

St. Mary's Catholic High School (2018-2019)

ENGLISH LANGUAGE 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.</p> <p>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>Phonics: Unit 1 phonemes / s/, / a/, / t/, / p/, Language session</p> <p>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;</p> <p>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>Phonics: Unit 2 phonemes / i/, / n/, / m/, / d/, Language session</p> <p>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. (G.R) Read Labels, Lists and Captions;</p> <p>Understand how and why Labels, Lists and captions are used in the classroom; Speak audibly. Articulate answers and opinions for expressing feelings.</p> <p>Phonics: Unit 3 phonemes / g/, / o/, / c/, / k/, Language session</p> <p>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 read 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>Phonics: 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 read to their own experiences; Discuss significance of title and events; Make predictions; Articulate and justify answers; Participate actively in conversations; Phonics: Unit 5 phonemes / h/, / b/, / f/, / v/, / ss/, Language session 'I'</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 read 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>Phonics: Unit 6 phonemes / j/, / v/, / w/, / x/, Language session 'me'</p>	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read 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>Phonics: 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.</p> <p>Grammar: Respond to punctuation: full stops, question marks.</p> <p>Phonics: 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	POETRY - Sensational Senses	NON-FICTION - Who Lives Here?	NON-FICTION - Who Lives Here?	NON-FICTION - Who Lives Here?	FICTION/NON-FICTION REVISION	POETRY STAR!
	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Draw on what they already know/background information/vocabulary provided by teacher; Listen and respond appropriately(G.R); Begin to punctuate sentences; Give well-structured descriptions, explanations and narratives; Participate actively in conversations; Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher; Participate in discussions, presentations, performances, role play. Select and use appropriate registers.</p> <p>Phonics: Unit 9 phonemes /ai/,/ee/,/igh/,/oa/,/oo/-long; /</p> <p>Language session 'we'</p>	<p>Listen to and discuss a wide range of text types(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; Articulate and justify answers; Begin to punctuate sentences; Participate in discussions, presentations, performances, role play. Gain the interest of the listener; Select and use appropriate registers; Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; Articulate and justify answers; Participate actively in conversations.</p> <p>Grammar: Respond to punctuation: full stops, question marks.</p> <p>Phonics: Unit 9 (continued) phonemes /ai/,/ee/,/igh/,/oa/,/oo/-long; /oo/short; Language session 'we'</p>	<p>Say out loud what they are going to write about; 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; Listen and respond appropriately; Consider and evaluate different viewpoints; Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher; Give well-structured descriptions, explanations and narratives; Speak audibly and fluently using Standard English. (G.R.)</p> <p>Grammar: Respond to punctuation: full stops, question marks,</p> <p>Phonics: Unit 10 phonemes /ar/,/or/, /ur/,/ao/,/oi/ Language session 'you'</p>	<p>Be encouraged to link what they read or hear read 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>Grammar: Respond to punctuation: full stops, question marks, exclamation marks; Introduce key sentence structure terminology, e.g. sentence, capital letter, full stop;</p> <p>Phonics: Unit 10 (continued) phonemes /ar/,/or/, /ur/,/ao/,/oi/ Language session 'you'</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, exclamation marks; Introduce key sentence structure terminology, e.g. sentence, capital letter, full stop;</p> <p>Phonics: Unit 11 phonemes /ear/,/air/, /ure/,/ur/ as er. Language session 'all'</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 have written with the teacher or other pupils; Articulate and justify answers; Participate actively in conversations.</p> <p>Grammar: Respond to punctuation: full stops, question marks, exclamation marks; Introduce key sentence structure terminology, e.g. sentence, capital letter, full stop;</p> <p>Phonics: Unit 11(continued) phonemes /ear/,/air/, /ure/,/ur/ as er. Language session 'all'</p>	<p>Review of Fiction and Non Fiction</p> <p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read 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'; .</p> <p>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 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</p> <p>Phonics: Unit 11 Assessment</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</p> <p>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 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.</p> <p>Phonics: Unit 12 CVCC/CCVC</p>

YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	POETRY STAR	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?
	<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</p> <p>Grammar: Respond to punctuation: full stops, question marks, exclamation marks;</p> <p>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.</p> <p>Phonics: Unit 12 (continued) CVCC/CCVC/CCVCC/CCCVC/CCCVC/ Language 1 'said'</p>	<p>Be encouraged to link what they read or hear read 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; 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’</p> <p>Phonics: Unit 12 (continued) CVCC/CCVC/CCVCC/CCCVC/CCCVC/ Language 1 'said' ; 2. 'some'; 3. 'one'</p>	<p>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; 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.</p> <p>Phonics: Unit 12 - Assessment CCVC Non-words for blending.</p> <ul style="list-style-type: none"> • contribute to discussion, learning to ask their own questions 	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read 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; Say out loud what they are going to write about; Re-read what they have written to check that it makes sense; Read aloud their writing clearly enough to be heard; Listen and respond appropriately; Phonics:Unit 13 Target Phonemes- 'zh', 'wh',</p> <ul style="list-style-type: none"> • recap what we know • say the phoneme • find the letters • read and spell words of one syllable or more with 'zh', 'wh', " in • write a dictated sentence 	<p>Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read 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; Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense;</p> <p>Phonics: Unit 13 Target Phonemes- ', 'ph' Language session</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with 'ph' in • write a dictated sentence <p>learn to read and spell irregular words "oh" and "their"</p> <ul style="list-style-type: none"> • write sentences from dictation with one- and two-syllable words • contribute to discussion, learning to ask their own questions 	<p>Participate in discussions and listen to others; Be encouraged to link what they read or hear read to their own experiences (G.R)</p> <p>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>Draw on what they already know/background information /vocabulary provided by teacher; Re-read what they have written to check that it makes sense; Write sentences; Join words and sentences using 'and'.</p> <p>PHONICS: Unit 14 Target Phonemes- ay', 'a-e', recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with 'ay', 'a-e', 'eigh/ey/ei' /' / un/ • write a dictated sentence 	<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 prefix 'un-';</p> <p>PHONICS: Unit 14 Target Phonemes- 'eigh/ey/ei' Language session ; recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with 'ay', 'a-e', 'eigh/ey/ei' un/ • write a dictated sentence; learn to read and spell irregular words "Mr" and "Mrs" • write sentences from dictation with one- and two-syllable words 	<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</p> <p>PHONICS: Unit 15 Target Phonemes- ea, ee,</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with ea, ee, ie/ey/y in • write a dictated sentence

YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	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); 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>PHONICS: Unit 15 Target Phonemes- ie/ey/y' Language session recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with ie/ey/y in • write a dictated sentence 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>PHONICS: Unit 24Target 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"> • say the phoneme • find the letters • read and spell words of one syllable or more with ch in • write a dictated sentence • learn to read and spell irregular 	<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 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 recap what we know • read and spell words of one syllable or more with 'al' in • write a dictated sentence ; learn to read and spell "Thursday", "Saturday", "thirteen" and "thirty"</p> <ul style="list-style-type: none"> • write related sentences from dictation, including a two syllable word 	<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>Grammar: 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>PHONICS: Unit 17 Target Phonemes-ow, o-e, recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with ow, o-e, o/oe • write a dictated sentence <p>PHONICS: 26 Target phoneme /l/ written as 'le'; /m/ written as 'mb'; recap what we know</p> <ul style="list-style-type: none"> • say the /r/ phoneme • learn different ways to spell the phoneme /l/ written as 'le'; /m/ written as 'mb'; • read and spell words of more than one syllable • write a dictated sentence 	<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. PHONICS: Unit 17 • read and spell words of one syllable or more with , ie/ey/y in</p> <ul style="list-style-type: none"> • write a dictated sentence ; learn to read and spell irregular words "water" and "where" • write sentences from dictation,including a three-syllable word • contribute to discussion,learning to ask their own questions 	<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>PHONICS: Unit 18 Target Phonemes- long /oo/: ew, / ue,/ recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with long /oo/: ew/, ue/, • write a dictated sentence 	<p>Participate in discussions and listen to others; Be encouraged to link what they read or hear read 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>PHONICS: Unit 18 Target Phonemes- short /oo/: u/oul Language session recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with short /oo/: u/oul in • write a dictated sentence ; learn to read and spell irregular words "thought" and "through" • write linked sentences from dictation including a list sentence • contribute to discussion learning to ask own questions 	<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>PHONICS: Unit 19 Target Phonemes- aw, au, recap what we know</p> <ul style="list-style-type: none"> • read and spell words of one syllable or more with / aw,/ au,/ al / • write a dictated sentence . 	<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>PHONICS: Unit 19 learn to read and spell irregular words "work", "laughed" and "because"</p> <ul style="list-style-type: none"> • write linked related sentences from dictation, including a twosyllable word • contribute to discussion, learning to ask their own questions

YEAR 2 ENGLISH LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Fiction Unit 2.1	Fiction Unit 2.1	Fiction Unit 2.1	Fiction Unit 2.1	Fiction Unit 2.1	Fiction Unit 2.1	Non Fiction Unit 2.1	Non Fiction Unit 2.1
	Would You Do?	Would You Do?	Would You Do?	Would You Do?	Would You Do?	Would You Do?	All about Orangutans	All about Orangutans
Term 1	<p>Recap what we know say the /c,h,r/ phoneme learn different ways to spell the /c,h,r/ phoneme</p> <p>read and spell words of one syllable or more write the words beginning with c/h/r</p> <p>Learn to read and spell regular and irregular words (hat, bed, dog, peg, rat and zip)</p> <p>Make related sentences from dictation including two- and three-syllable words</p> <p>Contribute to discussion, framing and using own sentences or questions to stimulate thinking skills</p> <p>Read and spell regular and irregular words (log, cap, net, cat, jam, bed, fan, rib) (bag, hat, beg, hen, dig, pit, log, hop, jug, mug) (sack, truck, duck, quack, cluck, sock, lock, neck)</p> <p>Make sentences using the words</p> <p>Contribute to discussion, framing and using own sentences or questions to stimulate thinking skills, using the words learnt</p> <p>Discuss the sequence of events in books</p> <p>Plan or say out loud what they are going to write about.</p> <p>Use sentences with different forms: Statement, Question, Exclamation, command.</p> <p>Make predictions</p>	<p>Recap what we know say words that begin with bl and br</p> <p>Learn different ways to spell the words that begin with bl and br</p> <p>Read and spell words of one syllable or more write the words beginning with bl and br</p> <p>Learn to read and spell regular and irregular words (cl and cr)</p> <p>Make related sentences from dictation including two- and three-syllable words</p> <p>Contribute to discussion, framing and using own sentences or questions to stimulate thinking skills</p> <p>Read and spell regular and irregular words (planet, plane, play, plate, plug, plum, pray, pram, plant, prince) (chair, shell, ship, chip, shark, shed, chick) (ow, oa)</p> <p>(sack, truck, duck, quack, cluck, sock, lock, neck)</p> <p>Make sentences using the words</p> <p>Contribute to discussion, framing and using own sentences or questions to stimulate thinking skills, using the words learnt</p> <p>Discuss the sequence of events in books</p> <p>Plan or say out loud what they are going to write about.</p> <p>Use sentences with different forms: Statement, Question, Exclamation, command.</p> <p>Make predictions</p>	<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;</p> <p>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;</p> <p>Consider and evaluate different viewpoints</p> <p>Use both familiar and new punctuation correctly (Appendix 2);</p> <p>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;</p> <p>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>Write down ideas and/or key words, including new vocabulary; 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>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;</p> <p>Apply spelling rules and guidelines, as listed in Appendix 1. 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;</p> <p>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. 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;</p>

YEAR 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Non Fiction Unit 2.1	Poetry Unit 2.1	Poetry Unit 2.1	Live Unit 2.1	Live Unit 2.1	Word Detectives Year 2	Poetry Unit 2.2	
	All about Orangutans	Pattern, Rhythm and Rhyme	Pattern, Rhythm and Rhyme	Newshounds	Newshounds	Word Detectives	Closer Look	REVISION
	Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas; Listen and respond appropriately. 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	Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener; Select and use appropriate registers. 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.	Listen to and discuss a wide range of text types. 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. Read most words quickly and accurately;	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	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	Explore adjectives and verbs; explore the poet’s feelings; explore the poet’s use of descriptive language; compare poems; explore vocabulary and poetic language; collect ideas for a ‘picture for a poem’; draft a ‘word picture’ poem; review and edit poems Read poems aloud; introduce word classes: adjectives; link adjectives to nouns; Form new nouns by compounding. Revise nouns. Combine words to make new meanings; Use expanded noun phrases for description and specification; using ‘that’ in subordination; Revise adjectives and nouns; adding extra detail about a noun in a variety of ways; Use progressive form of verbs in the present and past tense to mark actions in progress; Revise verbs: recognise that verbs take many forms and establish that many forms of the verb involve more than one word, e.g. was swimming	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;
YEAR 2	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Fiction Unit 2.2	Fiction Unit 2.2	Fiction Unit 2.2	Fiction Unit 2.2	Non-fiction Unit 2.2	Non-fiction Unit 2.2	Non-fiction Unit 2.2	Fiction 2.3
	A Twist in the Tale	A Twist in the Tale	A Twist in the Tale	A Twist in the Tale	Does Chocolate Grow on Trees?	Does Chocolate Grow on Trees?	Does Chocolate Grow on Trees	Muddles and Mishaps
	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); Learn how to use sentences 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	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	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

YEAR 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Fiction 2.3	Fiction 2.3	Non-fiction Unit 2.3	Non-fiction Unit 2.3	Non-fiction Unit 2.3	Poetry 2.3	Poetry 2.3	
	Muddles and Mishaps	Muddles and Mishaps	What Is the Most Unusual Place in	What Is the Most Unusual Place in the	What Is the Most Unusual Place in	Silly stuff	Silly stuff	REVISION
	<p>Draw on what they already know/background information/information provided by teacher; Make inferences; Listen and respond appropriately</p> <p>Consider what they are going to write before beginning; Speculate, hypothesise, imagine and explore ideas;</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly];</p> <p>Consider and evaluate different viewpoints;</p> <p>Make inferences; Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Build their vocabulary;</p> <p>Recognise simple recurring language in stories and poetry; Discuss favourite words and phrases</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p>	<p>Speak audibly and fluently using Standard English Listen and respond appropriately; learn how to use subordination and co-ordination; incapsulate what they want to say, sentence by sentence; Write down ideas and/or key words, including new vocabulary;</p> <p>Evaluate their writing with the teacher and other pupils; Ask relevant questions; Give well-structured descriptions, explanations and narratives</p> <p>Write for different purposes;</p> <p>Re-read what they have written to check that it makes sense; Evaluate their writing with the teacher and other pupils</p> <p>Develop positive attitudes towards and stamina for writing; Write narratives about personal experiences and those of others;</p> <p>Consider what they are going to write before beginning; Write down ideas and/or key words, including new vocabulary;</p> <p>Encapsulate what they want to say, sentence by sentence; Participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>Make simple additions, revisions and corrections to their own writing; Evaluate their writing with the teacher and other pupils.</p>	<p>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;</p> <p>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;</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Draw on what they already know/background information/information provided by teacher;</p> <p>Gain the interest of the listener;</p> <p>Participate in discussions, presentations, performances, role play, improvisations 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</p>	<p>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.</p>	<p>Participate actively in conversations; Gain the interest of the listener;</p> <p>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</p> <p>Discuss favourite words and phrases; Make inferences; Make predictions; Build their vocabulary; Consider and evaluate different viewpoints;</p> <p>Listen to and discuss a wide range of text types; Discuss favourite words and phrases;</p> <p>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</p>	<p>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;</p> <p>Consider and evaluate different viewpoints; Write poetry; Write down ideas and/or key words, including new vocabulary;</p> <p>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;</p> <p>Consider and evaluate different viewpoints</p>	<p>Poetry and Non Fiction revision</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>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</p> <p>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;</p>

YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	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 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	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 increasing range of sentence structures.	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 in discussing their writing;Proof-read for errors	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 in discussing their writing;Assess own and other's writing; Proof-read for errors	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

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	
	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	Live Unit 3.1 All About Me	Live Unit 3.1 All About Me	Revision
	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	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	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	Y3U3F3	Y3U3F3
	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?	Fiction 3.3 Ottoline and the Yellow Cat	Fiction 3.3 Ottoline and the Yellow Cat
	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 themselves; Use a wider range of conjunctions; Use and understand the grammatical terminology in Appendix 2; Use and punctuate direct speech	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 themselves; Use a wider range of conjunctions; Use and understand the grammatical terminology in Appendix 2; Use and punctuate direct speech	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, organising paragraphs around a theme; Draft and write, creating settings, characters and plot; Propose changes to improve consistency	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 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	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 changes to improve consistency; Proof-read for errors; Discuss books that are read to them and those they read themselves	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 changes to improve consistency; Proof-read for errors; Discuss books that are read to them and those they read themselves	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

YEAR 3	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Y3U3F3	Y3U3F3	Y3U3F3	Y3U2PY2	Y3U2PY2	Y3U2PY2	Y3U2PY2	
	Fiction 3.3 Ottoline and the Yellow Cat	Fiction 3.3 Ottoline and the Yellow Cat	Live Unit 3.2 Chat Show Challenge	Live Unit 3.2 Chat Show Challenge	Poetry Unit 3.2 Playing With Words / Poetry Unit 3.3 Shape Poems/Revision 2	Poetry Unit 3.2 Playing With Words / Poetry Unit 3.3 Shape Poems/Revision 2	Poetry Unit 3.2 Playing With Words / Poetry Unit 3.3 Shape Poems/Revision 2	Revision
Term 2	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	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 with evidence	Read differently structured books; Read for range of purposes; Discuss and record ideas Identify how language, structure and presentation contribute to meaning Ask questions to improve understanding	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; 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; 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 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y4/U1/F1(5)	Y4/U1/PY1(3)	Y4/U2/F1(5)	Y4/U2/F1(5)	Y4/U2/NF1(5)	Y4/U2/NF1(5)	Y4/U2/NF1(5)	Y4/U2/NF1(5)
	FICTION Unit 4.1 Christophe Story	FICTION Unit 4.1 Christophe Story	FICTION Unit 4.1 Christophe Story	FICTION Unit 4.1 Christophe Story	NON-FICTION Unit 4.1 WANTED SPACE EXPLORER	NON-FICTION Unit 4.1 WANTED SPACE EXPLORER	NON-FICTION Unit 4.1 WANTED SPACE EXPLORER	NON-FICTION Unit 4.1 WANTED SPACE EXPLORER
	Introduction and Instructions ; Oral retelling of experience ; Writing a recount ; Identify Word Classes; Revise use of Capital letters ; Understand the difference between spoken and written language; Listen and respond appropriately; Speak audibly and fluently using Standard English	Spelling and Vocabulary development ; Discuss books that are read to them and those they read themselves ; Ask relevant questions ; Draw inferences from a text and justify with evidence ; Discuss words/phrases that capture reader’s interest; Recall and summarize ideas ; Consider and evaluate different viewpoints ; Articulate and justify answers ; Give well-structured descriptions, explanations and narratives	Revise Word Classes; Consolidate singular and plural nouns ; Introduce agreement between nouns and verbs ; Identify and use possessive apostrophe with singular and plural nouns; Identify and use conjunctions, adverbs/adverbials and prepositions to express time and cause	Identify basic parts of a letter; Write a letter using another as a model ; Discuss and record ideas; Use rich vocabulary, and increase range of sentence structures; Check that text makes sense and is in context ; Select and use appropriate registers; Discuss writing similar to that which they are planning to write; Write personal stories ; Create settings, character and plot; Organise paragraphs around a theme; Evaluate own and other's writing; Proof read for errors ; Read aloud writing (POST TEST)	Spelling test and Vocabulary development; Read differently structured books; Read for range of purposes; Retrieve and record information from non-fiction; Draw inferences and justify with evidence; Articulate and justify answers; Listen to and discuss wide range of text types; Participate actively in conversations	Discuss the features of biographical writing; Understand chronology; Identify and summarise main ideas; Discuss and record ideas; Make notes on the text ; Check that text makes sense and is in context; Consider and evaluate different viewpoints; Give well-structured descriptions, explanations and narratives; Speculate, hypothesise, imagine and explore ideas; Listen to and respond appropriately to text;Ask questions to improve understanding	Revising capital letters ; Identify 1st, 2nd, 3rd person pronouns; Choose /pronouns appropriately; Fronted Adverbials; Possessive Pronouns; Determiners ;Use of conjunctions, adverbs and prepositions; Revise features of Newspaper Reports ; Explore first person accounts and third person newspaper reports;	Planning and writing a newspaper report ; Discuss writing similar to that which they are planning to write; Use of rich vocabulary, and increasing range of sentence structures; Use of simple organizational devices in non-narrative material; Organise paragraphs around a theme ; Select and use appropriate registers; Assess own and other's writing; Proof read for errors; Propose changes to improve consistency; Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Read aloud own writing; Gain the interest of the listener (POST TEST)
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Y4/U3/Py1(5)	Y4/U4/F2(5)	Y4/U4/F2(5)	Y4/U4/F2(5)	Y4/U5/ L1(5)	Y4/U5/ L1(5)	Y4/U5/ L1(5)	REVISION	
POETRY: Creating Images	FICTION Unit 4.2 IRON MAN	FICTION Unit 4.2 IRON MAN	FICTION Unit 4.2 IRON MAN	LIVE Unit 4.1 Sound Spooky(The Ghost Thief)	LIVE Unit 4.1 Sound Spooky(The Ghost Thief)	LIVE Unit 4.1 Sound Spooky(The Ghost Thief)		
Spelling and Vocabulary development ;Discuss use of figurative language ; Identify how language, structure and presentation contribute to meaning; Discuss words/phrases that capture reader’s interest ; Draw inferences and make predictions ; Discuss expanded noun phrase; Read aloud poems	Spelling and Vocabulary development; Explore language and justify with evidence ; Discuss words/phrases that capture reader’s interest; Make predictions and draw inferences ; Ask questions to improve understanding;	Identify expanded noun phrases ; Understand the layout and punctuation of direct speech ; Introduce the conventions for continuing speech beyond the reporting clause ; Use commas in lists Identify ; how language, structure and presentation contribute to meaning	Plan writing using a story plan ; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Organise paragraphs around a theme; Review and improve own and others’ writing; Edit own writing and read aloud (POST TEST)	Spelling and Vocabulary development; Identify how language, structure, and presentation contribute to meaning ; Discuss author’s use of language in the text ; Draw inferences and justify with evidence; Articulate and justify answers ; Consider and evaluate different viewpoints; Speculate, hypothesise, imagine and explore ideas; Listen and respond appropriately to an audio story ; Participate actively in conversations	Indicate grammatical and other features; Use and punctuate direct speech; Use and understand the grammatical terminology ;Identify how language, structure, and presentation contribute to meaning; Discuss and record ideas; Listen and respond appropriately	Plan writing ; Discuss writing similar to that which they are planning to write; Draft and write a Spooky story ; Use of rich vocabulary, and increasing range of sentence structures; Create settings, character and plot; Organise paragraphs around a theme in narratives; Select and use appropriate registers; Evaluate and edit ; Assess own and other's writing ; Participate in discussions, presentations, performances, role play, improvisations and debates; Speak audibly and fluently using Standard English;Read aloud own	Reinforcement on: Questions basing on inference, decucing ;personal opinon, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class; Fronted Adverbials ; Adjectives, Conjunctions of time and cause , Pronouns and Possessive pronouns, Possessive apostrophe Writing tasks : Personal story, Recount , Diary entry, Biography; Newspaper report	

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Y4/U6/Py2(5)	Y4/U7/NF2(5)	Y4/U7/NF2(5)	Y4/U7/NF2(5)	Y4/U7/NF2(5)	Y4/U8/F3(5)	Y4/U8/F3(5)	Y4/U8/F3(5)
	POETRY: Exploring Poetic Form	NON-FICTION Unit 4.2 THE MOST INCREDIBLE SPORT	NON-FICTION Unit 4.2 THE MOST INCREDIBLE SPORT	NON-FICTION Unit 4.2 THE MOST INCREDIBLE SPORT	NON-FICTION Unit 4.2 THE MOST INCREDIBLE SPORT	FICTION Unit 4.3 SPIDERWICK CHRONICLES	FICTION Unit 4.3 SPIDERWICK CHRONICLES	FICTION Unit 4.3 SPIDERWICK CHRONICLES
	Discuss words that captures reader' interest; Identify how language, structure and presentation contribute to meaning ;Use possessive apostrophe with singular and plural nouns; Discuss writing similar to that which is planned to write; Use rich vocabulary, oral rehearsal and increase range of ideas; Read and discuss kennings; Write additional lines for kennings; Write acrostic poems	Spelling and Vocabulary Development ; Read differently structured books and read for range of purposes; Understand what was read ; Develop positive attitudes to reading and understanding of what they read; Read independently; Check that text makes sense and is in context; Discuss books that are read ; Identify themes and conventions; Listen and respond appropriately	Identify and summarise main ideas; Discuss words/phrases that capture reader's interest;Draw inferences and justify with evidence;Consider and evaluate different viewpoints; Retrieve and record information from non-fiction; Identify how language, structure and presentation contribute to meaning; Speculate, hypothesise, imagine and explore ideas	Use dictionaries; Choose nouns/pronouns appropriately; Ask questions to improve understanding; Comparative and Superlative; Suffixes ; Use and understand the grammatical terminology (adjectives and adverbs)	Planning and writing a Non-Chronological Report ; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures ; Draft and write , organizing paragraphs around a theme; Use simple organisational devices in non-narrative material ; Assess own and other's writing ;Propose changes to improve consistency ;Proof-read for errors ; Read aloud own writing (POST TEST)	Spelling and Vocabulary development ; Use dictionaries; Check that text makes sense and is in context ; Identify how language, structure and presentation contribute to meaning ; Use and punctuate direct speech ; Draw inferences and justify with evidence ; Using drama techniques to explore character (Chapters 1 and 2); Listen and respond appropriately	Close reading of a fiction text(fantasy story-Chronicles Narnia) ; Read and retrieve information; Make use of contextual clues to infer meanings of unfamiliar words from context ; Discuss impact of authors' use of language on reader ; Discuss and record ideas ; Use fronted adverbials ; Use commas after fronted adverbials; Use and understand the grammatical terminology (preposition and adverbs) ; Consider and evaluate different viewpoints	Write a story plan; Develop success criteria for a fantasy story ; Discuss writing similar to that which is being planned for writing ;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 structure ; ; Organise paragraphs around a theme; Draft and write, creating settings, characters and plot ; Participate actively in conversations (POST TEST)
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 2		Y4/U9/NF3(5)	Y4/U9/NF3(5)	Y4/U9/NF3(5)	Y4/U10/ L2(5)	Y4/U10/ L2(5)		
	NON-FICTION Unit 4.3 SHANG DYNASTY	NON-FICTION Unit 4.3 SHANG DYNASTY	NON-FICTION Unit 4.3 SHANG DYNASTY	NON-FICTION Unit 4.3 SHANG DYNASTY	LIVE Unit 4.2 GRAND TOUR	LIVE Unit 4.2 GRAND TOUR	REVISION	REVISION
	Spelling and Vocabulary development; Use dictionaries ; Read differently structured books and for range of purposes; Ask questions to improve understanding ; Identify how language, structure and presentation contribute to meaning ; Check that text makes sense and is in context ; Develop positive attitudes to reading and understanding of what they read ; Discuss books that are read to them and those they read themselves; Participate actively in conversations	Identify and summarise main ideas; Retrieve and record information from non-fiction ; Identify themes and conventions; Draw inferences and justify with evidence ; Articulate and justify answers; Consider and evaluate different viewpoints ; Listen and respond appropriately	Revise nouns and pronouns; Choose nouns/pronouns appropriately; Use possessive apostrophe with singular and plural noun; Understand how pronouns link to a specific noun; Rewrite a sentence to avoid confusion	Compare and contrast features of personal accounts and non-chronological reports; Discuss and record ideas; Planning and writing a Personal recount; Discuss writing similar to that which they are planning to write (POST TEST)	Spelling and Vocabulary development; 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; Identify themes and conventions; Listen to and discuss a wide range of text types; Participate actively in conversations	Planning ang writing a leaflet ; Discuss writing similar to what is planned; Draft and write, using simple organisational devices in non-narrative material; Assess own and other's writing; Proof-read for errors; Propose changes to improve consistency; Read aloud own writing	Reinforcement on: Questions basing on inference, decucing ;personal opinon, usage of language, justification of explanation of responses and vocabulary.	Grammar Topics: Word class; Fronted Adverbials ; Adjectives,different forms of adjectives; Direct speech; Punctuation ;Expanded noun phrase; Conjunctions of time and cause , Pronouns and Possessive pronouns, Possessive apostrophe Writing tasks : Personal story, Recount , Diary entry, Biography; Newspaper Report; Leaflet

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y5/U1/PY1(5)	Y5/U1/PY1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)
	<p>POETRY Unit 5.1 Poets' Voices</p> <p>Read aloud poems; Identify and summarise main ideas; Explain/discuss their understanding of what they have read; Discuss impact of authors' use of language on reader; Participate actively in conversations; Provide reasoned justifications for views; Note and develop initial ideas; Use a dictionary confidently to check spellings;</p> <p>Identify audience/purpose of writing and select appropriate form; Draft whole-class poem. Use and understand the grammatical terminology (Revision of key grammatical vocabulary): noun, adjective, pronoun, verb, adverb, preposition</p>	<p>POETRY Unit 5.1 Poets' Voices</p> <p>Listen to and discuss wide range of text types; Read aloud poems; Discuss impact of poets' use of language on reader; Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener; Revise key grammatical vocabulary; Use and understand the grammatical terminology; Distinguish between homophones and other words which are often confused; Investigate the meanings and spellings of further homophones;</p> <p>Draft own poem selecting appropriate grammar and vocabulary; Understanding how such choices can change and enhance meaning; Assess effectiveness of own and others' writing;</p> <p>Evaluate and edit own poem.</p>	<p>FICTION Unit 5.2 Friend or Foe</p> <p>Identify and summarise main ideas of the text; Explain/discuss their understanding of what they have read; Consider and evaluate different viewpoints; Provide reasoned justifications for their views; Discuss impact of authors' use of language on reader; Use and understand the grammatical terminology; Recognise vocab and structures appropriate for formal speech and writing, (e.g. subjunctive); find out definitions of new and unfamiliar words,</p>	<p>FICTION Unit 5.2 Friend or Foe</p> <p>Read for a range of purposes; Find evidence in a text to support opinions. Discuss impact of authors' use of language on reader; Participate in discussions, presentations, performances and debates;</p> <p>Gain the interest of the listener; Speculate, hypothesise, imagine and explore ideas; Note and develop initial ideas; Explore Standard and non-Standard English; Use commas to clarify meaning or avoid ambiguity in writing;</p>	<p>FICTION Unit 5.2 Friend or Foe</p> <p>Provide reasoned justifications for their views; Discuss impact of authors' use of language on reader;</p> <p>Explore settings/characters/atmosphere and use of dialogue in narratives; Recognise vocab and structures appropriate for formal speech and writing, (e.g. subjunctive); Recognise how the use of commas clarify meaning or avoid ambiguity in writing; Note and develop initial ideas; Plan a scene; Use improvisation; Write dialogue</p>	<p>FICTION Unit 5.2 Friend or Foe</p> <p>Making comparisons within and across books; Participate actively in conversations; Provide reasoned justifications for their views; Articulate and justify answers; Consider how authors develop characters/setting when writing narratives; Give well-structured descriptions and explanations; Explore Standard and non-Standard English; Identify intended audience/purpose of writing and select appropriate form; Note and develop initial ideas; Plan a story; Use role play</p>	<p>FICTION Unit 5.2 Friend or Foe</p> <p>Read for a range of purposes; Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Write using planning & discussion; Write a story opening; Create a character; Create a setting; Describe settings/characters/atmosphere and integrate dialogue in narratives; Write a story ending; Assess effectiveness of own and others' writing; Evaluate and edit their writing</p>	<p>FICTION Unit 5.2 Friend or Foe</p> <p>Read differently-structured books; Understand what was read; Draw inferences; Discuss impact of authors' use of language on reader; Identify how language, structure, and presentation contribute to meaning; Use and understand the grammatical terminology; Revise Spelling rules</p>

	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/U3/NF1(5)	Y5/U4/NF2(5)	Y5/U4/NF2(5)	REVISION	REVISION
	NON-FICTION Unit 5.3 Animals on the Move	NON-FICTION Unit 5.3 Animals on the Move	NON-FICTION Unit 5.3 Animals on the Move	NON-FICTION Unit 5.3 Animals on the Move	LIVE Unit 5.4 ULTIMATE RAP	LIVE Unit 5.4 ULTIMATE RAP		
Term 1	Retrieve, record and present information from non-fiction ; Identify and summarise main ideas; Listen and respond appropriately; Participate actively in conversations; Articulate and justify answers; Distinguish between statements of fact and opinion; Discuss impact of authors' use of language and structure on reader; Provide reasoned justifications for their views; Give well-structured descriptions, explanations and narratives; Explain/discuss understanding of what was read (include presentations/debates) Spoken language: Ask relevant questions; Build vocabulary	Listen and respond appropriately; Participate actively in conversations; Gain the interest of the listener; Speak audibly and fluently using Standard English; Explore the use of a range of devices to build cohesion within and across paragraphs; Use relative clauses; Use of commas to clarify meaning or avoid ambiguity in writing; 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; Use a range of devices to organise and structure text/guide reader; Assess effectiveness of own and others' writing	Find evidence in the text; Listen and respond appropriately; Consider and evaluate different viewpoints; Explain/discuss their understanding of what was read (include presentations/debates); Articulate and justify answers; Discuss impact of authors' use of language and structure on reader; Give well-structured descriptions, explanations and narratives;	Identify and summarise main ideas; Explain/discuss their understanding of what was read ; Give well-structured descriptions, explanations and narratives; Use relative clauses; Plan and write a report; Use a range of devices to organise and structure text/guide reader; Assess effectiveness of own and others' writing;	Read aloud poems; Identify themes and conventions; Understand the 'mechanics' of rap; Compare raps and poems; Listen and respond appropriately; Discuss impact of authors' use of language on reader; Articulate and justify answers; Consider and evaluate different viewpoints; Revise similes and metaphors; Consider the themes of rap; Identify audience/purpose of writing and select appropriate form; 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; Redraft and proofread raps for spelling and punctuation errors; Edit and improve a rap; Practise performing poems in a rap style; Gain the interest of the listener;	Participate in discussions, presentations, performances, role play, improvisations and debates; Articulate and justify answers;; Consider and evaluate different viewpoints; Identify audience/purpose of writing and select appropriate form; Assess effectiveness of own and others' writing; Redraft and proofread raps for spelling and punctuation errors; Edit and improve a rap; Perform own compositions; Gain the interest of the listener Speak audibly and fluently using Standard English; Use and understand grammatical terminology; Use brackets, dashes or commas to indicate parenthesis; Use commas to clarify meaning or avoid ambiguity in writing .	Identify and summarise main ideas of fiction and non-fiction texts; Draw inferences; Find evidence in a text to support opinions. Distinguish between statements of fact and opinion; Discuss impact of authors' use of language on reader; Revise use of commas to clarify meaning or avoid ambiguity in writing; Identify intended audience/purpose of writing and write using appropriate form;	Read differently-structured texts; Read for a range of purposes; Understand what was read; Find evidence in a text; Identify how language, structure and presentation contribute to meaning; Give well-structured descriptions and explanations; Revision of key grammatical vocabulary: noun, adjective, pronoun, verb, adverb, preposition; Use relative clauses.

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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
Term 2	<p>Listen and respond appropriately; Check that text makes sense and is in context; Draw inferences; Articulate and justify answers; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Use modal verbs or adverbs; Introduce concept of modal verbs to indicate degrees of possibility (might, should, will, must); Use and punctuate direct speech ; Recognise differences between Standard and non-Standard English; Understand that punctuation aids meaning; Use punctuation terminology;</p>	<p>Discuss books that are read to them and those they read themselves; Identify and summarise main ideas; Speculate, hypothesise, imagine and explore ideas; Discuss impact of authors' use of language on reader; Make comparisons within and across books; Participate actively in conversations; Consider and evaluate different viewpoints</p>	<p>Consider how authors develop characters/setting when writing narratives; Note and develop initial ideas; Draft and write, 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 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</p>	<p>Ask questions to improve understanding ; Predict from details stated and implied; Identify and summarise main ideas; Retrieve, record and present information from non-fiction ; Discuss impact of authors' use of language and structure on reader; Précis longer passage; Find out definitions of new and unfamiliar words; Identify organisational, language and layout features of a dictionary.</p>	<p>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.</p>	<p>Explain/discuss understanding of what was read (include presentations/debates); 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 relative clauses; Use commas to avoid ambiguity; Assess the effectiveness of their own and others' writing; Proof-read for spelling and punctuation errors; Propose changes to improve consistency ;</p>	<p>Increase familiarity with wide range of books; Draw inferences; Find evidence from the text; Participate actively in conversations; Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning; Use commas, brackets and dashes to indicate parenthesis; Use a range of devices to build cohesion within and across paragraphs</p>	<p>Consider how authors develop characters/setting when writing narratives; 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. Describe settings/characters/atmosphere and integrate dialogue in narratives; Use consistent and correct tense throughout writing; Use a range of devices to build cohesion within and across paragraphs; Assess effectiveness of own and others' writing; Propose changes to improve consistency;</p>

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	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
Term 2	Listen to and discuss wide range of text types; 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.	Read differently-structured books; Recognise the features of an information text ; Identify these features within the eBook; Retrieve, record and present information from non-fiction; Explain/discuss their understanding of what was read (include presentations/debates);Draw inferences; Provide reasoned justification for views; Make comparisons within and across books;	Recap features of a paragraph; Link ideas within paragraphs;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;Plan an advert for a new explorer position;Write an advert using persuasive language;Discuss organisational features of a handbook ; Plan and write an explorers' handbook;Assess effectiveness of own and others' writing;Explore adverbials of time providing cohesion within a text	Identify themes and conventions; Identify how language, structure 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	Read differently-structured books; Read for range of purposes; Retrieve, record and present information from non-fiction;Provide reasoned justifications for their views;Explore how to present ideas;Recognise vocabulary and structures appropriate for formal speech and writing;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;Use formal language in writing a speech;Plan and write a research questionnaire;Use and evaluate the research questionnaire;Explore what makes a good catalogue description;Write a catalogue description for a product;Assess effectiveness of own and others' writing;	Make comparisons within and across books; Draw inferences;Predict from details stated and implied; Write more detailed product descriptions;Note and develop initial ideas; Use a range of devices to build cohesion within and across paragraphs;Use relative clauses;Plan and write a pitch;Assess effectiveness of own and others' writing; Propose changes to improve consistency;Edit the pitch;Understand that spoken language differs from written text;Perform and evaluate the first pitch;Adapt the pitch for a new audience.	Read differently-structured texts; Read for a range of purposes; Identify and summarise main ideas of fiction and non-fiction texts;Draw inferences; Find evidence in a text to support opinions.Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning ; Provide reasoned justifications for their views; Identify intended audience/purpose of writing and write using appropriate form; Revision of key grammatical vocabulary;Revise Spelling rules	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; Give well-structured descriptions and explanations; Revision of key grammatical vocabulary;Identify intended audience/purpose of writing and write using appropriate form; .Revise Spelling rules

Year 6	WEEK 1	9	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y6/U1/PY1(5)	Y6/U1/PY1(5)	Y6/U2/F1(5)	Y6/U2/F1(5)	Y6/U2/F1(5)	Y6/U2/F1(5)	Y6/U2/F1(5)	Y6/U3/F2(5)
	Poetry Unit 6.1 (Powerful Language)	Poetry Unit 6.1 (Powerful Language)	Fiction Unit 6.1 (Eye of the Wolf)	Fiction Unit 6.1 (Eye of the Wolf)	Fiction Unit 6.1 (Eye of the Wolf)	Fiction Unit 6.1 (Eye of the Wolf)	Fiction Unit 6.1 (Eye of the Wolf)	Historical Fiction Unit
	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;	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 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; POST TEST	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;	Define historical fiction; Identify key terms for a historical period; Explain the characteristics of historical fiction; Compare and contrast historical fiction to other genres; Analyze historical fiction samples

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y6/U4/NF1(5)	Y6/U4/NF1(5)	Y6/U4/NF1(5)	Y6/U4/NF1(5)	Y6/U4/NF1(5)	Y6/U5/NF2(5)	Y6/U5/NF2(5)	
	Non-fiction Unit 6.1 (Mission: Save Pompeii)	Non-fiction Unit 6.1 (Mission: Save Pompeii)	Non-fiction Unit 6.1 (Mission: Save Pompeii)	Non-fiction Unit 6.1 (Mission: Save Pompeii)	Non-fiction Unit 6.1 (Mission: Save Pompeii)	Live Unit 6.1 (The Great Debate)	Live Unit 6.1 (The Great Debate)	REVISION
Term 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; 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; 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; Use hyphens to avoid ambiguity; Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ; (INFORMATION TEXT/NEWS REPORT/NEWSLETTER)	Use a range of devices to organise and structure text/guide reader; Use a colon to introduce a list; Punctuate bullet points consistently; (EXPLANATION TEXT)	Use semi-colons, colons or dashes to mark boundaries between independent clauses; Use relative clauses; Use and understand the grammatical terminology- (PERSUASIVE SPEECH)	Identify audience/purpose of writing and select appropriate form; 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; Listen and respond appropriatelyGive well-structured descriptions, explanations ; Assess effectiveness of own and others' writing; Propose changes to improve consistency; Discuss books that are read to them and those they read themselves; (LEAFLET)	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 form; Selecting 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

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U6/F3(5)	Y6/U6/F3(5)	Y6/U7/NF5(5)	Y6/U7/NF3(5)	Y6/U7/NF3(5)	Y6/U8/NF4(5)	Y6/U8/NF4(5)	
	Fiction Unit 6.2 (Fantastic, Funny, Frighthening Stories)	Fiction Unit 6.2 (Fantastic, Funny, Frighthening Stories)	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?	Non-Fiction: Biography/Autobiography	Non-Fiction: Biography/Autobiography	Practice Test Preparation
Term 2	Recognise vocabulary and structures appropriate for formal speech and writing; Use expanded noun phrases; ; Use passive verbs to affect presentation of information in sentences; Use a range of devices to build cohesion within and across paragraphs; 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; Identify audience / purpose of writing and select appropriate form;	Note and develop initial ideas; Describe settings/characters/ atmosphere and integrate dialogue in narratives; Assess effectiveness of own and others' writing; Assess effectiveness of own and others' writing; Draft and write, selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning; Describe settings/characters/atmosphere and integrate dialogue in narratives (IMAGINATIVE WRITING)	Ask questions to improve understanding; Retrieve, record and present information from non-fiction; Identify and summarise main ideas; Retrieve, record and present information from non-fiction; Provide reasoned justifications for their views; Ask questions to improve understanding; Explain/discuss their understanding of what they have read (include presentations/debates); Use dictionaries; Précis longer passages; Identify how language, structure and presentation contribute to meaning; Use a range of devices to organise and structure text/guide reader; Indicate grammatical and other features; Use a colon to introduce a list; Punctuate bullet points consistently ; Identify how language, structure and presentation contribute to meaning;	Use a wide range of devices to build cohesion within and across paragraphs; Use a range of devices to build cohesion within and across paragraphs; Recognise vocabulary and structures appropriate for formal speech and writing ; Use passive verbs to affect presentation of information in sentences; Retrieve, record and present information from non-fiction; Discuss impact of authors' 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; Assess effectiveness of own and others' writing; Propose changes to improve consistency;	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; -POST TEST- Use a range of devices to organise and structure text/guide reader; Assess effectiveness of own and others' writing; : 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; Use further organisational devices and presentational features to structure text/guide reader; Discuss books that are read to them and those they read themselves;	Understand the terms 'biography' and 'autobiography' and use the terms appropriately; Extract and interpret information effectively from biographical and autobiographical sources; Recognise the structure and language, organisational and presentational features of different forms of biography and autobiography; Evaluate the reliability and usefulness of biographical/autobiographical information from different sources.	Reread and analyse some of the biography and autobiography texts, identifying key language, structure, organisation and presentational features as preparation for writing; Research, prepare and present orally a reasoned account of a particular life; Write an effective biography or autobiography selecting language, form, format and content to suit a particular audience and purpose.	Note and develop initial ideas; Describe settings/characters/ atmosphere and integrate dialogue in narratives; Assess effectiveness of own and others' writing;-POST TEST- Assess effectiveness of own and others' writing; Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Describe settings/characters/atmosphere and integrate dialogue in narratives

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y6/U9/NF5(5)	Y6/U9/NF5(5)	Y6/U10/NF6/F4/(5)	Y6/U11/NF7/F5(5)	Y6/U12/NF8/F6(5)	Y6/U13/NF9/F7(5)	Y6/NF10/F8	Y6/NF10/F9
	Non-fiction Unit 6.3 Amazing Inventions	Non-fiction Unit 6.3 Amazing Inventions	Comprehension Revision	Comprehension Revision	Comprehension Revision	Comprehension Revision	Practice Test Preparation	Practice Test Preparation
Term 2	<p>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; 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</p>	<p>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;-POTEST- 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;</p>	<p>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;</p>	<p>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;</p>	<p>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;</p>	<p>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;</p>	<p>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</p>	<p>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</p>

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Drama/ Plays	Drama/ Plays	Poetry	Poetry	Prose	Prose	Prose	Prose
	First Day	First Day	Finding Ways Into Poetry	Finding Ways Into Poetry				
	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.	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. 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. (CLASSWORK)	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	Poetry	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision	
Term 1		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 (First Day and School Play).	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.

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	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			
	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.
Term 2	Prose	Prose	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
			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. 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.	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 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 (Good Friends and School Trip).	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.

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

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
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
	<ul style="list-style-type: none"> 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 	<p>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</p> <ul style="list-style-type: none"> 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 	<p>Understand how to form subordinate and relative clauses and use them to add clear, detailed information to your writing</p> <p>Understand how to structure and write a complete information text; Understand how information and explanation texts can be structured to engage the reader</p>	<p>Understand ways in which writers can create humour to engage the reader</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 the difference between standard English and dialect. Generate ideas, planning and drafting;</p> <p>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.</p>	<p>Recognise typical features of some story genres. Develop and adapt active reading skills, strategies.</p> <p>Revise sentence structure clauses. Plan ideas, story structure. Develop viewpoint, voice, ideas. Vary sentences and punctuate for clarity and effect. Use grammar accurately.</p> <p>Structure, organise and present texts in a variety of forms. Imaginative Writing descriptive, narrative text letter, diary entry</p>
FICTION	FICTION	LITERARY NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	REVISION	REVISION
19TH CENTURY	MONOLOGUE	ARTICLES	ARTICLES	TRAVEL WRITING	TRAVEL WRITING	TRAVEL WRITING	FICTION/NON-FICTION	FICTION/NON-FICTION
Term 2	<p>Understand and respond to ideas, viewpoints, themes and purposes in text. Relate texts to 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.</p>	<p>Determine qualities of monologue and identify them in models; Develop a character by providing personality, motivation, and background; Draft monologue, taking into consideration the character's intended audience and purpose, accurate characterization, and possibly stage directions</p>	<ul style="list-style-type: none"> 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 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 Improve vocabulary for impact. 	<ul style="list-style-type: none"> 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 carefully in order to solve problems Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. Develop interpretations of texts supporting points with detailed textual evidence. 	<ul style="list-style-type: none"> Understand what travel writing is. Explore different forms of travel writing. Analyse language and layout in different travel writing. Understand and evaluate the writer's purpose 	<ul style="list-style-type: none"> 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 audience. 	<ul style="list-style-type: none"> 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 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. 	<p>Develop the ability to structure an answer.</p> <ul style="list-style-type: none"> Analyse how 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.

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr9UF1-FICTION	Yr9UF1-FICTION	Yr9UF2-FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9U1NF2-Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction
	19th Century Fiction-Reading	19th Century Fiction-Reading	19th Century Fiction- Writing	News paper Report -Reading	News paper Report -Reading	News paper Report- Writing	Diary Entry- Reading	Diary Entry- Writing
	<p>Develop and adapt active reading and skills strategies</p> <ul style="list-style-type: none"> Understand and respond to ideas, viewpoint, themes and purposes in text Read and engage with a wide and varied range of text. <p>Analyse how writer's use of linguistic and literary features shapes and influences meaning.</p> <ul style="list-style-type: none"> Explore short story structures and use that knowledge in creative work. <p>Use image and describe setting, character, atmosphere</p> <p>Extract: Jane Eyre pg 2 Crosscurricular Links: History Vocabulary: Students will refer to the dictionary to lookup the difficult words</p>	<ul style="list-style-type: none"> Relate texts to social, cultural contexts. Understand and respond to ideas, viewpoints, themes and purposes in texts. Analyse writer's use of literary, rhetorical, grammatical features and language to create effects Develop interpretations of texts supporting points with detailed textual evidence. Use inference and deduction to explore layers of meaning. Explain how specific structural and organisational choices in texts create particular effects. Reading and response. <p>Extract: Oliver Twist pg 1 Crosscurricular Links: History, Cultural studies Vocabulary: context and definition. students will look up the meanings of the words and relate it to the context.</p>	<ul style="list-style-type: none"> Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. Plan writing by varying 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 proof-reading skills Use grammar and spelling accurately. Imaginative <p>Writing using Images as Stimulus</p> <p>Assessment Reading and Response: 24 marks</p>	<ul style="list-style-type: none"> Understand how journalists use key information to engage the reader. Understand how language choice can imply a point of view and influence the reader's 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. <p>Resources: Skills for Writing book 5, 6. Cross Curricular Links: Social Studies, History, Science Vocabulary: Research the vocabulary used by the reporters</p>	<ul style="list-style-type: none"> Understand how news articles often use the simple subject-verb construction to convey information clearly. Understand how to build sentences by using subordinate clauses to link inform Write a series of complex sentences using subordinate clauses to express a clearly sequenced series of events. Write the opening of a short story based on the events detailed in a news reports. 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. <p>Resources: Skills for Writing book 5, 6. Cross Curricular Links: Social Studies, History, Science Vocabulary: Students will lookup for the synonyms of difficult words</p>	<ul style="list-style-type: none"> Understand how to use relative, non-finite, 'that' and 'zero-that' clauses to condense a large amount of information in a text. Understand how to write a news report using a range of features to convey information. 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 <p>Resources: Skills for Writing book 5, 6. Cross Curricular Links: Social Studies, History, Science Vocabulary: Students will lookup for the synonyms of difficult words</p>	<ul style="list-style-type: none"> Relate texts to the social, historical and cultural contexts in which they were written. Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. 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. <p>Reading and response. Resources: Extracts from Anne Frank A diary of a young girl pg 30 Samuel Pepys</p> <p>Cross Curricular Links: Social Studies, History, PSHE Vocabulary: context and definition. students will look up the meanings of the words and relate it to the context.</p>	<ul style="list-style-type: none"> Understand how to use clauses to condense a large amount of information in a text. Understand how to write diary entries using a range of features to convey information Make a sustained contribution to a group discussion Listen carefully in order to solve problems Write clearly, effectively and imaginatively, using and adapting the form of diary entry Use a range of sentence structures for clarity, purpose and effect. Use grammar and spelling accurately. Writing a Diary Entry

Term 1	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- NON FICTION	Yr9UNF1- LITERARY NON FICTION	Yr9UNF1- LITERARY NON FICTION	Yr9U3F1/NF1	Yr9U3F2/NF2
	WEEK 9 Leaflets- Reading <ul style="list-style-type: none"> Understand how writers use a range of rhetorical devices to influence their readers' opinion. Analyse how writers' use of linguistic 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 Extract: Leaflet Friends of the Earth pg 50 resource file Crosscurricular Links: History , Cultural studies Vocabulary: Synonyms of the words.	WEEK 10 Leaflets-Writing <ul style="list-style-type: none"> Draw on their knowledge of grammatical conventions to write accurate texts 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 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 Use a range of sentence structures for clarity, purpose and effect 	WEEK 11 SPEECH-READING <ul style="list-style-type: none"> 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. Extract: Nelson Mandela pg 32 Winston Churchill from Resource file page 33 Crosscurricular Links: History , Cultural studies Vocabulary: Synonyms of the words.	WEEK 12 SPEECH-WRITING <ul style="list-style-type: none"> Understand the concept of target audience. Understand how to plan a speech arguing your point of view. Understand how to write a complete speech arguing your point of view 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 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 Use a range of sentence structures for clarity, purpose and effect. Write and deliver speech. (Debate or argument Writing) 	WEEK 13 Argue, persuade: Reading <ul style="list-style-type: none"> Discuss the features of Debate and suggest areas for improvement. Consider and evaluate a range of features. Understand the concept of target audience; Use a range of reading strategies to retrieve relevant information; Explore how different audiences respond to texts here. Select 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. 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 Use a range of sentence structures for clarity, purpose and effect, 	WEEK 14 Argue, persuade: Writing <ul style="list-style-type: none"> Discuss the features of Debate and suggest areas for improvement. Consider and evaluate a range of features. Understand the concept of target audience; Use a range of reading strategies to retrieve relevant information; Explore how different audiences respond to texts here Select 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 balanced arguments (articles/discursive writing) 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 Use a range of sentence structures for clarity, purpose and effect, 	WEEK 15 REVISION <ul style="list-style-type: none"> 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 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 Compare related non-fiction texts Plan transactional writing and develop ideas to suit audience and purpose. Structure, organise and present texts in a variety of forms 	WEEK 16 REVISION <ul style="list-style-type: none"> Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on narrative techniques used by writers. Plan the writing by using appropriate language for clarity and purpose Vary sentences and punctuation for clarity and effect Structure, organise and present texts in a variety of forms to suit audience and purpose and engage the reader. Use grammar accurately. Spell correctly. Imaginative Writing using Images as Stimulus

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
	<p>19th Century Fiction-Reading</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. Analyse how writer's use of linguistic and literary features shapes and influences meaning. Explore short story structures and use that knowledge in creative work. Use image and describe setting, character, atmosphere</p> <p>Extract: Mill on the Floss pg 6 Black Beauty pg 9</p> <p>Crosscurricular Links: History, Science Vocabulary: <i>infer meaning of words in context</i> and develop vocabulary.</p>	<p>19th Century Fiction-Writing</p> <p>Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on narrative techniques used by writers. Plan the writing by using appropriate language for clarity and purpose. 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>	<p>Review-Reading</p> <p>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 carefully in order to solve problems. Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. Develop interpretations of texts supporting points with detailed textual evidence.</p> <p>Extract: from Resource file page no. 36- 42</p> <p>Crosscurricular Links: Social Studies, Literature</p> <p>Vocabulary: Synonyms of the words. Adjectives to describe the emotions</p>	<p>Guide- Reading</p> <p>Use a range of reading strategies to retrieve relevant information. Make relevant notes. 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. 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 carefully in order to solve problems. Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects.</p> <p>Extract: Fire evacuation page 35 from resource file</p> <p>Crosscurricular Links: Social Studies, PSHE</p> <p>Vocabulary: Identifying the Jargon/ Appropriate Vocabulary for the particular instruction topic. Developing the lexical field.</p>	<p>Review and Guide - Writing</p> <p>Understand the concept of target audience. Understand how to plan your writing presenting your point of view. Understand how to write a review, presenting your point of view, and write a guide selecting appropriate information. 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. 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. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation.</p> <p>Crosscurricular Links: Social Studies, PSHE</p> <p>Vocabulary: Identifying the Jargon/ Appropriate Vocabulary for the particular instruction topic. Developing the lexical field and spelling</p>	<p>Autobiography- Reading</p> <p>Read and engage with a wide and varied range of Autobiographies. Analyse how writers' use of linguistic and literary features shapes and influences meaning. 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. .</p> <p>Extract: Winston Churchill's pg 15 and Bill Clinton pg 16</p> <p>Crosscurricular Links: History, Cultural studies</p> <p>Vocabulary: Synonyms of the difficult words.</p>	<p>Travel writing -Reading</p> <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. 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> <p>Extract: Ma Jian: Red Dust Pg 23 resource file</p> <p>Crosscurricular Links: Geograpghy, Cultural studies</p> <p>Vocabulary: Synonyms of the difficult words.</p> <p>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. 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</p> <p>Vocabulary: Synonyms of the difficult words.</p>	<p>Travel and Autobiography- Writing</p> <p>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. 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</p>

Term 2	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction	Yr9U1NF2- Literary Non-Fiction	Yr9U3F2/NF2	Yr9U3F2/NF2
	Letters-Reading	Letters- Reading	Letters- Writing	Fiction/ Dystopia-Reading	Fiction/ Dystopia-Reading	Fiction/ Dystopia-Writing	REVISION-	REVISION-
	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 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 28 -29 Crosscurricular Links: History , Cultural studies Vocabulary: Synonyms of the difficult words.	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 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 28 -29 Crosscurricular Links: History , Cultural studies Vocabulary: Synonyms of the difficult words.	• 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 • 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.	• Explore the features of a dystopian narrative by focusing on themes, ideas, settings etc. • Explore how writers explore current issues through fictional dystopian societies. • Understand how writers can create a sense of fear by controlling the release of information to the reader. • 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 writers of 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	• Understand how proer nouns can be chosen to convey a structured society in an imaginary world. • Understand how short, simple sentences can emphasise the key moments in a narrative that highlight th dystopian feature. • Understand how language can be crafted to persuade and control the reader in dystopian fiction. • Understand how to write a dystopian short story	• 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 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.	• Develop the ability to structure an answer. • Analyse how 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.

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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	Tom dress, angel, Your carriage to absurd	A letter from John Steinbeck to his son When you should leave your fist love	
Term 1	<ul style="list-style-type: none"> Identify how key events in a narrative are structured and sequenced Understand how writers structure events in a narrative for dramatic impact Exam-style question Paper 1, Question 3	<ul style="list-style-type: none"> 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 opinions clear and convincing Be able to sequence and connect key points clearly Writing an open letter	<ul style="list-style-type: none"> Be able to identify key narrative clues and understand how to make inferences about setting from them Understand that writers consciously make a choice of tense and viewpoint Writing an account	<ul style="list-style-type: none"> Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experience Understand how a writer builds detail about their experience through shifts in tense Be able to comment on the writer's possible intention and evaluate how successfully it has been achieved Exam-style question Paper 2, Question 6	<ul style="list-style-type: none"> Understand how the writer's perspective can be conveyed through irony and short statement sentences Understand how character and perspective can be conveyed through dialogue Exam-style questions Paper 1, Questions 1 and 2	<ul style="list-style-type: none"> Identify and explain how the writer conveys an opinion by using facts Understand and explain how opinion is emphasised through use of the colon and short statement sentences Be able to express critical perspectives on text through the use of the colon and short statement sentences Writing a blog entry/article	<ul style="list-style-type: none"> Be able to identify connotations and comment on how they convey the writer's opinion Understand how writers create emphasis through the positioning of clauses within sentences Express ideas with clarity and emphasis through careful choice of sentence structure Writing a newspaper article Exam-style questions Paper 2, Questions 2 and 5	

YEAR 10	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Y10U10NF.5		Y10U11NF.6	Y10U12F.4	Y10U13NF.7		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"> Understand how implied meaning is established through extended metaphor Understand that using nouns in apposition renames the first noun to provide greater detail Understand how implied meaning is established through the choice of concrete and abstract nouns of concrete and abstract nouns Understand how implied meaning is intensified through the use of parallel structures in sentences which can contrast ideas Be able to use parallel structures in sentences which can contrast ideas to comment on writers' language choices Writing a speech Non-fiction writing Exam-style question Paper 2, Questions 8 and 9		<ul style="list-style-type: none"> Be able to use a range of reading for meaning skills explored in previous topics Understand how to express ideas concisely and precisely through careful choice of nouns Writing an account Fiction/non-fiction writing	<ul style="list-style-type: none"> Be able to use a range of reading for meaning skills explored in previous topics Understand how to express ideas concisely and precisely through careful choice of nouns through careful choice of nouns and verbs without modification Be able to explore the writer's possible intention and comment on how language choice contributes to it Exam-style question Paper 1, Questions 5 and 6	<ul style="list-style-type: none"> Be able to identify the writer's possible intention and the key ideas that support it, and express a response to them Be able to explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention 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 Writing an account/newspaper article Fiction/non-fiction writing Exam-style question Paper 2, Question 7a	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)	
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
	Mountains of the Mind: A History of a Fascination The Last scent of Alison Hargreaves. Why did the world's finest woman alpinist never come off K2?		Real life always intrudes on holidays. That's how it should be	Three Men in a Boat (To Say Nothing of the Dog)	The ghost story comes back to haunt us	Lost Hearts	Arithmetic Town The Time Machine	
	<ul style="list-style-type: none"> Be able to summarise and synthesise key points Know what is meant by chronological and non-chronological order Understand how writers can engage readers using a non-chronological structure Be able to summarise and synthesise key points Understand how writers can engage the reader through their sentences, selection and sequencing of ideas Be able to evaluate how a writer emphasises the excitement and dangers of mountaineering through vocabulary and structural choices Writing an article Non-fiction writing Exam-style question Paper 2, Questions 8 and 9		<ul style="list-style-type: none"> 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 Exam-style questions Paper 2, Questions 1 and 4	<ul style="list-style-type: none"> Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Writing an account Fiction/non-fiction writing	<ul style="list-style-type: none"> Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone Exam-style question Paper 2, Questions 2 and 5	<ul style="list-style-type: none"> Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be able to identify and explore the writer's choices of vocabulary and how these signal the conventions of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary Writing a story Fiction writing	<ul style="list-style-type: none"> Be able to identify and explain connotations in a text Understand how characterisation can be developed through dialogue using informal register Be able to use formal register in critical writing Understand how characterisation can be developed through dialogue using formal register Be able to create character through careful choice and review of vocabulary and sentence structures Exam-style question Paper 2, Question 3	

YEAR 10	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2			Y10U25NF.12	G10U24F.8	Y10U26NF.13		Y10U28NF.14	
	Frankenstein	Being 'ethical' babies is a moral obligation, sa	Notes from an author: Paul Rosolie	Heart of Darkness	My First Visit to the Movies Why all this selfie		Revision (Fiction)	Revision (Non-Fiction)
	<ul style="list-style-type: none"> 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 Exam-style question Paper 1, Questions 5 and 6	<ul style="list-style-type: none"> Be able to identify and explore patterns of vocabulary Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs Be able to express a precise response to a text through careful selection of vocabulary Writing a letter Non-fiction writing	<ul style="list-style-type: none"> Understand how language choice can convey thoughts and feelings Understand how the writer uses figurative language to explore unexpected and unusual experiences Understand how the writer creates an impression of danger, threat or suffering using figurative language Writing an article Non-fiction writing	<ul style="list-style-type: none"> Understand how language choice can convey tone and atmosphere Understand how writers use figurative language to explore unexpected and unusual experiences Understand how writers introduce a striking and unusual character by using figurative language Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters Paper 1, Question 4	<ul style="list-style-type: none"> Be able to explore the writer's intention and analyse how key ideas are presented 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 Be able to explore the writer's intention and analyse how key ideas are presented 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 Be able 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 Writing an article Non-fiction writing	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 meaning) and pages viii - ix (Writing design) Discuss mark schemes available for these assessment materials on the ActiveLearn Digital Service.	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 meaning) and pages viii - ix (Writing design) Discuss mark schemes available for these assessment materials on the ActiveLearn Digital Service.	
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	20th CENTURY NON-FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	19th CENTURY FICTION	21st CENTURY NON-FICTION
	THE LADY IN THE VAN (RECOUNT)	COULD YOU BE A VOLUNTEER WITH INDEPENDENT AGE? (LEAFLET)	TREASURE ISLAND (EXTRACT OF A NOVEL)	LOUIS KNOCKS OUT SCHMELING (ARTICLE)	ARGUMENTATIVE/ DISCURSIVE SPEECH	ARGUMENTATIVE/ DISCURSIVE SPEECH	THE DIARY OF A NOBODY (EXTRACT OF A DIARY)	THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF JOKES (ARTICLE)
	Be able 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. Exam Style Question Paper 2- Q6 (The writer attempts to engage the reader through the description of Miss Shepherd. Evaluate how successfully this is achieved.)	Be able to summarise, synthesise and connect key points in the text Understand how writers structure a text to achieve their intention: to persuade the reader Be able to identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it. Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention WRITING-Writing a leaflet	Explore how the writer has selected narrative events to manipulate the reader's response Understand how writers use tense and viewpoint to position the reader and manage their response Exam Style Question Paper 1- Q3 (In lines 8-15, how does the writer use language and structure to show the captain's reaction to the arrival of Black Dog?) WRITING- Imaginative Writing	Explore how the writer has used fact and opinion to manipulate the reader Understand how writers use tense and viewpoint to position the reader and manage their response Be able to synthesise, summarise and embed relevant evidence and textual reference WRITING- Writing an article	Speaking and listening skills: <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	Speaking and listening skills: <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	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 Homework-Exam-style question: Paper 1-Q4 (In this extract the writer tries to portray the life of Charles Pooter and his wife Carrie. Evaluate how successfully the writer has created this impression)	Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader Be able to analyse some of the writer's choices and their impact on the reader in some detail Be able to review paragraph structure for clarity and likely reader response after writing Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us.)

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th CENTURY NON-FICTION	19th CENTURY FICTION (EXTRACT OF A NOVEL)	20th AND 21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION (EXTRACT OF A NOVEL)	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	REVIEW STUDY
	NEITHER HERE NOR THERE (TRAVEL WRITING)	OLIVER TWIST	WHY TEACHING TABLE MANNERS CAN DO MORE HARM THAN GOOD (ARTICLE) / CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY)	THE PLOWDEN REPORT (REPORT)	HEART OF DARKNESS	FUKUSHIMA HORSE BREEDER BRAVES HIGH RADIATION LEVELS TO CARE FOR ANIMALS (ARTICLE)	THE STORY OF AN EYE-WITNESS (ACCOUNT)	FORMS OF WRITING
Term 1	<p>Be able to explore patterns of inference and their impact on the reader</p> <p>Understand how writers can create emphasis and manage tone through sentence structure</p> <p>Exam-style question: Paper 2, Q8 AND 9 (Travel Writing)</p>	<p>Be able to explore patterns of inference and their impact on the reader</p> <p>Understand how writers can create emphasis and manage tone through sentence structure</p> <p>Be able to express a precise critical response through careful choice of sentence structure</p> <p>Writing- Account Writing- Fiction/ Non-fiction</p> <p>Exam-style questions</p> <p>Paper 1, Questions 1 and 2 1. From lines 1-8, identify a phrase which shows that it is very early in the morning. 2. From lines 18–23, give two ways in which the writer shows that London is a busy, heavily populated city.</p>	<p>Be able to identify and analyse the impact of patterns of connotation and how they support the writer's intention.</p> <p>Understand how writers can use vocabulary choice to create different registers and control the reader's response.</p> <p>Understand how writers can control the reader's response to the writer and his subject matter, using vocabulary choice to create tone.</p> <p>Be able to express a precise analytical response to a text through careful selection of vocabulary.</p> <p>Exam-style question: Paper 2 Q 7a and 7b</p> <p>7a. The two texts revolve around childhood experiences. How is the article of 3rd October 2013 and John Mortimer's text similar?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about growing up?</p>	<p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Writing- Informative Report Writing</p>	<p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it.</p> <p>Writing an account</p> <p>Exam-style question: Paper 1, Questions 5 and 6 5. Write about a time when you, or someone you know, felt unfairly treated.</p>	<p>Be able to explore the writer's intention and analyse how key ideas are connected and presented.</p> <p>Be able 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.</p> <p>Exam-style question: Paper 2 Q 3 (Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.)</p>	<p>To explore the writer's intention and analyse how key ideas are connected and presented</p> <p>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</p> <p>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</p> <p>Exam-style question: Paper 2 Q 7a and 7b</p> <p>7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts? 7b. Compare how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster?</p>	<p>To communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</p> <p>Speech, Newspaper Report, Magazine Article</p>

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK7	WEEK 8
Term 2	19th CENTURY FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th and 21st CENTURY NON-FICTION	19th CENTURY FICTION	20th and 21st CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT (FINAL)
	THE WOMAN IN WHITE (EXTRACT OF A NOVEL)	YOU CAN FORCE A TEENAGER TO TALK TO YOU (ARTICLE)	THE MEN WHO STARE AT GOATS (LITERARY NON-FICTION- TRUE STORY)	THE YELLOW WALLPAPER (SHORT STORY)	I KNOW WHY THE CAGED BIRD SINGS/ EVOLUTION OF THE TEENAGER	HARD TIMES (REVISION- READING AND WRITING)	THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING)	ARGUMENTATIVE/ DISCURSIVE SPEECH
	<p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question</p> <p>Paper 1- Q3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets?)</p>	<p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure an argument to manage the reader's response and achieve their intention.</p> <p>Writing- Writing a speech (Non-fiction writing)</p>	<p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.</p> <p>Understand how writers structure paragraphs to direct the reader, and to manage emphasis, pace and tone.</p> <p>Exam-style question:Paper 2 Q 3 (Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.)</p>	<p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.</p> <p>Understand how writers structure paragraphs to reflect a narrator's mood and voice, and to manage emphasis, pace and tone.</p> <p>Be able to develop, sequence and link ideas effectively within a paragraph of critical writing.</p> <p>Exam-style question: Paper 1, Questions 5 and 6 (Look at the images provided. Write about an experience in which someone jumped to the wrong conclusion.)</p>	<p>Be able to explore patterns of inference and their impact on the whole text and reader.</p> <p>Understand how writers structure sentences and position clauses for rhetorical effect.</p> <p>Be able to explore patterns of inference and their impact on the whole text and reader.</p> <p>Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject-verb construction.</p> <p>Be able to express and develop a precise critical response through careful choice of sentence structure.</p> <p>Exam-style question: Comparison Questions 7a&7b</p> <p>Exam-style question: 7a. The two texts describe a sense of commitment to achieve. How are Maya Anglou and The NCS report similar?</p> <p>7b. Comapre how the writers of Text 1 and Text 2 present the ideas and opinions about ambition?</p>	<p>Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader.</p> <p>Understand how writers select vocabulary for concision and connotation to support their intention.</p> <p>Exam-style question: Paper 1, Questions 4 (In this extract Oliver is being taken through the Streets of London by Bill Sikes exposing him to the reality of the streets. Evaluate how successfully this is portrayed.)</p> <p>Paper 1, Questions 5 and 6 (Write about an experience in which someone jumped to the wrong conclusion)</p>	<p>Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented.</p> <p>Be able 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.</p> <p>Be able 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.</p> <p>Exam-style question: Paper 2, Question 7b</p> <p>7b. Compare how the writers of the two texts present their ideas and perspectives about other countries and cultures.</p> <p>Paper 2, Question 8 and 9</p> <p>Travel Writing and Writing an account</p>	<p>Speaking and listening skills:</p> <ul style="list-style-type: none"> • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	SPOKEN LANGUAGE ENDORSEMENT (FINAL)							
	ARGUMENTATIVE/ DISCURSIVE SPEECH							
	Speaking and listening skills: <ul style="list-style-type: none"> • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations 							