with a range of explanation texts;Analyse how writer's use language, structure, layout, in explanation texts; Revise connectives; clauses ;Use and adapt conventions and forms of</p>	<p><b>WEEK 10</b></p> <p>NON-FICTION (INSTRUCTION)</p> <p>Read and engage with a range of instruction text ; Analyse how writer's use language, structure, layout, in instruction texts; Revise imperative verbs and tenses; Use and adapt</p>	<p><b>WEEK 11</b></p> <p>NON-FICTION (INFORMATION REPORT)</p> <p>Develop discussion skills; Develop skimming and scanning; Identify key points in a text; understand different kinds of information; understand the effect of organizing information.</p>	<p><b>WEEK 12</b></p> <p>NON-FICTION (NEWS)</p> <p>Read and engage with a wide and varied range of texts; Understand structure of texts; Understand the elements of newspaper; Develop writing for specific purpose;</p>	<p><b>WEEK 13</b></p> <p>NON-FICTION (Letters - informal)</p> <p>Understand the differences between formal and informal letter; to understand how letters can be used for various types of communication; to understand the conventions of</p>	<p><b>WEEK 14</b></p> <p>NON-FICTION (Letters - Formal)</p> <p>understand the differences between formal and informal letter; to understand how letters can be used for various types of communication; to understand the conventions of Formal letter</p>	<p><b>WEEK 15</b></p> <p>REVISION</p> <p>Reading: Selecting details, information from the texts - explaining with reference to the text to support inferences/points of view/opinions - exploring</p>
YEAR 7	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	LITERARY NON-FICTION	LITERARY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION
	WRITING THE WORLD	WRITING THE WORLD	WRITING THE WORLD	WRITING THE WORLD	DIARY ENTRY	DIARY ENTRY	The Mill on the Floss	Silas Marner
		<p><b>Getting up Close / Writing your own close-up description of nature/ assessment: describing nature</b> Understand how</p>	<p><b>Sounding like an expert / Writing and performing a voice over</b></p>	<p><b>persuade/Making Links/ writing to save the world/ Assessment:writing ;</b> understand the conventions of a documentary voiceover script</p>				

Term 2	<p><b>Presenting the natural world/ Stories from nature/ describing nature by using comparisons</b></p> <p>Understand typical stories and issues in popular films and documentaries about the natural world. ACTIVITY 1 Pg 44 ACTIVITY 2 Pg 44 ACTIVITY 3 Pg 45 ACTIVITY 1 Pg 46 ACTIVITY 2 Pg 47 ACTIVITY 1 Pg 48 ACTIVITY 2 Pg 49</p>	<p>creatures and settings in the natural world are described in close detail understand why writers choose the past or present tense understand how to write interesting descriptions of the natural world by choosing descriptive and precise noun phrases, verbs and comparisons understand how to write a description of a creature or feature of the natural world in close -up detail</p> <p>ACTIVITY 1 Pg 50 ACTIVITY 2 Pg 51 ACTIVITY 1 Pg 52 ACTIVITY 2 Pg 53 ACTIVITY 3 Pg 53</p> <p>ASSESSMENT : Planning and writing a lively and detailed description of a creature or natural feature of your choice.</p>	<p><b>script/ Campaigning for nature ;</b></p> <p>understand the conventions of a documentary voiceover script understand how to use punctuation phrases to show where events take place understand how to use punctuation to guide the reading voice understand how topics of concern in the natural world are presented in the media ;understand how campaign texts connect ideas together effectively undersatnd how to plan a persuasive campaign text understand how to write a campaign text that informs your readers and persuades them to act</p> <p>ACTIVITY 1 Pg 56 ACTIVITY 2 Pg 57 ACTIVITY 3 Pg 59 ACTIVITY 1 Pg 60 ACTIVITY 2 Pg 61 ACTIVITY 3 Pg 61 ACTIVITY 1 Pg 62 ACTIVITY 2 Pg 63 ACTIVITY 3 Pg 63 ACTIVITY 4 Pg 63</p>	<p>understand how to use prepositional phrases to show where events take place understand how to use punctuation to guide the reading voice understand how topics of concern in the natural world are presented in the media ;understand how campaign texts connect ideas together effectively undersatnd how to plan a persuasive campaign text understand how to write a campaign text that informs your readers and persuades them to act</p> <p>ACTIVITY 1 Pg 71 ACTIVITY 2 Pg 71 ACTIVITY 3 Pg 72 ACTIVITY 4 Pg 73 ACTIVITY 1 Pg 75 ACTIVITY 2 Pg 76</p>	<p>Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts. (Reading and response -Recount)</p> <p>RESOURCES: Diary of Anne Frank</p>	<p>Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts. Writing a Diary Entry-</p> <p>RESOURCES: / The Last expedition/Letters</p>	<p>Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written</p> <p>Reading and Response</p>	<p>Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written; Use of suffixes</p> <p>Reading and Response</p>
		YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14
Term 2	19th CENTURY FICTON	19th CENTURY FICTION	NON-FICTION	NON-FICTION	NON-FICTION	LITERARY NON-FICTION	REVISION	REVISION
	Treasure Island	Oliver Twist	Writing to Argue	Writing to Argue	Writing an Advice sheet	cles - Modern Day hero/Phoolan D	<p>FICTION:</p> <p>- explaining with reference to the text to support inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, m</p>	NON-FICTION:
							<p>Reading : selecting details, information from the texts - explaining with reference to the text to support</p>	<p>READING : Selecting details, information from the texts - explaining with reference to the text to support</p>

	Develop the use of dialogue in a narrative; Understand the use of dialogue in plays; Develop characters; Use grammar accurately; Use of commas; Apply punctuation of speech Describing characters using dialogues	Develop the use of dialogue in a narrative; Understand the use of dialogue in plays; Develop characters; Use grammar accurately; Use of commas; Apply punctuation of speech Describing characters using dialogues RESOURCES:	Reviewing a text; Structuring views; Structuring an argument; ; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; Draw on their knowledge of wide range of sentence lengths; experiment with different ways of presenting texts; Draw on their knowledge of grammatical conventions to write accurate texts; Spell correctly; Reading and Response (argument)	Use a range of reading strategies to retrieve relevant information; Respond to a text by making precise points and providing relevant evidence; Explain how specific structural and organisational choices in text create particular effects; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; experiment with different ways of presenting texts. (Writing an Argument text) Make a sustained contribution to a group discussion; Use a range of reading strategies to retrieve relevant information; Respond to a text by making precise points and providing relevant evidence; Explain how specific structural and organisational choices in text create particular effects; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; experiment with different ways of presenting texts (Reading and Response / Writing an advice letter)	Make a sustained contribution to a group discussion; Use a range of reading strategies to retrieve relevant information; Respond to a text by making precise points and providing relevant evidence; Explain how specific structural and organisational choices in text create particular effects; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; experiment with different ways of presenting information texts (Writing advice sheet)	Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts.	inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, metaphor; punctuations; short sentences) - analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts - identifying and explaining author's purpose - analysing author's range of vocabulary to convey messages, moods, feelings and attitudes - commenting on the overall impact of the texts with reference to the features of the texts WRITING - Range of ideas - Relevance to task and purpose - Use of appropriate language, vocabulary - Use of varied sentences - Use of organized and logically developed paragraphs - Correct punctuations and spellings - Use of appropriate layout, form and presentation	inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, metaphor; punctuations; short sentences) - analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts - identifying and explaining author's purpose - analysing author's range of vocabulary to convey messages, moods, feelings and attitudes - commenting on the overall impact of the texts with reference to the features of the texts WRITING - Range of ideas - Relevance to task and purpose - Use of appropriate language, vocabulary - Use of varied sentences - Use of organized and logically developed paragraphs - Correct punctuations and spellings - Use of appropriate layout, form and presentation
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## YEAR 7 LONG TERM PLAN with CURRICULUM STANDARDS 2017 -2018

with CURRIC	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Drama/ Plays	Drama/ Plays	Poetry	Poetry	Prose	Prose	Prose	Prose
	First Day	First Day	Finding Ways Into Poetry	Finding Ways Into Poetry				
Term 1	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the	Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems.	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems.	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure Interpret writer's purpose.	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure Interpret writer's purpose.

	development of plot, characters and events in the play.	of plot, characters and events in the play.			Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.	Interpret characters. Express personal response to the text and support with textual references. (CLASSWORK)	Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.	Interpret characters. Express personal response to the text and support with textual references.
Term 1	Prose	Poetry	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
		Finding Ways Into Poetry	Finding Ways Into Poetry	School Play	School Play			
	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems.	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems.	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play.	Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play.	Review development of characters, plot, events, themes, issues and playwright's purpose in the plays ( <b>First Day</b> and <b>School Play</b> ).	Answers questions pertinently, drawing on relevant evidence or reasons. Read and understand the texts in timed conditions. Understand the questions using the bullet points. Show understanding of writer's main ideas, viewpoints and purpose. Explore imagery, figurative language and other poetic devices with evidence.	Answers questions pertinently, drawing on relevant evidence or reasons. Read and understand the texts in timed conditions. Understand the questions using the bullet points. Show understanding of writer's main ideas, viewpoints and purpose. Explore imagery, figurative language and other poetic devices with evidence.
with CURRIC	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	Drama/ Plays	Drama/ Plays	Poetry	Poetry	Poetry	Prose	Prose	Prose
	Good Friends	Good Friends	Form and Structure	Exploring form and structure	Exploring form and structure			



Term 2	Explore the title. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play. (HOMEWORK)	Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play.	Read and respond to a range of poems. Identify key ideas and themes and show awareness of poet's purpose. Explore imagery, figurative language other poetic devices. Make relevant notes. Develop skills to interpret questions and write relevant answers. Comment on the form and structure of the poem and explain how it links to the poet's purpose.	Explore how poet's use of form and structure, imagery, figurative language and other poetic devices express themes, viewpoints and purpose. Express and justify personal opinions and preferences with reference to poems.	Explore how poet's use of form and structure, imagery, figurative language and other poetic devices express themes, viewpoints and purpose. Express and justify personal opinions and preferences with reference to poems.	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.
	Prose	Prose	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
Term 2			Exploring form and structure	School Trip	School Trip			
	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose.	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text.	Explore how poet's use of form and structure, imagery, figurative language and other poetic devices express themes, viewpoints and purpose. Express and justify personal opinions and preferences with reference to poems.	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify	Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify	Review development of characters, plot, events, themes, issues and playwright's purpose in the plays ( <b>Good Friends</b> and <b>School Trip</b> ).	Answers questions pertinently, drawing on relevant evidence or reasons. Read and understand the texts in timed conditions. Understand the questions using the bullet points. Show understanding of writer's main ideas, viewpoints and purpose. Explore	Answers questions pertinently, drawing on relevant evidence or reasons. Read and understand the texts in timed conditions. Understand the questions using the bullet points. Show understanding of writer's main ideas, viewpoints and purpose. Explore

interpret characters. Express personal response to the text and support with textual references.	Explore narrative structure Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.		purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play.	the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play.		imagery, figurative language and other poetic devices with evidence.	and other poetic devices with evidence.
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## YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>FICTION</b>	<b>FICTION</b>	<b>FICTION</b>	<b>FICTION</b>	<b>LITERARY NON-FICTION</b>	<b>LITERARY NON-FICTION</b>	<b>NON-FICTION</b>	<b>NON-FICTION</b>
	<b>TRANSITION/SPY FICTION</b>	<b>SPY FICTION</b>	<b>SPY FICTION</b>	<b>SPY FICTION</b>	<b>DIARY ENTRY</b>	<b>AUTOBIOGRAPHY</b>	<b>ARGUE, PERSUADE, ADVICE</b>	<b>ARGUE, PERSUADE, ADVICE</b>
Term 1	<ul style="list-style-type: none"> <li>Understand the key features of the spy fiction genre and how they engage the reader</li> <li>Understand how writers use narrative structure to engage the reader</li> <li>Understand how to use narrative structure to plan a story</li> <li>Understand that writers use the opening of their story to grab the reader's interest</li> <li>Understand how writers can use pronouns, determiners and noun phrases to achieve this</li> <li>Understand how writers use verb choice and paragraphing to create a sense of pace and threat</li> </ul> <p>Homework: Students imagine the perfect spy/hero of a spy story, writing a factfile modelled on the Duquesne factfile from page 3 of the Student Book.</p> <p>Class assessment: Reading and Response (24 marks)</p>	<ul style="list-style-type: none"> <li>Understand what is meant by narrative viewpoint</li> <li>Understand the impact that the writer's choice of narrative viewpoint can have on a text</li> <li>Understand how to write vivid descriptions by expanding noun phrases using adjectives, adverbs and prepositional phrases</li> <li>Understand how to write a short story extract using a range of features for effect</li> <li>Understand how to develop simple sentences in order to add interesting and vivid detail to a narrative</li> <li>Understand how to use conjunctions and clauses to make your meaning clear</li> <li>Understand how sentences can be structured to create emphasis, pace, tension and drama</li> </ul>	<ul style="list-style-type: none"> <li>Understand what is meant by a minor sentence</li> <li>Understand how to use minor sentences for effect</li> <li>Understand how to start sentences in a range of ways to create variety, pace, drama or emphasis in your writing</li> <li>Understand how dialogue can be punctuated and structured using identifiers to imitate the patterns and rhythm of real, natural speech</li> <li>Understand how to plan a short story</li> <li>Understand how to write a complete short story using the key features of a particular genre</li> </ul> <p>Class assessment: Write a short extract from a spy story (40 marks)</p>	<p>Understand how to start sentences in a range of ways to create variety, pace, drama or emphasis in your writing</p> <p>Understand how dialogue can be punctuated and structured using identifiers to imitate the patterns and rhythm of real, natural speech</p> <p>Understand how to plan a short story (assessment)</p> <p>Understand how to write a complete short story using the key features of a particular genre</p>	<ul style="list-style-type: none"> <li>Read and engage with a wide and varied range of texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning</li> <li>Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. Spell correctly. Compare related texts.</li> </ul> <p>Reading and response. Recounts.</p>	<ul style="list-style-type: none"> <li>Read and engage with a wide and varied range of Autobiographies. Analyse how writers' use of linguistic and literary features shapes and influences meaning</li> <li>Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. Spell correctly. Compare related texts.</li> </ul> <p>Reading and response. .</p>	<ul style="list-style-type: none"> <li>Extract the main points and relevant information from a text or source using a range of strategies such as skimming and scanning</li> <li>Make relevant notes when researching different sources, comparing and contrasting information</li> <li>Explore how different audiences choose and respond to texts</li> </ul>	<ul style="list-style-type: none"> <li>Explain how specific choices and combinations of form, layout and presentation create particular effects</li> <li>Explain how specific structural and organisational choices in texts create particular effects</li> </ul> <p>Class assessment: Reading and response</p>
	<b>NON-FICTION</b>	<b>FICTION</b>	<b>FICTION</b>	<b>LITERARY NON-FICTION</b>	<b>NON-FICTION</b>	<b>NON-FICTION</b>	<b>REVISION</b>	<b>REVISION</b>
	<b>ARGUE, PERSUADE, ADVICE</b>	<b>19TH CENTURY</b>	<b>19TH CENTURY</b>	<b>LETTERS</b>	<b>NEWS /MAGAZINE ARTICLE</b>	<b>GUIDE</b>	<b>FICTION/NON-FICTION</b>	<b>FICTION/NON-FICTION</b>
	<ul style="list-style-type: none"> <li>Understand how writers use a range of rhetorical devices to influence their readers' opinion.</li> <li>Analyse how writers' use of linguistic and literary features shapes and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise typical features of some story genre</li> <li>Examine how writers convey mood, setting and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the ways writers present ideas and character</li> <li>Interpret narrative detail</li> <li>Examine the link between a text and the time when it</li> </ul>	<p>Analyse and use literary and rhetorical techniques. Analyse how texts are shaped by audience preferences and opinions. Respond to a text by making precise points and providing relevant</p>	<ul style="list-style-type: none"> <li>Understand how journalists use key information to engage the reader.</li> <li>Understand how language choice can imply a point of view and influence the reader's opinion.</li> <li>Organise information</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of reading strategies to retrieve relevant information. Make relevant notes.</li> <li>Know how and why writers use varying degrees of formality and informality</li> <li>Respond to a text by making</li> </ul>	<p>Use inference and deduction to explore layers of meaning; Understand and respond to ideas, viewpoints, themes and purposes in text with</p>	<p>Use inference and deduction to explore layers of meaning; Understand and respond to ideas, viewpoints, themes and purposes in text with</p>

Term 1	and literary features shapes and influences meaning. ● Redraft article, adding rhetorical devices, synonyms and related words and assessing use of inclusive pronouns and information language to build a relationship with the reader		a text and the time when it was written Think about how a text is adapted for different media ● Compare related texts	providing relevant evidence. Recognise and comment on writer's language choices. Explain how specific choices of form, layout create particular effects. ● Draw on their knowledge of a wide variety of sentence lengths.	opinion. ● Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts. ● Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. ● Write a short news article giving as much information to the reader as possible by using a range of clauses. ● Write clearly, effectively and imaginatively, using and adapting forms ● Use a range of sentence structures for clarity, purpose and effect	● Respond to a text by making precise points and providing relevant evidence. ● Explain how specific structural and organisational choices in texts create particular effect. ● Compare related texts. Write and deliver speech. ● Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose.	purposes in text with relevant evidence. Compare	purposes in text with relevant evidence. Compare
	YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Term 2	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	LITERARY NON-FICTION	LITERARY NON-FICTION	FICTION	FICTION
	EXPLAIN	EXPLAIN	EXPLAIN	EXPLAIN	SPEECH	SPEECH	19TH CENTURY	19TH CENTURY
	● Understand what is meant by an information text and an explanation text; Understand how to use imperatives, adverbial phrases and ellipsis to write clear, concise instructions	Understand how writers use the key features of information texts to create an appropriate tone; Understand what is meant by the active and passive voices ● Understand how to use the passive voice to focus the reader on key information Understand how simple sentences can be developed to give the reader detailed information ● Understand how coordinate clauses and coordinating conjunctions can link ideas to make information and explanation as clear as possible	Understand how to form subordinate and relative clauses and use them to add clear, detailed information to your writing Understand how to structure and write a complete information text; Understand how information and explanation texts can be structured to engage the reader	Understand ways in which writers can create humour to engage the reader ● Understand some of the ways in which you can use a range of sentence structures to convey information clearly and concisely; Understand how a writer can create an informal relationship with their reader using informal language and sentence structure choices Understand how to plan a web article which informs, explains and entertains ● Understand the impact of register on the reader	● Use a range of reading strategies to retrieve relevant information. Make relevant notes. ● Know how and why writers use varying degrees of formality and informality ● Respond to a text by making precise points and providing relevant evidence. ● Explain how specific structural and organisational choices in texts create particular effect.	● Compare related texts. Write and deliver speech. ● Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose	Understand the difference between standard English and dialect. Generate ideas, planning and drafting; Develop a viewpoint, voice and ideas; Vary sentences and punctuation for clarity and effect Use grammar accurately, appropriately; Structure, organise and present texts in a variety of forms. Imaginative writing using images as stimulus.	Recognise typical features of some story genres. Develop and adapt active reading skills, strategies. Revise sentence structure clauses. Plan ideas, story structure. Develop viewpoint, voice, ideas. Vary sentences and punctuate for clarity and effect. Use present texts in a variety of forms. Structure, organise and present texts in a variety of forms. Imaginative Writing descriptive, narrative text letter, diary entry
FICTION	FICTION	LITERARY NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	REVISION	REVISION
	19TH CENTURY	MONOLOGUE	ARTICLES	ARTICLES	TRAVEL WRITING	TRAVEL WRITING	FICTION/NON-FICTION	FICTION/NON-FICTION
	Understand and respond to ideas, viewpoints, themes and purposes in text. Relate texts to social, historical, cultural	Determine qualities of monologue and identify them in models; Develop a character by providing personality,	● Use a range of reading strategies to retrieve relevant information. Make relevant notes. ● Know how and why writers use varying degrees of formality and informality	● Understand how language choice can imply a point of view and influence the reader's opinion ● Make a sustained contribution to a group discussion ● Listen	● Understand what travel writing is. ● Explore different forms of travel writing. ● Analysing language and layout in different travel	● To be able to identify the features of writing to persuade and use them in my writing ● Plan a persuasive letter, thinking about purpose and	● Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose ● Select the most appropriate	Develop the ability to structure an answer. ● Analyse how writers' use of linguistic and literary features shapes and influences meaning

Term 2	Social, historical cultural contexts. Analyse how writers' use of linguistic and literary features shapes and influences meaning. Analyse writers' use of sentence structure, punctuation narrative structure. Structure, organise and present texts in a variety of forms. Reading and Writing -Test.	motivation, and background; Draft monologue, taking into consideration the character's intended audience and purpose, accurate characterization, and possibly stage directions	of formally and informally <ul style="list-style-type: none"> <li>Respond to a text by making precise points and providing relevant evidence.</li> <li>Explain how specific structural and organisational choices in texts create particular effect</li> <li>Plan writing and develop ideas to suit a specific audience</li> <li>Select technique and devices used by writers</li> <li>Draw on their knowledge of wide range of sentence lengths</li> <li>Improve vocabulary for impact.</li> </ul>	discussion • Listen carefully in order to solve problems <ul style="list-style-type: none"> <li>Use a range of reading strategies to retrieve relevant information.</li> <li>Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects.</li> <li>Develop interpretations of texts supporting points with detailed textual evidence.</li> </ul>	layout in different travel writing. <ul style="list-style-type: none"> <li>Understand and evaluate the writer's purpose</li> </ul>	thinking about purpose and audience.	<ul style="list-style-type: none"> <li>Select the most appropriate text, format, layout and presentation to create impact and engage the reader</li> <li>Respond to a text by making precise points and providing relevant evidence</li> <li>Explain how specific structural and organisational choices in texts create particular effects</li> <li>Plan imaginative writing and develop ideas to suit a specific audience. Compare related non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas explicitly to a clear sense of task purpose and audience and the individuality of their own writing</li> <li>Analyse writers' use of organisation, structure, layout and presentation</li> <li>Support interpretations, and personal viewpoint with appropriate textual evidence.</li> <li>Use vocabulary for precision and impact. Use accurate spelling and grammar.</li> </ul>
	Y8	W1	W2	W3	W4	W5	W6	W7
Term 1	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<b>POETRY since 1789</b>	POETRY since 1789	PROSE
	<b>Act 1, sc.1</b>	<b>Act 1, sc.1,2,3</b>	<b>Act 1; Act 2 sc1, 2, 3</b>	<b>Act 1; Act 2 sc 4, 5,6</b>	<b>Act 2 sc7,8, 9</b>	Romantic Poetry	Romantic Poetry	<b>herlock Holmes ;A SCANDA</b>
	Explore the features of comedy and the social cultural historical context Develop vocabulary, linguistic and literary terminology related to drama Understand the setting; Interpret the main events, characters' actions and reactions HW: Write a brief summary of Act 1,sc 1	Understand the different settings; interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Develop an informed personal response CW / Hw: Explain the importance of the opening Act .	Understand the different settings; interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects HW: the importance of the interview of Prince of Morocco;	Understand the different settings; Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects CW/Hw : context question/s	<b>Interpret the main events, characters' actions and reactions</b> <b>Analyse use of language and dramatic devices</b> <b>Explore conflicts that set the action; interpret the dramatic purpose.</b> <b>Explore characters, events and the evident thematic aspects</b> <b>HW: The dramatic relevance of minor characters; sub-plots.</b>	Analyse poet's use of language Develop an informed personal response HW: Summarise the key ideas of one of the poems discussed in class, linking key ideas to the title, the opening and concluding lines of the poem	Explore poet's use of form and structure to develop and present main ideas Develop an informed personal response CW: Analyse one of the poems studied, referring to main ideas, poet's viewpoints, use of language and poetic devices. Use appropriate evidence. Express your viewpoints about the poem.	Relate text to the socio-cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Develop an informed personal response HW =critical summary of chapter 1 A Scandal in Bohemia
Y8	W9	W10	W11	W12	W13	W14	W15	W16
	<a href="#">PROSE</a>	<a href="#">PROSE</a>	<a href="#">PROSE</a>	<a href="#">PROSE</a>	<a href="#">POETRY since 1789</a>	<b>POETRY since 1789</b>	Revision	REVISION
	<b>CONT A SCANDAL IN BOHEMIA AND A CASE OF IDENTITY</b>	<b>THE RED HEADED LEAGUE</b>	<b>POST MODULE ;THE BOSCOMBE VALLET MYSTERY</b>	<b>THE BOSCOMBE VALLEY MYSTERY</b>	<b>Poems from Literary heritage</b>	Poems from Literary heritage	<b>Revision</b>	Revision
	Relate main events to the social	Relate main events to the	Relate main events to the socio-	Relate main events to the	<b>Establish familiarity with the social cultural context</b>			

<b>Term 1</b>	cultural historical context Interpret events and main ideas interpret characters' actions, thoughts and feelings thoughts and feelings Develop an informed personal response	social cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Interpret themes and writer's viewpoints Analyse writer's use of language and narrative style	cultural historical context Explore plot development Explore character development Analyse writer's use of language, form and structure Assessment / Post Module test	socio-cultural historical context Explore plot development Explore character development Analyse writer's use of language, form and structure.	<b>and its relevance to the poems</b> <b>Interpret the main ideas in relation to the context</b> <b>Understand and apply linguistic and literary terminology related to poetry</b> <b>Analyse poet's use of language and literary devices to express ideas, themes and viewpoints</b> <b>Explore poet's use of form and structure to develop and present main ideas</b> <b>Develop an informed personal response</b> <b>HW/CW: Unseen poem/s.</b> <b>Analyse the poem/s .</b>	Establish familiarity with the social cultural context and its relevance to the poems Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet's use of language and literary devices to express ideas and viewpoints Explore poet's use of form and structure to develop and present main ideas Develop an informed personal response Assessment: Critical analysis of unseen poem/s	Revise main events and its relation to the socio-cultural historical context Revise key ideas of the main events; significance of the events Revise main themes and writer's viewpoints Analyse writer's use of language , form, structure and style Practice interpretation and response to exam style questions; time management.	Revision Practice interpretation of, and response to exam style questions, use of appropriate textual evidence, Express informed personal viewpoints; work on time management.
Y8	<b>W1</b>	<b>W2</b>	<b>W3</b>	<b>W4</b>	<b>W5</b>	<b>W6</b>	<b>W7</b>	<b>W8</b>
<b>Term 2</b>	<a href="#">PROSE</a>	<a href="#">PROSE</a>	<a href="#">PROSE</a>	<a href="#">PROSE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>
	<a href="#">THE FIVE ORANGE PIPS</a>	<a href="#">THE BLUE CARBUNCLE</a>	<a href="#">THE ENGINEER'S THUMB</a>	<a href="#">THE COPPER BEECHES</a>	Act 1, Act 2, Act 3 sc.2	Act 1, Act 2, Act 3 sc.3,4 ,5	Act 1, Act 2, Act 3 sc. 5 (cont.d)	Act 4 Sc.1 - The Trial Scene
	Relate main events to the socio-cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Interpret themes and writer's viewpoints Develop an informed personal response Analyse writer's use of language and narrative style HW = could focus on plot development, character development, personal response.	Relate main events to the socio-cultural historical context Explore plot development Explore characterisation Interpret themes and writer's viewpoints Analyse writer's use of language and narrative style CW= could focus on role of different characters, characterisation and writer's	Relate main events to the socio-cultural historical context Interpret the significance of key events Trace the development of main characters Interpret themes and writer's viewpoints Analyse writer's use of language, form and structure	Relate main events to the socio-cultural historical context Interpret the significance of key events Trace the development of main characters Interpret themes and writer's viewpoints Analyse writer's use of language, form and structure Assessment / Post Module Test	Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects Explore the development of plot and character Hw: could focus on Portia and Bassanio's relationship and related themes	Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects Explore the development of plot and character HW: Summarise the key ideas of Act 3. Sc.3 (Shylock/Antonio's conversation)	Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects Explore the development of plot , character and themes in Act 1 to 3. CW: Discuss socio-cultural setting, characters, themes and dramatic devices in Act 1 to 3.	Understand the socio-cultural setting Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects HW: Summarise the main ideas of the trial scene.
<b>Y8</b>	<b>W9</b>	<b>W10</b>	<b>W11</b>	<b>W12</b>	<b>W13</b>	<b>W14</b>	<b>W15</b>	<b>W16</b>
	<a href="#">DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</a>	<a href="#">POETRY since 1789</a>	<a href="#">POETRY since 1789</a>	<a href="#">POETRY since 1789</a>	<a href="#">POETRY since 1789</a>	<a href="#">PROSE</a>	<a href="#">REVISION</a>	<a href="#">REVISION</a>

Term 2	<u>Act 4 Sc.1 - The Trial Scene</u>	<u>Poems from Literary heritage</u>	<u>Contemporary Poetry</u> <u>Contemporary Poetry</u>	<u>Contemporary Poetry</u>	<u>Contemporary Poetry</u>		<u>REVISION</u>	<u>REVISION</u>
	Interpret the main events, characters' actions and reactions Explore the development of plot, character, themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use of language and dramatic style Assessment: Context question and essay question	Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response	Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response	Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response HW: Compare the two poets viewpoints on war with close reference to ideas, poets' use of language, form and structure	Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response Assessment: Comparison of poems	Critical review of the novella. Practice Exam style questions, use of formal analytical language, appropriate vocabulary	Revise main events and its relation to the socio-cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and writer's viewpoints Review writer's use of language, form and structure Practice interpretation of, and response to exam style questions, use of appropriate textual evidence, Express informed personal viewpoints; work on time management	Revise main events, settings and its relation to the socio-cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and writer's viewpoints Review writer's use of language, form and structure Practice interpretation of, and response to exam style questions, use of appropriate textual evidence, Express informed personal viewpoints; work on time management

## YEAR 9 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2017 - 2018

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Yr9UF1-FICTION	Yr9UF1-FICTION	Yr9UF2-FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9U1NF2-Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction
	<b>Reading:</b> Imagine,Explore,Entertain-	<b>Reading:</b> Imagine,Explore,	<b>Writing-</b> Imagine,Explore,Entertain	Inform Explain Describe <b>News papers Report Reading</b>	Inform Explain Describe <b>News papers Report Reading/ Writing</b>	Inform Explain Describe <b>News papers Report Writing</b>	<b>Reading Diary-</b>	<b>Writing- Diary -</b>
				<ul style="list-style-type: none"> <li>Understand how journalists use key information to engage the reader.</li> <li>Understand how language choice can imply a point of view and influence the reader's</li> </ul>	<ul style="list-style-type: none"> <li>articles often use the simple subject-verb construction to convey information clearly.</li> <li>Understand how to build sentences by using subordinate</li> </ul>		<ul style="list-style-type: none"> <li>Read and engage with a wide and varied range of texts. Analyse how</li> </ul>	

Term 1	Develop and adapt active reading and skills strategies <ul style="list-style-type: none"> <li>Understand and respond to ideas, viewpoint, themes and purposes in text</li> <li>Read and engage with a wide and varied range of text. Analyse how writer's use of linguistic and literary features shapes and influences meaning.</li> <li>Explore short story structures and use that knowledge in creative work. Use image and describe setting, character, atmosphere</li> </ul> <b>Extract:</b> Jane Eyre tier 1 <b>Crosscurricular Links:</b> History <b>Vocabulary:</b> Students will refer to the dictionary to lookup the difficult words	<ul style="list-style-type: none"> <li>Relate texts to social, cultural contexts.</li> <li>Understand and respond to ideas, viewpoints, themes and purposes in texts.</li> <li>Analyse writer's use of literary, rhetorical, grammatical features and language to create effects</li> <li>Develop interpretations of texts supporting points with detailed textual evidence. Use inference and deduction to explore layers of meaning.</li> <li>Explain how specific structural and organisational choices in texts create particular effects.</li> </ul> <b>Reading and response.</b> <b>Extract:</b> Bleak House <b>Crosscurricular Links:</b> History, Cultural studies <b>Vocabulary:</b> context and definition. students will look up the meanings of the words and relate it to the context.	<ul style="list-style-type: none"> <li>Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers.</li> <li>Plan writing.</li> <li>Vary sentences and punctuation for clarity and effect</li> <li>Structure, organise and present texts in a variety of forms on paper and on screen</li> <li>Develop and use editing and proofreading skills</li> <li>Use grammar accurately.</li> </ul> <b>Spell correctly.</b> Imaginative <b>Writing using Images as Stimulus</b> <b>Assessment Reading and Response:</b> Mill on The Floss.=24 marks	<ul style="list-style-type: none"> <li>Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts.</li> <li>Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</li> </ul> <b>Resources:</b> In the text book Skills for Writing book 5, 6. <b>Cross Curricular Links:</b> Social Studies, History, Science <b>Vocabulary:</b> Research the vocabulary used by the reporters	<ul style="list-style-type: none"> <li>Write a series of complex sentences using subordinate clauses to link information</li> <li>Write a clearly sequenced series of events.</li> <li>Write the opening of a short story based on the events detailed in a news reports.</li> <li>Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts.</li> <li>Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</li> </ul> <b>Resources:</b> In the text book Skills for Writing book 5, 6. <b>Cross Curricular Links:</b> Social Studies, History, Science <b>Vocabulary:</b> Students will lookup for the synonyms of difficult words	<ul style="list-style-type: none"> <li>Understand how to use relative, non-finite, 'that' and 'zero-that' clauses to condense a large amount of information in a text.</li> <li>Understand how to write a news report using a range of features to convey information.</li> <li>Write a short news article giving as much information to the reader as possible by using a range of clauses.</li> <li>Write clearly, effectively and imaginatively, using and adapting forms</li> <li>Use a range of sentence structures for clarity, purpose and effect</li> </ul> <b>Resources:</b> In the text book Skills for Writing book 5, 6. <b>Cross Curricular Links:</b> Social Studies, History, Science <b>Vocabulary:</b> Students will lookup for the synonyms of difficult words	<ul style="list-style-type: none"> <li>Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts.</li> <li>Spell correctly. Compare related texts. Reading and response. Recounts.</li> </ul> <b>Resources:</b> Extracts from Tier 1 Nella's Last war A diary of a young girl tier 2 <b>Cross Curricular Links:</b> Social Studies, History, PSHE <b>Vocabulary:</b> context and definition. students will look up the meanings of the words and relate it to the context.	<ul style="list-style-type: none"> <li>Relate texts to the social, historical and cultural contexts in which they were written</li> <li>Make a sustained contribution to a group discussion</li> <li>Listen carefully in order to solve problems</li> <li>Use a range of reading strategies to retrieve relevant information.</li> <li>Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects.</li> <li>Develop interpretations of texts supporting points with detailed textual evidence. Writing a Diary</li> </ul>
	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- LITERARY NON FICTION	Yr9UNF1- LITERARY NON FICTION	Yr9U3F1/NF1	Yr9U3F1/NF1
<b>Reading-</b> Argue Persuade Persuasive Texts	<b>Reading-</b> Argue Persuade	<b>Writing-</b> Argue Persuade	<b>Debates: Writing &amp; Speaking</b>	<b>SPEECH-READING</b>	<b>SPEECH-WRITING</b>	REVISION-	REVISION-	
<ul style="list-style-type: none"> <li>Understand how writers use a range of rhetorical devices to influence their readers' opinion.</li> <li>Analyse how writers' use of linguistic and literary features shapes and influences meaning.</li> <li>Redraft article, adding rhetorical devices, synonyms and related words and assessing use of inclusive pronouns and information language to build a relationship with the reader</li> </ul>	<ul style="list-style-type: none"> <li>Understand how counter-arguments can be effectively structured with careful choice of coordinate or subordinate conjunctions</li> <li>Analyse the use of persuasive techniques.</li> <li>Analyse how texts are shaped by audience preferences and opinions.</li> <li>Recognise and comment on writer's language choices.</li> <li>Explain how specific choices of form, layout create particular effects.</li> <li>Write a</li> </ul>			<ul style="list-style-type: none"> <li>Use a range of reading strategies to retrieve relevant information. Make relevant notes.</li> <li>Know how and why writers use varying degrees of formality and informality</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of target audience.</li> <li>Understand how to plan a newspaper article arguing your point of view.</li> </ul>			

Term 1	<p><b>Extract:</b> Leaflet At sea Tier 1 Report tier 1 Kikz</p> <p><b>Crosscurricular Links:</b> History , Cultural studies</p> <p>Vocabulary: Synonyms of the words.</p>	<p>counter-argument. ● Using a variety of linguistic and structural features to support cohesion and overall coherence</p> <p><b>Extract:</b> Argument Article Do you give a monkeys</p> <p><b>Crosscurricular Links:</b> History , Cultural studies</p> <p><b>Vocabulary:</b> Synonyms of the words.</p>	<p>●Draw on their knowledge of grammatical conventions to write accurate texts●Experiment with different ways of presenting texts.</p> <p>●<b>Write</b> clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader</p> <p>● Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</p> <p>●Use a range of sentence structures for clarity, purpose and effect</p>	<p>● Discuss the features iof Debate and suggest areas for improvement. Consider and evaluate a range of features. Understand the concept of target audience; Use standard English; Use a range of reading strategies to retrieve relevant information; How different audiences respond to texts hereSelect and use a range of strategies to locate information. Recognise and comment on writer's language choices.Explain how specific choices of form,layout create particular effects. • Draw on their knowledge of a wide variety of sentence lengths. Write Debates.</p>	<p>●Respond to a text by making precise points and providing relevant evidence. ●Explain how specific structural and organisational choices in texts create particular effect.</p> <p>●Compare related texts. Write and deliver speech. ● Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose</p> <p><b>Extract:</b> Malala Tier 2 Winston churchill from Resource file page 20</p> <p><b>Crosscurricular Links:</b> History , Cultural studies</p> <p>Vocabulary: Synonyms of the words.</p>	<p>●Understand how to write a complete article, arguing your point of view</p> <p>●Experiment with different ways of presenting texts. ●Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader</p> <p>● Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</p> <p>●Use a range of sentence structures for clarity, purpose and effect,</p>	<p>Analyse and exemplify the way that forms and varieties ofEnglish used by writers and speakers can be influenced bycontext and purpose● Select the most appropriate text, format, layout and presentation to create impact and engage the reader ● Respond to a text by making precise points and providing relevant evidence ● Explain how specific structural and organisational choices in texts create particular effects ● Plan imaginative writing and develop ideas to suit a specific audience.Compare related non-fiction text</p>	<p>● Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. ●Plan writing.● Vary sentences and punctuation for clarity and effect ● Structure, organise and present texts in a variety of forms on paper and on screen ● Develop and use editing and proofreading skills ● Use grammar accurately. Spell correctly. Imaginative Writing using Images as Stimulus</p>
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr9UF2-FICTION	Yr9UF2-FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction
	Imagine,Explore,Entertain- <b>Reading</b>	Imagine,Explore,Entertain- <b>Writing</b>	<b>Reading:</b> Review	<b>Reading - Guide</b>	<b>Writing-</b> Review and Guide	<b>Reading-</b> Autobiography-	<b>Reading-</b> Travel writing	Writing: travel and Autobiography
			● Understand how language	● Use a range of reading strategies to retrieve relevant information. Make relevant notes. ●Know how and why writers use varying degrees of formality and informality ●Respond to a text by making precise points and providing relevant evidence. ●Explain how specific structural and organisational choices in texts create particular effect. ●Compare related texts. Write and deliver speech. ● Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose. <p>● Understand how language choice can imply a point of view and influence the reader's opinion● Make a sustained contribution to a group</p>	●Understand the concept of target audience. ●Understand how to plan your writing presenting your point of view. <p>●Understand how to write a complete article, presenting your point of view</p> <p>●Experiment with different ways of presenting texts.</p> <p>●Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader</p> <p>● Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</p> <p>●Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation.</p>		●Use a range of reading strategies to retrieve relevant information. Make relevant notes. ●Know how and why writers use varying degrees of formality and informality <p>●Respond to a text by making precise points and providing relevant evidence. ●Explain how specific structural and organisational choices in texts create particular effect.</p> <p>●Compare related texts. Write and deliver speech. ● Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose.</p> <p>Extract: My family and other animals from Tier 2 Pg 97 resource file</p> <p>Crosscurricular Links:</p>	



<p>Develop and adapt active reading and skills strategies</p> <ul style="list-style-type: none"> <li>• Understand and respond to ideas, viewpoint, themes and purposes in text</li> <li>• Read and engage with a wide and varied range of text. Analyse how writer's use of linguistic and literary features shapes and influences meaning.</li> <li>• Explore short story structures and use that knowledge in creative work. Use image and describe setting, character, atmosphere</li> </ul> <p><b>Extract:</b> Great Expectations Tier 2 the invisible Man Tier 1</p> <p><b>Crosscurricular Links:</b> History</p> <p><b>Vocabulary:</b> Students will refer to the dictionary to lookup the difficult words</p>	<ul style="list-style-type: none"> <li>• Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers.</li> <li>• Plan writing.</li> <li>• Vary sentences and punctuation for clarity and effect</li> <li>• Structure, organise and present texts in a variety of forms on paper and on screen</li> <li>• Develop and use editing and proofreading skills</li> <li>• Use grammar accurately.</li> </ul> <p>Spell correctly. Imaginative Writing using Images as Stimulus</p>	<ul style="list-style-type: none"> <li>• Understand how language choice can imply a point of view and influence the reader's opinion</li> <li>• Make a sustained contribution to a group discussion</li> <li>• Listen carefully in order to solve problems</li> <li>• Use a range of reading strategies to retrieve relevant information.</li> <li>• Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects.</li> <li>• Develop interpretations of texts supporting points with detailed textual evidence.</li> </ul> <p><b>Extract:</b> from Resource file page no. 84 88</p> <p><b>Crosscurricular Links:</b> Social Studies, Literature</p> <p><b>Vocabulary:</b> Synonyms of the words. <b>Adjectives</b> to describe the Emotions</p>	<ul style="list-style-type: none"> <li>• Listen carefully in order to solve problems</li> <li>• Use a range of reading strategies to retrieve relevant information.</li> <li>• Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects.</li> <li>• Develop interpretations of texts supporting points with detailed textual evidence.</li> </ul> <p>Extract: from tier 2 your new puppy Fire evacuation page 83 from resource file</p> <p><b>Crosscurricular Links:</b> Social Studies, PSHE</p> <p><b>Vocabulary:</b> Identifying the Jargon/ Appropriate Vocabulary for the particular instruction topic. Developing the lexical field.</p>	<p><b>Crosscurricular Links:</b> Social Studies, PSHE</p> <p><b>Vocabulary:</b> Identifying the Jargon/ Appropriate Vocabulary for the particular instruction topic. Developing the lexical field.</p>	<ul style="list-style-type: none"> <li>• Read and engage with a wide and varied range of Autobiographies. Analyse how writers' use of linguistic and literary features shapes and influences meaning</li> <li>• Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. Spell correctly. Compare related texts. Reading and response. .</li> </ul> <p><b>Extract:</b> Black Boy Tier 1 and when did you last see your father Tier 2</p> <p><b>Crosscurricular Links:</b> History , Cultural studies</p> <p><b>Vocabulary:</b> Synonyms of the difficult words.</p>	<p><b>Crosscurricular Links:</b> Geography, Cultural studies</p> <p>Vocabulary: Synonyms of the difficult words.</p> <ul style="list-style-type: none"> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>• Select technique and devices used by writers</li> <li>• Draw on their knowledge of wide range of sentence lengths</li> <li>• Improve vocabulary for impact.</li> <li>• Draw on a repertoire of linguistic and literary techniques</li> <li>• Use a range of cohesive devices with audience and purpose in mind</li> <li>• Experiment with different ways of presenting text</li> <li>• Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>• Spell correctly. Select form and write imaginatively</li> </ul> <p>Vocabulary: Synonyms of the difficult words.</p>	<ul style="list-style-type: none"> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>• Select technique and devices used by writers</li> <li>• Draw on their knowledge of wide range of sentence lengths</li> <li>• Improve vocabulary for impact.</li> <li>• Draw on a repertoire of linguistic and literary techniques</li> <li>• Use a range of cohesive devices with audience and purpose in mind</li> <li>• Experiment with different ways of presenting text</li> <li>• Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>• Spell correctly. Select form and write imaginatively</li> </ul>
<p>Yr9U1NF2- Literary Non-Fiction</p>	<p>Yr9U1NF2- Literary Non-Fiction</p>	<p>Yr9U1NF2- Non-Fiction</p>	<p>Yr9U1NF2-</p>	<p>Yr9U1NF2</p>	<p>Yr9U1NF2-</p>	<p>Yr9U3F2/NF2</p>	<p>Yr9U3F2/NF2</p>
<p><b>Reading</b>-Letters</p>	<p><b>Writing</b>-Letters</p>	<p><b>Reading</b>-Fiction/ Dystopia</p>	<p><b>Reading</b>-Fiction/ Dystopia</p>	<p><b>Reading</b>-Fiction/ Dystopia</p>	<p><b>Writing</b>-Fiction/ Dystopia</p>	<p>REVISION-</p>	<p>REVISION-</p>
<p>Analyse and use literary and rhetorical techniques. Analyse how texts are shaped by audience preferences and opinions. Respond to a text by making precise points and providing relevant</p>	<ul style="list-style-type: none"> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>• Select technique and devices used by</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the features of a dystopian narrative by focusing on themes, ideas, settings etc.</li> <li>• Explore how writers explore current issues through fictional dystopian societies.</li> <li>• Understand how writers can create a sense of fear by controlling the release of information to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the features of a dystopian narrative by focusing on themes, ideas, settings etc.</li> <li>• Explore how writers explore current issues through fictional dystopian societies.</li> <li>• Understand how writers can create a sense of fear by controlling the release of information to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how writers of</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how proer nouns can be chosen to convey a structured society in an imaginary world.</li> <li>• Understand how short, simple sentences can emphasise the key moments in a narrative that highlight th dystopian feature.</li> <li>• Understand how language can</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and exemplify the way that forms and varieties of English used by writers and</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ability to structure an answer.</li> <li>• Analyse how</li> </ul>

Ter	evidence. recognise and comment on writer's language choices. Explain how specific choices of form, layout create particular effects. • Draw on their knowledge of a wide variety of sentence lengths.  Extract: from Resource files Alice walker and Siegfried Sasson pg 21 - 23  Crosscurricular Links: History , Cultural studies  Vocabulary: Synonyms of the difficult words.	writers•Draw on their knowledge of wide range of sentence lengths•Improve vocabulary for impact. •Draw on a repertoire of linguistic and literary techniques•Use a range of cohesive devices with audience and purpose in mind•Experiment with different ways of presenting text•Draw on their knowledge of grammatical conventions to write accurate texts • Spell correctly.Select form and write imaginatively.  Extracts : pg 26 28	• Understand how language can be crafted to persuade and control the reader in dystopian fiction Explore how Language can be used to manipulate the readers.	• Understand how language can be crafted to persuade and control the reader in dystopian fiction Explore how Language can be used to manipulate the readers.	dystopian fiction include elements of the familiar within a disturbing world in order to unsettle the reader. Understand how writers can create a sense of fear and Mystery, through the structure of a text • Understand how language can be crafted to persuade and control the reader in dystopian fiction. •Understand how writers use dialogue to convey characters' thoughts and feelings	be crafted to persuade and control the reader in dystopian fiction.  •Understand how to write a dystopian short story	speakers can be influenced by context and purpose• Select the most appropriate text, format, layout and presentation to create impact and engage the reader • Respond to a text by making precise points and providing relevant evidence • Explain how specific structural and organisational choices in texts create particular effects • Plan imaginative writing and develop ideas to suit a specific audience. Compare related non-fiction texts.	writers' use of linguistic and literary features shapes and influences meaning. • Link ideas explicitly to a clear sense of task purpose and audience and the individuality of their own writing • Analyse writers' use of organisation, structure, layout and presentation • Support interpretations, and personal viewpoint with appropriate textual evidence. • Use vocabulary for precision and impact. Use accurate spelling and grammar. Compare related non-fiction texts.
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## YEAR 9 LONG TERM PLAN - ENGLISH LITERATURE (with CURRICULUM STANDARDS)

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>G9U1Pr(D).1</b>	<b>G9U2Pr(D).2</b>	<b>G9U3Pr(D).3</b>	<b>G9U4Pr(D).4</b>	<b>G9U5Pr (D)5</b>	<b>G9U10Py 1</b>	<b>G9U11Py 2</b>	<b>G9U12Py 3</b>
	Intro to Shakespearean tragedy	Macbeth Act 1, Scenes 1 -3	Macbeth Act 1, Scenes 4 -6	Macbeth Act 1, Scene 7 ; Act 2, Scene 1	Macbeth Act 2, Scene 2	Introduction to Seen and Unseen Poetry	A Child to his Sick Grandfather	Love's Dog
	To explore the features of Shakespearean tragedy and the 16th Century, Elizabethan era. Social historical and political background	To understand the setting and the main conflict that sets the action	To explore character traits and the evident thematic aspects	To interpret the playwright's craft in developing the plot, characters and themes.	To interpret the playwright's choice of scenes and minor characters	Analyse and evaluate how language, structure, form and presentation contribute to quality and impact	To explore the poets' use of language devices and style to convey their purpose	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate
Term 1	<b>G9U13Py 4</b>	<b>G9U6Pr(N).1</b>	<b>G9U7Pr(N).2</b>	<b>G9U8Pr(N).3</b>	<b>G9U9Pr(N).4</b>	<b>G9U14Py 5</b>	<b>G9U15R1</b>	<b>G9U16R2</b>
	A Poison Tree/Cousin Kate	Frankenstein (Introduction and background) Preface and Letters	Frankenstein 1 - 3	Frankenstein 4-7	Frankenstein 8-10	Frankenstein 10-12	Prose(Revision)	Drama and Poetry(Revision)
	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To explore the socio cultural, historical context and show understanding of the relationships between text and the context in which it is written.	To explore key events; interpret character and the evident thematic aspects	To analyse plot, characters and themes and analyse the language, form and structure used by the writer to create meanings and effects.	To analyse plot, characters, themes and narrative style.	To explore the plot development, character development and analyse themes	To read, understand and respond to text while maintaining a critical style and develop an informed personal response	To read, understand and respond to text while maintaining a critical style and develop an informed personal response
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	<b>G9U17Pr (D)6</b>	<b>G9U18Pr (D)7</b>	<b>G9U19Pr (D)8</b>	<b>G9U20Pr (D)9</b>	<b>G9U21Pr (D)10</b>	<b>G9U22Pr(N)5</b>	<b>G9U23Pr(N)6</b>	<b>G9U24Pr(N)7</b>
	Macbeth Act 2, Scenes 3-4	Macbeth Act 3, Scenes 1	Macbeth Act 3, Scenes 2-3	Macbeth Act 3, Scene 4	Macbeth Act 3, Scenes 5 -6	Frankenstein 13 - 16	Frankenstein 17 - 20	Frankenstein 21 - 24
	To analyse and integrate the plot with characters and themes and context	To interpret the playwright's craft in developing the plot characters and themes.	To interpret narrative style and the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To interpret narrative style, the playwright's craft in developing the plot characters and themes.	To explore and analyse plot, characters, themes and the writer's use of language to convey meanings and create	To explore and analyse plot, characters, themes and the writer's use of language to convey meanings and create	To explore and analyse plot, characters, themes and the writer's use of language to convey meanings and create

						effect	effect	effect
Term 2	G9U25Pr(N)8	G9U26Py6	G9U27Py7	G9U28Py8	G9U29Py9	G9U30Py10	G9U31R3	G9U32R4
	Frankenstein Plot / Characters / Themes	To Autumn / London	Where the Picnic Was / Postcard from a Travel Snob	Unseen Poems - Comparison	Unseen poems - Comparison	Unseen poems - Comparison	Prose(Revision)	Drama and Poetry(Revision)
	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use appropriate linguistic and literary terminology	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintaining a critical style and develop an informed personal response	To read, understand and respond to text while maintaining a critical style and develop an informed personal response

## YEAR 10 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2017 - 18

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y10U1F.1	Y10U2NF.1	Y10U3F.2	Y10U4NF.2	Y10U5F.3	Y10U6NF.3	Y10U7NF.4	
	The Mayor of Casterbridge	Love is not all you need in a marriage	The Handmaid's Tale	An Evil Cradling	Pride and Prejudice	Lovely prom dress, angel, Your carriage to absurdity awaits	A letter from John Steinbeck to his son When you should leave your fist love	
	<ul style="list-style-type: none"> <li>Identify how key events in a narrative are structured and sequenced</li> <li>Understand how writers structure events in a narrative for dramatic impact</li> </ul> <b>Exam-style question</b> Paper 1, Question 3	<ul style="list-style-type: none"> <li>Identify how key points in an article are selected and sequenced to express a personal point of view</li> <li>Understand how writers select and sequence points to make opinions clear and convincing</li> <li>Be able to sequence and connect key points clearly</li> </ul> <b>Writing an open letter</b>	<ul style="list-style-type: none"> <li>Be able to identify key narrative clues and understand how to make inferences about setting from them</li> <li>Understand that writers consciously make a choice of tense and viewpoint</li> </ul> <b>Writing an account</b>	<ul style="list-style-type: none"> <li>Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experience</li> <li>Understand how a writer builds detail about their experience through shifts in tense</li> <li>Be able to comment on the writer's possible intention and evaluate how successfully it has been achieved</li> </ul> <b>Exam-style question</b> Paper 2, Question 6	<ul style="list-style-type: none"> <li>Understand how the writer's perspective can be conveyed through irony and short statement sentences</li> <li>Understand how character and perspective can be conveyed through dialogue</li> </ul> <b>Exam-style questions</b> Paper 1, Questions 1 and 2	<ul style="list-style-type: none"> <li>Identify and explain how the writer conveys an opinion by using facts</li> <li>Understand and explain how opinion is emphasised through use of the colon and short statement sentences</li> <li>Be able to express critical perspectives on text through the use of the colon and short statement sentences</li> </ul> <b>Writing a blog entry/article</b>	<ul style="list-style-type: none"> <li>Be able to identify connotations and comment on how they convey the writer's opinion</li> <li>Understand how writers create emphasis through the positioning of clauses within sentences</li> <li>Be able to identify connotations and comment on how they convey the writer's opinion</li> <li>Understand how writers create emphasis through the positioning of clauses within sentences</li> <li>Express ideas with clarity and emphasis through careful choice of sentence structure</li> </ul> <b>Writing a newspaper article</b> <b>Exam-style questions</b> Paper 2, Questions 2 and 5	
	WEEK 9 / WEEK 10	Y10U10NF5	WEEK 11 Y10U11NF.6	WEEK 12 Y10U12F.4	WEEK 13 / WEEK 14	Y10U13NF.7	WEEK 15	WEEK 16 Y10U16NF.8
	Review of Gravity Letters of note: In the event of moon disaster		Sane New World	Jane Eyre	A Year in Provence My family moved from Pakistan to the UK 40 years ago - how far we've come		Revision (Fiction)	Revision (Non-Fiction)
	<ul style="list-style-type: none"> <li>Understand how implied meaning is established through extended metaphor</li> <li>Understand that using nouns in apposition renames the first noun to provide greater detail</li> <li>Understand how implied meaning is established through the choice</li> </ul>		<ul style="list-style-type: none"> <li>Be able to use a range of reading for meaning skills explored in previous topics</li> <li>Understand how to express ideas concisely and precisely</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use a range of reading for meaning skills explored in previous topics</li> <li>Understand how to express ideas concisely and precisely</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the writer's possible intention and the key ideas that support it, and express a response to them</li> <li>Be able to explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li> </ul>	Revise using assessment materials consisting of sets of exam-style questions typical of Paper 1 (Fiction and Imaginative Writing)	Revise using assessment materials consisting of sets of exam-style questions typical of Paper 2 (Non-fiction and Transactional Writing)	

Term 1	of concrete and abstract nouns <ul style="list-style-type: none"> <li>Understand how implied meaning is intensified through the use of parallel structures in sentences which can contrast ideas</li> <li>Be able to use parallel structures in sentences which can contrast ideas to comment on writers' language choices</li> </ul> <b>Writing a speech</b> Non-fiction writing <b>Exam-style question</b> Paper 2, Questions 8 and 9		through careful choice of nouns and verbs without modification <b>Writing an account</b> Fiction/non-fiction writing		through careful choice of nouns and verbs without modification <ul style="list-style-type: none"> <li>Be able to explore the writer's possible intention and comment on how language choice contributes to it</li> </ul> <b>Exam-style question</b> Paper 1, Questions 5 and 6		<ul style="list-style-type: none"> <li>Be able to identify the writer's possible intention and the key ideas that support it, and express a response to them</li> <li>Be able to explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li> <li>Be able to identify and explore a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both</li> </ul> <b>Writing an account/newspaper article</b> Fiction/non-fiction writing <b>Exam-style question</b> Paper 2, Question 7a			
	YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 2	Y10U16NF.9		Y10U17NF.10	G10U16F.5	Y10U19NF.10	G10U18NF.12	G10U19F.6	G10U20NF.13		
	<b>Mountains of the Mind: A History of a Fascination</b> <b>The Last Ascent of Alison Hargreaves. Why did the world's finest woman alpinist never come off K2?</b>		<b>Real life always intrudes on holidays. That's how it should be</b>	<b>Three Men in a Boat (To Say Nothing of the Dog)</b>	<b>The ghost story comes back to haunt us</b>	<b>Lost Hearts</b>	<b>Arithmetic Town</b> <b>The Time Machine</b>			
	<ul style="list-style-type: none"> <li>Be able to summarise and synthesise key points</li> <li>Know what is meant by chronological and non-chronological order</li> <li>Understand how writers can engage readers using a non-chronological structure</li> <li>Be able to summarise and synthesise key points</li> <li>Understand how writers can engage the reader through their selection and sequencing of ideas</li> <li>Be able to evaluate how a writer emphasises the excitement and dangers of mountaineering through vocabulary and structural choices</li> </ul> <b>Writing an article</b> Non-fiction writing <b>Exam-style question</b> Paper 2, Questions 8 and 9		<ul style="list-style-type: none"> <li>Be able to select, summarise and synthesise the key ideas in a text</li> <li>Understand how a humorous and conversational tone can be intensified by using minor sentences</li> </ul> <b>Exam-style questions</b> Paper 2, Questions 1 and 4	<ul style="list-style-type: none"> <li>Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour</li> <li>Understand how a humorous tone can be intensified through deliberate use of coordination</li> <li>Be able to link ideas using coordination, subordination and non-finite clauses</li> <li>Understand that minor sentences create an informal tone</li> </ul> <b>Writing an account</b> Fiction/non-fiction writing	<ul style="list-style-type: none"> <li>Be able to identify and explore the implications and connotations of the writer's choices of vocabulary</li> <li>Be able to explore layers of meaning at word level</li> <li>Understand how word choices signal the writer's purpose and tone</li> </ul> <b>Exam-style question</b> Paper 2, Questions 2 and 5	<ul style="list-style-type: none"> <li>Be able to identify and explore the implications and connotations of the writer's choices of vocabulary</li> <li>Be able to explore layers of meaning at word level</li> <li>Be able to identify and explore the writer's choices of vocabulary and how these signal the conventions of the ghost story genre</li> <li>Be able to express a precise response to a text through careful selection of vocabulary</li> </ul> <b>Writing a story</b> Fiction writing	<ul style="list-style-type: none"> <li>Be able to identify and explain connotations in a text</li> <li>Understand how characterisation can be developed through dialogue using informal register</li> <li>Be able to identify and explain connotations in a text</li> <li>Understand how characterisation can be developed through dialogue using formal register</li> <li>Be able to use formal register in critical writing</li> </ul> <b>Writing an account</b> Fiction/non-fiction writing <ul style="list-style-type: none"> <li>Understand how characterisation can be developed through dialogue using formal register</li> <li>Be able to create character through careful choice and review of vocabulary and sentence structures</li> </ul> <b>Exam-style question</b> Paper 2, Question 3			
Term 2	WEEK 9	WEEK10	WEEK 11 Y10U25NF.12	WEEK 12 G10U24F.8	WEEK 13 / WEEK 14 Y10U26NF.13		WEEK 15	WEEK 16 Y10U28NF.14		
	<b>Frankenstein</b>	<b>Genetically engineering 'ethical' babies is a moral obligation, says Oxford professor</b>	<b>Notes from an author: Paul Rosolie</b>	<b>Heart of Darkness</b>	<b>My First Visit to the Movies</b> <b>Why all this selfie</b>		<b>Revision (Fiction)</b>	<b>Revision (Non-Fiction)</b>		
	<ul style="list-style-type: none"> <li>Be able to identify and explore patterns of vocabulary and imagery</li> <li>Understand how writers build description of characters and setting through careful choice of noun phrases and verbs</li> </ul> <b>Exam-style question</b>	<ul style="list-style-type: none"> <li>Be able to identify and explore patterns of vocabulary</li> <li>Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs</li> <li>Be able to express a precise</li> </ul>	<ul style="list-style-type: none"> <li>Understand how language choice can convey thoughts and feelings</li> <li>Understand how the writer uses figurative language to explore unexpected and unusual experiences</li> </ul>	<ul style="list-style-type: none"> <li>Understand how language choice can convey tone and atmosphere</li> <li>Understand how writers use figurative language to explore unexpected and unusual experiences</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explore the writer's intention and analyse how key ideas are presented</li> <li>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li> <li>Be able to explore the writer's intention and analyse how key ideas are presented</li> </ul>		Use Exam style assessments Paper 1 (Fiction and Imaginative Writing) to help understand what students will need to do for exams Revise the guidance available on pages vi - vii (Reading for	Use Exam style assessments Paper 2 (Non-fiction and Transactional Writing) to help understand what students will need to do for exams Revise the guidance available on pages vi - vii (Reading for		



	To trace the devt. Of characters, themes & plot.	To examine the playwright's craft at creating characters & develop the plot & themes	To explore the devt of plot & character	To analyse & integrate the plot with characters themes & dramatic devices used	To continue to examine & analyse the devt. of plot themes & characters.	To explore & trace the conflict devt through the 3 acts	To explore character traits, analyse themes&comment on aspects of style	To explore characters,analyse themes & comment on style
YEAR 10	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Poetry (Conflict-Romantic & Contemporary) (4)	Reading - Poetry (Conflict-Literary Heritage)(4)	Reading - Poetry (Conflict-Contemporary) (4)	Reading-Drama	Reading-Drama	Reading - Poetry (Time & Place- Literary Heritage)(4)	Reading - Poetry (Time & Place- Seen - Contemporary +Unseen) (4)	Reading - Poetry (Time & Place- Contemporary) (4) & Revision
	The Destruction ... & War Photographer	The Man He Killed & Exposure	Half caste & The Glass Game	An Inspector Calls- Act II (Pages 27- 36) (4)	An Inspector Calls- Act II (Pages 37- 49) (4)	I Started Early.... & Home Thoughts...	First Flight & Unseen poetry Comparative study	Presents from.... & Hurricane Hits England
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To explore writers' use of lang devices & style to convey their purpose.	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To read with insight and engagement, understanding the writer's use of dramatic irony, linguistic and structural devices.	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To explore writers' use of lang devices & style to convey their purpose.	To explore writers' use of lang devices & style to convey their purpose.	To examine the poetic devices used to enhance the meaning & convey the writers' attitude

## YEAR 11 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2017 - 2018

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	19th Century Fiction	19th Century Fiction	Newspaper article	Autobiography	Autobiography/ Article	21st Century Non-fiction-Article – writing to	Spoken Language	Literary non-fiction Magazine article
	The Mayor of Casterbridge	Pride and Prejudice	Love is not all you need in a marriage	An Evil Cradling	A Year in Provence/'My family moved from Pakistan to the UK 40 years ago – how far we've come'	'Why you should leave your first love'	Speech	Mountains of the Mind : A History of a Fascination 'The Last Ascent of Alison Hargreaves. Why did the world's finest woman alpinist never come off K2?'
	Identify how key events in a narrative are structured and sequenced Understand how writers structure events in a narrative for dramatic	Understand how the writer's perspective can be conveyed through irony and short statement sentences Understand how character and	Identify how key points in an article are selected and sequenced to express a personal point of view Understand how writers select and sequence points to make	Identify and comment on how a writer selects ideas to convey a vivid picture of personal experience Understand how a writer builds	Identify the writer's possible intention and the key ideas that support it, and express a response to them Explore how the writer's choice	To identify connotations and comment on how they convey the writer's opinion Understand how writers create	To express information using a range of vocabulary. Achieve the purpose of the presentation through language choices. Use Standard	Summarise and synthesise key points Evaluate how a writer emphasises the excitement and dangers of mountaineering

Term 1	impact <b>Exam Style Question Paper 1- Q1,2,3,4 and Imaginative Writing</b>	perspective can be conveyed through dialogue <b>Homework-Jane Eyre Exam Style Question Paper-1 Q1,2</b>	opinions clear and convincing Sequence and connect key points clearly Understand how writers select and sequence points to make opinions clear and convincing Understand how to review and revise text structure for clarity and emphasis during and after writing <b>Exam style question:An Open Letter</b>	detail about their experience through shifts in tense Comment on the writer's possible intention and evaluate how successfully it has been achieved <b>Exam Style Question Paper -2 Q-6 and Writing task-Blog Entry</b>	of whole text structure, sentence structure and vocabulary supports the writer's intention Identify and explore a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both <b>Exam Style Question Paper-2, Q-7a and 7 b</b>	emphasis through the positioning of clauses within sentences Express ideas with clarity and emphasis through careful choice of sentence structure <b>Exam Style Question Paper 2, Section A :Q-2 Paper 2, Section A: Q-3 Analyse how the writer of 'Why you should leave your first love' uses language and structure to interest and engage readers. Support your views with detailed reference to the text.</b>	English.Ask questions.Respond to questions	through vocabulary and structural choices <b>Exam Style Question -Paper -2 Write an article for a newspaper Homework Read 'Real life always intrudes on holidays. That's how it should be'</b>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Article – writing to argue and entertain	Article – writing to analyse and entertain	Article – writing to describe, Argue	Novel – writing to entertain	Writing Task and Spoken Language	Recount and Leaflet	Spoken Language	19th Century fiction 21st Century nonfiction (humour)
	'Real life always intrudes on holidays. That's how it should be'	Extract from 'The ghost story comes back to haunt us'	'My First Visit to the Movies' and 'Why all this selfie obsession?'	Frankenstein	Article Group Discussion and Pr	The Lady in the Van / Could you be a volunteer with Independent Age?	ArticleGroup Presentation	The Diary of a Nobody The Naked Jape: Uncovering the Hidden World of Jokes
	Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences <b>Exam-style questions Paper2; Q-1, Q-4 Homework: Write an account of an entertaining holiday experience. Your response could be real or imagined.</b>	To identify and explore the implications and connotations of the writer's choices of vocabulary To explore layers of meaning at word level and how word choices signal the writer's purpose and tone <b>Exam-style question:Paper 2, Section A ;Q-2 Homework:Writing using Images as Stimulus</b>	To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader <b>Exam-style question: Paper 2, Section A.-7b</b>	Be able to identify and explore patterns of vocabulary and imagery Understand how writers build description of characters and setting through careful choice of noun phrases and verbs <b>Exam-style question: Writing using Images as Stimulus</b>	To plan and review a text's structure, sentence structure and vocabulary to achieve clarity, impact and intention To present information using a range of vocabulary. Achieve the purpose of the presentation through language choices. Ask questions.Respond to questions.	To summarise, synthesise and connect key ideas in the narrative Understand how writers structure a text to achieve their intention: to develop character and create humour and to persuade the reader To identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it <b>Exam-style question-P2-Q6 HOMEWORK: Writing a leaflet</b>	To express information using a range of vocabulary. Achieve the purpose of the presentation through language choices. Use Standard English.Ask questions.Respond to questions	To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader Understand how writers manipulate the reader's response through paragraph structure To analyse some of the writer's choices and their impact on the reader in some detail <b>Homework-Exam-style question: Paper 2, Questions 8 and 9</b>
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8

Term 2	19th Century fiction 21st Century nonfiction (humour)	21st Century nonfiction (article) 20th Century nonfiction (autobiography)	21st Century nonfiction (article) 20th Century nonfiction (account)	Spoken Language	21st Century nonfiction (article)	Spoken Language	20th Century nonfiction (autobiography) 21st Century nonfiction (report)	19th Century fiction 20th Century nonfiction (letter)
	The Diary of a Nobody The Naked Jape: Uncovering the Hidden World of Jokes	Why teaching table manners can do more harm than good. Clinging to the Wreckage	Fukushima horse breeder braves high radiation levels to care for animals/ The story of an eye-witness	Writing a letter / article Group Discussion and Presentation	You can't force a teenager to talk to you	Formal Speech	I Know Why the Caged Bird Sings Evolution of the Teenager	Hard Times A letter from W.E.B. Du Bois
	To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader Understand how writers manipulate the reader's response through paragraph structure To analyse some of the writer's choices and their impact on the reader in some detail <b>Homework-Exam-style question: Paper 2, Questions 8 and 9</b>	To identify and analyse the impact of patterns of connotation and how they support the writer's intention Understand how writers can use vocabulary choice to create different registers and control the reader's response To express a precise analytical response to a text through careful selection of vocabulary <b>Exam-style question: Paper 2, Qs 2 and 5</b> <b>Homework: Oliver Twist-Paper 1, Qs 1 and 2</b>	To explore the writer's intention and analyse how key ideas are connected and presented To analyse with increasing depth and selected details how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention To identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both <b>Exam-style question: Paper 2, Question 7a</b>	Understand how writers structure an argument to manage the reader's response and achieve their intention. To express information using a range of vocabulary To gather, reject, select, sequence and shape texts with close focus on purpose and intention Use Standard English. Ask and answer questions	To summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader Understand how writers structure an argument to manage the reader's response and achieve their intention To identify the writer's possible intention and analyse closely a range of the writer's choices which contribute to achieving it <b>Homework: The Woman in White-Paper 1, Question 3</b>	Understand how writers structure an argument to manage the reader's response and achieve their intention To gather, reject, select, sequence and shape texts with close focus on purpose and intention To express information, persuasive ideas using a range of vocabulary. achieve the purpose of the presentation through language choices. Use Standard English. Ask and answer questions	To explore patterns of inference and their impact on the whole text and reader Understand how writers structure sentences and position clauses for rhetorical effect Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject-verb construction <b>Exam-style question: Paper 2, Qn 3</b> <b>Homework: Writing an article</b> To express and develop a precise critical response through careful choice of sentence structure	To explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader Understand how writers select vocabulary for concision and connotation to support their intention <b>Exam-style question: Paper 2, Questions 8 and 9</b> <b>Homework: Writing an article</b>
WEEK 9	WEEK 10							
	Spoken Language-Fiction Individual and group presentation	20th Century nonfiction (travel writing) 21st Century nonfiction (travel writing)						
	Writing task: imaginative writing	The Great Railway Bazaar/I discovered a new species up my nose						
	Understand how writers use symbolism and language choice to connect and develop key ideas and the reader's response	To explore the writer's intention and develop analysis of how key ideas are connected and presented						



Term 2	To review sentence and vocabulary choices for clarity, precision, impact and intention during and after writing To express information, persuasive ideas through a range of vocabulary; achieve the purpose of the presentatin through language choices. Use Standard English. Ask and answer questions.	To develop a detailed analysis of the writer's choice of whole text structure, sentence structure and vocabulary, and their cumulative contribution to achieving the writer's intention To make a discerning comparison of two texts beyond simple similarities or differences, analysing the writers' choices at word, sentence or text level in increasing detail <b>Exam-style question: P2, Qn 7b</b> <b>Homework: Writing an article</b>						
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## YEAR 11 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>Reading - Poetry (Unseen + Seen Relationships- Romantic)</b>	<b>Reading - Poetry (Relationships - Contemporary)</b>	<b>Reading - Poetry (Relationships - Contemporary)</b>	<b>Reading - Drama</b>	<b>Reading - Drama</b>	<b>Reading - Drama</b>	<b>Reading - Prose</b>	<b>Reading - Prose</b>
	Unseen poetry Comparative study & A Complaint (4)	One Flesh & I Wanna be Yours (4)	The Manhunt & My Father Would Not Show Us (4)	Romeo and Juliet- Recap of Acts 1-3 (4)	Romeo and Juliet-Act 4 Scenes 1,2 (4)	Romeo and Juliet-Act 4 Scenes 3,4, 5 (4)	DJAMH Recap of chs. 1 to 6 & Ch-7 (4)	DJAMH Ch- 8 (4)
	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To examine the use of dramatic devices/language used to reveal characters, themes and plot.	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes.
YEAR 11	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	<b>Reading - Play</b>	<b>Reading - Play</b>	<b>Reading - Play</b>	<b>Reading - Poetry (Coflict - Romantic &amp; Contemporary)</b>	<b>Reading - Poetry (Conflict - Literary Heritage &amp; Contemporary)</b>	<b>Reading - Poetry (Conflict - Contemporary)</b>	<b>Reading - Poetry (Time &amp; Place-Romantic &amp; Literary Heritage)</b>	<b>Drama/DJAMH/ Poetry</b>
	An Inspector Calls- Recap Acts I & II (4)	An Inspector Calls- Act III (Pages 50-62) (4)	An Inspector Calls- Act III (Pages 63-72) (4)	Extract from The Prelude & Catrin (4)	The Charge of... & Belfast Confetti (4)	No Problem & What Were They Like (4)	Composed Upon... & Adlestrop (4)	Review Study
	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>
	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes.	To understand and analyse the purpose and attitudes of the writers.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. To compare mood, tone, structure and use of poetic devices
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8

Term 2	<b>Reading - Drama</b>	<b>Reading - Drama</b>	<b>Reading - Poetry (Time &amp; Place-Contemporary)</b>	<b>Reading - Poetry (Time &amp; Place-Contemporary)</b>	<b>Reading - Prose</b>	<b>Reading - Prose</b>	<b>Reading - Drama</b>	<b>Reading - Poetry</b>
	Romeo and Juliet -Act 5 Scenes 1,2 (4)	Romeo and Juliet-Act 5 Scene 3 (4)	Stewart Island & Nothing's Changed (4)	In Romney Marsh & Absence (4)	DJAMH Ch- 9 (4)	DJAMH Ch- 10 (4)	Romeo and Juliet -Acts 1-5 (4)	Poetry comparisons- Seen & Unseen (4)
	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>
	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings
Term 2	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
	<b>Reading - Play/Prose</b>							
	An Inspector Calls & DJAMH (2+2)							
	<b>Learning Obj</b>							
	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.							

## YEAR 12 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2017-2018

<b>Year 12</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
Term 1	<b>Reading - Prose</b>	<b>Reading - Prose</b>	<b>Reading - Prose</b>	<b>Reading - Prose</b>	<b>Reading - Prose</b>	<b>Reading - Poetry</b>	<b>Reading - Poetry</b>	<b>Reading - Poetry</b>
	Kite Runner Background & Ch. 1 (2)	Kite Runner Ch. 2-5 (2)	Kite Runner Ch. 6-7 (2)	Kite Runner Ch.8 (2)	Kite Runner Ch.9 (2)	The Lammas Hireling & To My Nine Year Old Self (2)	A Minor Role & The Gun (2)	The Furthest Distances I've Travelled & Giuseppe (2)
	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>
	To introduce setting and the socio-cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.
<b>Year 12</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	<b>Reading - Pre 1900 Drama</b>	<b>Reading - Pre 1900 Drama</b>	<b>Reading - Pre 1900 Drama</b>	<b>Reading - Pre 1900 Drama</b>	<b>Reading - Poetry</b>	<b>Reading - Post 1900 Drama</b>	<b>Reading - Post 1900 Drama</b>	<b>Reading - Post 1900 Drama</b>
	Dr. Faustus- Background & Prologue (4)	Dr. Faustus Act I-Sc. 1-3 (4)	Dr. Faustus- Act I Sc. 4 & Act II Sc 1-2 (4)	Dr. Faustus- Act II Sc 2-3 (4)	Eat Me & Chainsaw Versus the Pampas Grass (4)	A Street Car Named Desire- Background (4)	A Street Car Named Desire- Sc. 1 (4)	A Street Car Named Desire- Sc. 2 (4)
	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>
	To explore the features of a political satire and relate to the conflict caused by the Tudor reign	To understand and analyse the times and purpose or Marlowe's work. Writer's use of structure and form and how these are used to create literary effects	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To explore the changes in America after WW2, decline of aristocracy and effect of industrialisation on agriculture	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes.
<b>Year 12</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>



	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings	To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects	. To consider the writer's point of view by linking to the social and historical background, characters and themes	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	<b>Reading - Prose/Poetry</b>							
	Kite Runner & Anthology Poems (3)							
	<b>Learning Obj</b>							
	To show knowledge and depth in exploring the writer's purpose and craft.							
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	<b>Reading - Pre/Post 1900 Drama/ Poetry</b>							
	Dr. Faustus, A Street Car Named Desire & Anthology Poems (3)							
	<b>Learning Obj</b>							
	To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response							