				St. Mary's Catholic H	gh School , Dubai			
			YEAR 1 ENGLIS		with CURRICULUM STANDARDS (2	022-2023)		
YEAF	1 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	UNIT1.1 FICTION	UNIT1.1 FICTION	UNIT 1.1 NON - FICTION	UNIT 1.2 NON - FICTION	UNIT 1.1 FICTION	UNIT 1.2 FICTION	UNIT 1.3 FICTION	UNIT 1.1 NON -FICTION
	REVISION : -	REVISION : -	Cat is sleeping	Cat is Sleeping	Hop, Swim and Run	Hop, Swim and Run	Hop, Swim and Run	Look up, Look down
	R1.1A Say the letter names and sounds associated with	SL1.2A Ask and answer questions.		SL1.2A Give and request simple personal information using a		R1.3B Sequence three pictures to retell a familiar story or		SL1.2C Answer short, simple questions using a word or basic
	all 26 lower-case letters of the English alphabet.	SL1.2C Answer short, simple questions using a word or	lower-case letters of the English alphabet.	basicW1.3A Write short words that have been learned or sounded out,	by pictures or gestures.	sequence of events.	and explain what they are about. R1.5C Read and talk about simple sequences that give	phrase R1.2B Decode three known letters in words when reading
		basic phrase.	R1.2A Follow sentences from left to right and from the top to the	including own name. W1.5A Write labels of one or two words, leaving spaces	SL1.1B Recognise familiar key words and phrases in short basic	R1.5A Use pictures in texts (including IT texts) to understand and explain	information or recount what someone has done. R1.6A Read simple everyday nouns and verbs as labels.W1.24	simple, familiar texts. R1.3A Match a picture to a word they have read.
	R1.2D Recite or sing the alphabet. Recite nursery rhymes.	SL1.2D Recite simple sentences by heart, including rhymes.	bottom of the page. R1.2B Decode 3-4 known letters in words when reading	between words phrase.	descriptions, if spoken slowly and clearly. SL1.2B Use simple everyday words from taught vocabulary	what they are about. R1.5C Read and talk about simple sequences that give	Label pictures using already familiar nouns and verbs. W1. Write a list.	R1.3B Sequence three pictures to retell a familiar story or sequence of events.
	W1. Tracing the letters uppercase and lowercase.	R1. Identify the title and the characters in the story.	simple, familiar	SL1.2B Use simple everyday words from taught vocabulary	sets.	information or	W1.5A Write labels of one or two words, leaving spaces	R1.5A Use pictures in texts (including IT texts) to understand
erm		W1.1B Spell 10 basic everyday words	texts. R1.2D Recite or sing the alphabet.	sets. SL1.2C Answer short, simple questions using a word or basic	SL1.2C Answer short, simple questions using a word or basic phrase.	recount what someone has done. R1.6A Read simple everyday nouns and verbs as labels.W1.2A	between words.	and explain what they are about. W1.2A Label pictures using already familiar nouns and verbs.
-			R1.3A Match a picture to a word they have read. R1.5A Use pictures in texts (including IT texts) to understand	phrase. W1.1A Say and write the sounds in words they wish to spell,	R1.1B Blend to read words in which letters of the alphabet	Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded		
			and explain	where each sound is represented by a single letter.	associated with known sounds.	out,		
			what they are about. R1.6A Read simple everyday nouns and verbs as labels.	W1.1B Spell 10 basic everyday words W1.2A Label pictures using already familiar nouns, common	R1.2A Follow sentences from left to right and from the top to the	including own name. W1.5A Write labels of one or two words, leaving spaces		
			SL1.1A Follow short, basic classroom instructions, supported by pictures	and proper nouns.	bottom of the page. R1.2B Decode three to four known letters in words when	between words. R1. Recognize verbs		
			or gesturesW1.2A Label pictures using already familiar nouns	5	reading simple, familiar texts.			
			and verbs.		R1.3A Match a picture to a word they have read.			
YEAF	1 WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	UNIT 1.4 NON -FICTION	UNIT 1.4 NON -FICTION	UNIT 1.5 FICTION	UNIT 1.5 FICTION	UNIT 1.6 NON- FICTION	UNIT 1.6 NON- FICTION	UNIT 1.6 NON- FICTION	FICTION/NON-FICTION REVISION
	SL1.2B Use simple everyday words from taught vocabulary sets.	SL1.2D Recite simple sentences by heart, including rhymes and poems.	SL1.1A Follow short, basic classroom instructions supported by pictures	SL1.2D Recite simple sentences by heart, including rhymes and poems.	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures.	SL1.2C Answer short, simple questions using a word or basic phrase.	SL1.2D Recite simple sentences by heart, including rhymes and poems. R1.6A Read simple	
	SL1.2C Answer short, simple questions using a word or basic phrase. R1.5A Use	R1.6B Know that 'a', 'an' or 'the' are often used before nouns.W1.5C Write everyday verbs as labels.	or gestures R1.1B Blend to read words in which letters of the alphabet	R1.5A Use pictures in texts (including IT texts) to understand and explain	R1.3A Match a picture to a word they have read. W1.1A Say and write the sounds in words they wish to spell,	R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about.	everyday nouns and verbs as labels. W1.5A Write labels of one or two words, leaving spaces	
	pictures in texts (including IT texts) to understand and	W1.5D Use adjectives of colour and size in labels.	are associated with known sounds.	what they are about.	where each sound is represented by a single letter.	W1.2A Label pictures using already familiar nouns and verbs.		
	explain what they are about. R1.5C Read and talk about simple sequences that give	W1.2A Label pictures using already familiar nouns and verbs.	R1.3A Match a picture to a word they have read. R1.3B Sequence three pictures to retell a familiar story or sequence	R1.5C Read and talk about simple sequences that give information or recount what someone has done.	W1.1B Spell 15 basic everyday words (up to four letters in length).			
	information or recount what someone has done. W1.5A Write labels of one or two words, leaving spaces between		of events. W1.1A Say and write the sounds in words they wish to spell, where each sound is		A			
ц ц	words.		represented by a single letter.	W1.3A Write short words that have been learned or sounded				
Ter	W1.5B Use the determiners (articles) 'the' and 'a'/'an'.		W1.1B Spell 15 basic everyday words (up to four letters in length).	out, including own name. W1.5A Write labels of one or two words, leaving spaces				
				between words				
YEAF	1 WEEK 1	WEEK 2	WEEK 3	WEEK 4		WEEK 6	WEEK 7	WEEK 8
					UNIT 1.8 NON -FICTION			
	UNIT 1.7 -FICTION	UNIT 1.7 -FICTION Eco Apes Save Water and Eco Apes Grow Food	UNIT 1.7 -FICTION	UNIT 1.8 NON -FICTION Rainbows	UNIT 1.8 NON -FICTION Rainbows	UNIT 1.9 FICTION	UNIT 1.9 FICTION King Pip and the Dark Wood and Panther and Frog	UNIT 1.10 FICTION
	Eco Apes Save Water and Eco Apes Grow Food SL1.2C Answer short, simple questions using a word or basic	R1.4A With support, use pictures to infer what may happen	Eco Apes Save Water and Eco Apes Grow Food 1.5A Use pictures in texts (including IT texts) to understand			King Pip and the Dark Wood and Panther and Frog SL1.2B Use simple everyday words from taught vocabulary	SL1.2C Answer short, simple questions using a word or basic	I Like to play and I Like to Collect SL1.1B Recognise familiar key words and phrases in short
	phrase.	next.	and explain what they are about.	phrase.	and poems	sets.R1.3A Match a picture to a word they have read.	phrase.R1.4A With support, use pictures to infer what may	basic descriptions, if spoken slowly and clearly.
	R1.1A Say the letter names and sounds associated with all 26 lower-case	R1.4B With support, use pictures to infer how characters are feeling.	R1.5C Read and talk about simple sequences that give information or recount what someone has done. W1.5A	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	R1.5C Read and talk about simple sequences that give information or recount what someone has done.	R1.3B Sequence three pictures to retell a familiar story or sequence of events.	happen next. R1.4B With support, use pictures to infer how characters are	SL1.2A Give and request simple personal information using a basic phrase.
	letters of the English alphabet. R1.3A Match a picture to a word they have read.	W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded		R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about.	R1.6B Know that 'a', 'an' or 'the' are often used before nouns.W1.5A Write labels of one or two words, leaving	R1.4A With support, use pictures to infer what may happen next.	feeling. R1.5A Use pictures in texts (including IT texts) to understand	R1.2A Follow sentences from left to right and from the top to the bottom of the page.
	W1.1A Say and write the sounds in words they wish to spell,		W1.5C Write everyday verbs as labels.	W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter.	spaces between words. W1.5B Use the determiners (articles) 'the' and 'a'/'an'.		and explain what they are about. R1.5C Read and talk about simple sequences that give	R1.2D Recite or sing the alphabet.
n 2	where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in			W1.18 Spell 15 basic everyday words (up to four letters in	W1.5B Use the determiners (articles) the and a / an . W1.5D Use adjectives of colour and size in labels.	where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in	information or recount what someone has done.	W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter.
Terr	length).			length). W1.2A Label pictures using already familiar nouns and verbs.		length).	W1.3A Write short words that have been learned or sounded out, including own name.	W1.1B Spell 15 basic everyday words (up to four letters in length).
				W1.3A Write short words that have been learned or sounded out, including own name			W1.5A Write labels of one or two words, leaving spaces between words.	
				out, including own name			between words.	
			1	1	1			
YEAF	1 WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
YEAF	1 WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
YEAF	1 WEEK 9	WEEK 10 UNIT 1.10 FICTION	WEEK 11 UNIT 1.11 FICTION	WEEK 12 UNIT 1.11 FICTION	WEEK 13 UNIT 1.11 FICTION	WEEK 14 UNIT 1.12 NON- FICTION	WEEK 15 UNIT 1.12 NON- FICTION	WEEK 16

11.6B Know that 'a', 'an' or 'the' are often used before basic and poems. Nouns. W1.5B Use the determiners (articles) 'the' and descriptions, if spoken slowly and clearly. R1.6A Read simple everyday nouns and verbs as labels. a/'an'. R1.3A Match a picture to a word they have read. W1.5A Write labels of one or two words, leaving spaces	SL1.2B Lise simple everyday words from taught vocabulary tets. SL1.2C Acites imple sentences by heart, including rhymes and poems. SL3.CA Answer short, simple questions using a word or basic brase. SL3.CA Nawer short, simple questions using a word or basic shares e. SL3.CA Nawer short, simple questions using a word or basic shares e. SL3.CA Nawer short, simple questions using a word or basic shares e. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.CA Naw that 'a', 'an' or 'the' are often used before nous. SL3.EA Naw that 'a', 'an' or 'the' are often used before nous. SL3.EA Naw that dave been termes (articles) 'the' and 'a', 'An'. W1.3D Write short words that have been learned or sound out, including own name. W1.5A Write labels of one or two words, leaving spaces between words. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw that have been learned or sound out, including own name. SL3.CA Naw the have have nearned or sound out, including own name. SL3.CA Naw that have have nearned or sound out, including own name. SL3.CA Naw that have have nearned or sound out, including own name. SL3.CA Naw that have have nearned or sound out, including own name.
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		St. Mary's Catholic High School, Dubai									
		Y	EAR 2 ENGLISH LANGU		with CURRICULUM STA	NDARDS (2022-2023)					
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	Non fiction Unit 2.2	Non fiction Unit 2.2	Fiction Unit 2.3	Non Fiction Unit 2.3	Non Fiction Unit 2.3	Poetry Unit 2.4			
	REVISION : Resource: Bug Boy : Spider Camp	REVISION: Resource: Bug Boy : Spider Camp									
			Resource: Draw with Penny and Pompom Pets	Resource: Draw with Penny and Pompom Pets	Resource: Jay and Sniffer: The Bike Race and Whizz!	Resource: Jay and Sniffer: The Bike Race and Whizz!	Resource: Jay and Sniffer: The Bike Race and Whizz!				
	Revise and re-cap phonics , spelling and alphabetical orger	Revise work on making sentences.	R2.3A: Answer simple questions about a sentence they have	R2.3A: Answer simple questions about a sentence they have	R2.3A: Answer simple questions about a sentence they have	R2.6A: Say whether or not a group of words is a sentence.	R2.3A: Answer simple questions about a sentence they have				
	work. R2.3A: Answer	R2.3A: Answer simple questions about a sentence they have	read.	read. W2.5D: Use	read.	R2.4D: Discuss favourite words and phrases.	read.	W2.5A: Say a simple sentence and then write it.			
	simple questions about a sentence they have read. SL2.1A: Follow two-step instructions, when these are given	read. W2.5D: Use adjectives in expanded noun phrases in simple sentences.	SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.5B:	adjectives in expanded noun phrases in simple sentences. W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	R2.3B: Recall what happened next in a simple story or	R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one.	R2.4C: Use own experiences to predict what might happen at the end of a short story.	texts) to answer a simple question.			
	slowly and clearly.	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some')	Know that information can be given through photographs	for single and plural nouns in simple sentences.	sequence of events. R2.4B: Combine information from text and pictures to infer	W2.4A: Write most lower-case letters and copy all upper-	R2.4D: Discuss favourite words and phrases.	R2.1A: Match lower-case and upper-case letters, saying the			
	R2.5B: Know that information can be given through	for single and plural nouns in simple sentences.	and illustrations as well as text.	W2.1C: Form plurals of nouns where the root word does not		case letters and numbers, using correct letter formation.	R2.5B: Know that information can be given through	sounds and letter names associated with each one.			
	photographs and illustrations as well as text.	W2.1C: Form plurals of nouns where the root word does not	R2.5C: Read simple instructions and identify key text	change by adding '-s' and '-es'.	R2.5A: With support, find information in texts (including IT	W2.6A: Use full stops at the end of simple sentences.	photographs and illustrations as well as text.	W2.4A: Write most lower-case letters and copy all upper-			
11	R2.5C: Read simple instructions and identify key text	change by adding '-s' and '-es'. W2.3C		W2.3C: Sequence three pictures and then write a sentence	texts) to answer a simple question.	STORY TELLING	R2.3B: Recall what happened next in a simple story or	case letters and numbers, using correct letter formation.			
err	features.	Sequence three pictures and then write a sentence for each	R2.6A: Say whether or not a group of words is a sentence.	for each to give instructions.	W2.3A: Compose orally and then write a simple sentence.		sequence of events.	W2.6A: Use full stops at the end of simple sentences.			
-	R2.6A: Say whether or not a group of words is a sentence.	to give instructions. Compose the	R2.6B: Identify nouns and verbs in a simple sentence and use	Class Assessment- Reading-comprehension, verbs, nouns	W2.3B: Sequence three pictures and then write a sentence		W2.5E: Use the subject pronouns 'I' and 'we' before verbs.				
	R2.6B: Identify nouns and verbs in a simple sentence and us	e sentences about the character's feelings. Make predictions.	the terms 'noun' and 'verb'.	punctuation, determiners, plurals, noun phrases, features of	for each to tell a story.		W2.5A: Say a simple sentence and then write it.				
	the terms 'noun' and 'verb'.	Make inferences.	R2.3B: Recall what happened next in a simple story or	fiction and non fiction.	W2.3D: Reread own writing to check the meaning is clear.		W2.5C: Use everyday verbs in simple sentences.				
	W2.5A: Say a simple sentence and then write it.	Write simple sentences about a topic. Punctuate sentences	sequence of events.		W2.5A: Say a simple sentence and then write it.		W2.5D: Use adjectives in expanded noun phrases, in simple				
	W2.5C: Use everyday verbs in simple sentences.	using capital letter and fullstop.	W2.5A: Say a simple sentence and then write it.		W2.5C: Use everyday verbs in simple sentences.		sentences.				
	W2.6A: Use full stops at the end of simple sentences. Explor	e Additional Resources- Silly Billy and Operation Night Monster	W2.5C: Use everyday verbs in simple sentences.		W2.5D: Use adjectives in expanded noun phrases, in simple sentences.		W2.5F: Use correct singular or plural forms of regular nouns.				
	character's feeling.	Monster	W2.6A: Use full stops at the end of simple sentences.		W2.5F: Use correct singular or plural forms of regular nouns.		Class Assessment- Reading- comprehension, verbs,				
					W2.6A: Use full stops at the end of simple sentences.		punctuation, determiners, noun plural writing with				
					wz.ok. ose fail stops at the end of simple sentences.		determiners, noun phrases, pronouns, punctuation.				
							Writing- Design a poster				
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16			
YEAR 2								WEEK ID			
	Non fiction Unit 2.4 Keeping a Pet and This Is My Pet!	Non fiction Unit 2.4 Resource: Keeping a Pet and This Is My Pet!	Poetry Unit 2.5 Resource:Animal Crackers and Brave Little Beasts	Poetry Unit 2.5	Fiction Unit 2.6	Fiction Unit 2.6	Fiction Unit 2.6				
			Resource. Animal Crackers and Drave Little Deasts			Becourses The Bungaway Train	Recourses The Runnway Train	REVICION			
	the terms 'noun' and 'verb'.	a W2 1C: Form plurals of pound where the reat word doos not	SL2 1P: Understand basis, familiar information given by the	Resource: Animal Crackers and Brave Little Beasts	Resource: The Runaway Train	Resource: The Runaway Train	Resource: The Runaway Train	REVISION			
		e W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es' R2 2D:	SL2.1B: Understand basic, familiar information given by the teacher, when supported by nictures or if concen slowly, and	W2.3A: Compose orally and then write a simple sentence.	Resource: The Runaway Train R2.3A: Answer simple questions about a sentence they have read	R2.4B: Combine information from text and pictures to infer	R2.4B: Combine information from text and pictures to infer	REVISION			
		change by adding '-s' and '-es'. R2.2D:	teacher, when supported by pictures or if spoken slowly and	W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper-	R2.3A: Answer simple questions about a sentence they have read.	R2.4B: Combine information from text and pictures to infer how a character feels.	R2.4B: Combine information from text and pictures to infer how a character feels.	REVISION			
	SL2.2D: Recite and interpret sentences by heart, including poems and other texts.			W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation.		R2.4B: Combine information from text and pictures to infer	R2.4B: Combine information from text and pictures to infer	REVISION			
	SL2.2D: Recite and interpret sentences by heart, including	change by adding '-s' and '-es'. R2.2D: Organise words into alphabetical order by their first letters.	teacher, when supported by pictures or if spoken slowly and clearly.	W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper-	R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or	R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT	R2.4B: Combine information from text and pictures to infer how a character feels. W2.3A: Compose orally and then write a simple sentence.	REVISION			
	SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it.	change by adding '-s' and '-es'. R2.2D: Organise words into alphabetical order by their first letters. R2.5A: With support, find information in texts (including IT	teacher, when supported by pictures or if spoken slowly and clearly. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences	W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. S12.2D: Recite and interpret sentences by heart, including	R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer how a character feels.	R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question.	R2.4B: Combine information from text and pictures to infer how a character feels. W2.3A: Compose orally and then write a simple sentence. R2.4D: Discuss favourite words and phrases.	REVISION			
	SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. R2.2A: Read aloud a familiar text of 6-8 basic sentences	change by adding 's' and 'es'. R2.2D: Organise words into alphabetical order by their first letters. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. SL2.2C: Answer simple questions using rehearsed expressions.	teacher, when supported by pictures or if spoken slowly and clearly. S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [about 50 words].	W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. Sl.2.2D: Recite and interpret sentences by heart, including poems and other texts.	 R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT 	R2.48: Combine information from text and pictures to infer how a character feels. R2.54: With support, find information in texts (including IT texts) to answer a simple question. W2.50: Use adjectives in expanded noun phrases, in simple sentences. Compose orally and then write a simple sentence.	R2.4B: Combine information from text and pictures to infer how a character feels. W2.3A: Compose orally and then write a simple sentence. R2.4D: Discuss favourite words and phrases. W2.5E: Use the subject pronouns '1' and 'we' before verbs. W2.5A: Say a simple sentence and then write it.				
1	SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words).	change by adding 's' and 'es'. R2.2D: Organise words into alphabetical order by their first letters. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. SL2.2C: Answer simple questions using rehearsed expressions. W2.2A: Use vocabulary from reading in own writing.	teacher, when supported by pictures or if spoken slowly and clearly. S12.20: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences [about 50 words]. W2.6A: Use full stops at the end of simple sentences.	W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper- case letters and numbers, using correct letter formation. W2.5A: Say a simple sentence and then write it. W2.CA: Use full stops at the end of simple sentences. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences	R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question.	R2.48: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. Compose orally and then write a simple sentence. W2.25D: Use adjectives in expanded noun phrases, in simple	R2.48: Combine information from text and pictures to infer how a character feels. W2.34: Compose orally and then write a simple sentence. R2.40: Discuss favourite words and phrases. W2.5E: Use the subject pronouns 'I' and 'we' before verbs. W2.5A: Say a simple sentence and then write it. ASSESSMENT- READING AND WRITING -REVIEW OF FICTION				
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YEAR 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
	Non-fiction Unit 2.10						
	Non-fiction onit 2.10	Non-fiction Unit 2.10	Non-fiction Unit 2.10	Poetry Unit 2.11	Poetry Unit 2.11	Non fiction Unit 12	Non fiction Unit 12
	Resource: Meerkats	Non-fiction Unit 2.10 Resource: Operation Night Monster	Non-fiction Unit 2.10 Resource: Operation Night Monster		Poetry Unit 2.11 Resource: Launch!, The Sea and On the Ning Nang Nong	1	Non fiction Unit 12 Resource: Different Hom

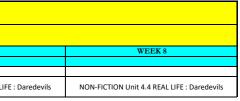
				St. Mary's Catholic H	igh School, Dubai			
			YEAR 3 ENGLISH LANG	GUAGE LONG TERM PLAN	with CURRICULUM STANDA	ARDS (2022-2023)		
YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y3U1F1	Y3U1F1	Y3U2NF1	Y3U2NF1	Y3U3P1	Y3U3P1	Y3U4F2	Y3U4F2
	ENGLISH LANGUAGE- BASELINE CHECK/Fiction Unit 3.1: Fiction:Goldilocks and the Big Mess	ENGLISH LANGUAGE- BASELINE CHECK/Fiction Unit 3.1: Fiction:Goldilocks and the Big Mess	Unit 3.2: Non-fiction:Tricking Our Eyes	Unit 3.2: Non-fiction:Tricking Our Eyes	Unit 3.3: Poetry: A Closer Look at Poems	Unit 3.3:Poetry:A Closer Look at Poems	Unit 3.4:Fiction:STORM(CHAPTER 1/2)	Unit 3.4:Fiction:STORM(CHAPTER 3/4)
Term 1	happen at the end of a short story or other text. SJ.3.2A: Give brief descriptions using two or more linked sentences. SJ.3.2 Retell two events from a story or sequence in the correct order. WJ.3B: Sequence three pictures and write two or three sentences about each one to tell a story. RJ.6B: identify adjectives in expanded noun phrases and use the term 'adjective'. WJ.3D: Re-read own writing, improving it at sentence level RJ.3A: Answer simple questions about a character, event or piece of information about which they have read. RJ.AA: Use context to infer the meaning of unfamiliar words READING FOR PLEASURE: Cloudy with a Chance of MeatBalls: Weird Weather(Gold B)	 R3.4C: Use knowledge of other books or films to predict what might happen at the end of a short story or other text. R3.2A: Give brief descriptions using two or more linked sentences. R3.2B: Retell two events from a story or sequence in the correct order. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.3D: Re-read own writing, improving it at sentence levelS1.2D: W15 some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions about which they have read. R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.3D: Setty subject and object pronouns and link them to the head noun phrase they replace. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5E: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.3E: Re-read own writing, improving it at sentence level. R4.DDINE of PLESUME: Cloudy with a Chance of MeatBalls: Weird Weather(Gold B) 	teacher R3.3A: Answer simple questions about a character, event or piece of information about which they have read. W3.1C: Add the suffixes' 's', 'ed', 'ing', 'er' and 'est, and the prefix 'un- to words where the root word does not change R3.6C: Recognise that the past tense of verbs is often indicated by the suffix 'ed'.R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. S1.3A: Give herd fed scriptions using two or more linked sentences. R3.5C: Read simple reports and alphabetically organised texts, dientifying key text features and beginning to distinguish between fact and opinion. W3.3C: Select pictures and write simple report texts of up to 100 words.	W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3A: Compose and write a sequence of three or more simple or compound sentences. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. SL3.1A: Follow three-step instructions, when these are given slowly and clearly. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3A: Compose and write a sequence of three or more simple or Compound sentences.	read. R3.48.: Des context to infer the meaning of unfamiliar words W3.34: Compose and write their own poem. W3.5D: Use adjectives in expanded noun phrases, in own writing 2 stanzas poem with the help of rhyming words. W3.5E: Infer the main idea of the poem S1.3.2C: Participate in discussions when invited to do so by the teacher. R3.4A: Use onomatopoeic words to create own version of The Sound Collector. A Collection of Poems by Christina Rossetti and Roger McGough Reading For Pleasure: Wizards, Spiders and Castles Poems(White		R3.3A.Answer simple questions about a character, event or piece of information about which they have read. R3.4A.Use context to infer the meaning of unfamiliar words R3.4C.Use knows to be a solution of the second of the second sec	regular verbs with singular and plural nouns/pronouns. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.6C: Put inverted commas around spoken words.W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound sentences.W3.5C: Put inverted commas around spoker
YEAR 3	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y3U5NF2	Y3U5NF2	Y3U4F2	Y3U4F2	Y3U4F2	Y3U6NF3	Y3U6NF3	REVISION/FIRST TERM EXAMINATION
	Unit 3.5: Non-fiction:Birds of Prey	Unit 3.5: Non-fiction:Birds of Prey	Unit 3.4: Fiction:STORM (CHAPTER 5 continued)	Unit 3.4: Fiction:STORM (CHAPTER 6 continued)	Unit 3.4: Fiction:STORM (CHAPTER 7/8 continued)	Unit 3.6: Non-fiction:All About Me	Unit 3.6: Non-fiction:All About Me	REVISION OF SKILLS TAUGHT

and pictures to infer	
	W2.5D: Use adjectives in expanded noun phrases, in simple
- Annala (in all all an IT	sentences.
n texts (including IT	W2.3A: Compose orally and then write a simple sentence.
ven through	W2.5B: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences.
text.	W2.5A: Say a simple sentence and then write it.
a sentence they have	W2.5D: Use adjectives in expanded noun phrases, in simple
sentence ency nave	sentences.
ases.	W2.5E: Use the subject pronouns 'I' and 'we' before verbs.
l order by their first	R2.2A: Read aloud a familiar text of 6-8 basic sentences
,	(about 50 words).
sentence.	W2.3B: Sequence three pictures and then write a sentence
"an', 'the' or 'some')	for each to tell a story.
ntences.	W2.4A: Write most lower-case letters and copy all upper-
n phrases, in simple	case letters and numbers, using correct letter formation.
MID	Class Assessment- Reading- comprehension, verbs,
	punctuation, determiners, noun plural writing with
punctuation,	determiners, noun phrases, pronouns, punctuation.
tures of fiction and	Writing- Design a poster
	WEEK 32
12	
12 Iomes	REVISION
	REVISION
lomes	REVISION
lomes write it.	REVISION
lomes write it. ntences.	REVISION
lomes write it. .ntences. I 'we' before verbs.	REVISION
lomes write it. intences. I 'we' before verbs. ven through	REVISION
lomes write it. Intences. I 'we' before verbs. ven through text.	REVISION
Iomes write it. ntences. 've' before verbs. ven through text. a simple sentence. entify key text	REVISION
write it. ntences. I 'we' before verbs. ven through text. a simple sentence. entify key text "an', 'the' or 'some')	REVISION
lomes write it. ntences. ! 'we' before verbs. ven through text. a simple sentence. entify key text "an', 'the' or 'some') sentences.	REVISION
write it. ntences. I 'we' before verbs. ven through text. a simple sentence. entify key text "an', 'the' or 'some')	REVISION
lomes write it. ntences. ! 'we' before verbs. ven through text. a simple sentence. entify key text "an', 'the' or 'some') sentences.	REVISION Fiction, Nonfiction and Poetry revision
lomes write it. ntences. ! 'we' before verbs. ven through text. a simple sentence. entify key text "an', 'the' or 'some') sentences.	
lomes write it. ntences. ! 'we' before verbs. ven through text. a simple sentence. entify key text "an', 'the' or 'some') sentences.	
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lomes write it. ntences. ! 'we' before verbs. wen through text. a simple sentence. entify key text "an', 'the' or 'some') sentences.	

Term 1	R3.3A:Answer simple questions about a character, event or piece of information about which they have read. R3.4D:Listen and respond to stories of a level beyond that of independent reading. R3.5C:Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. S1.3.2A:Give brief descriptions using two or more linked sentences. R3.3B:Attell two events from a story or sequence in the correct order. W3.1C:Add the suffixes '-s', '-ed', '-ing', '-er' and '-est, and the prefix 'un-' to work where the root word does not change. W3.2A:Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. R3.5B:Use a simple contents page and noine menus to locate relevant pages and find requested information. R3.5B:Use a simple contents page and ninek to locate Information. R3.5B:Use a simple contents page and ninek to locate Information. Rading For Pleasure: Colourful Creatures (Orange B -LA)	 R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. W3.3A:Compose and write a sequence of three or more simple or compound sentences. W3.5B:Use commas to separate items in lists of nouns. R3.6E:Identify a range of quantifiers as determiners. W3.5B:Use a range of quantifiers as determiners. W3.2B:Use a range of quantifiers as determiners. W3.2B:Use a range of quantifiers as determiners. W3.2B:Use a range of quantifiers as determiners in writing. W3.2D: Select pictures and write simple report texts of up to 100 words. W3.2D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.2D: Use adjectives in separate items in lists of nouns. R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. S1.2:E: Present information to the class when prompted. Reading For Pleasure: Colourful Creatures (Orange B -LA)/HA and AA- CARING FOR EXOTIC ANIMAL(white A) 	ordinating conjunctions 'and' and 'but'. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or moresimple or compound sentences. W3.5F: Use subject and object pronouns instead of noun/noun phrases. W3.5F: Write simple sentences showing grammatical arearement of regular verbs with simpular and plural	 W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.5R: Re-read own writing, improving it at sentence level. READING FOR PLEASURE: Tales of Taliesin: The Magic Storm / (Gold B) 	W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns. W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.SI3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or	R3.3A: Answer simple questions about a character, event or piece of information about which they have read. SL3.2C: Participate in discussions when invited to do so by the teacher.SL3.2A: Give brief descriptions using two or more linked sentences. R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, infer a character's feelings from information given in a text. W3.5C: Use present- and past-tense forms of regular verbs in writing. Reading For Pleasure: The Truth about Fish and Chips/HA and AA: CARING FOR EXOTIC ANIMAL(white A)	 SL3.2A: Give brief descriptions using two or mo SL3.2C: Participate in discussions when invited teacher. W3.3C: Select pictures and write simpl to 100 words. SL3.1B: Follow information during two to three to teacher-talk supported by pictures. W3.4B: Ukeyhoart to write short texts. W3.3C: Ourpose and write a sequence of three compound sentences. W3.4B: Use a QWERTY k short texts. W3.3D: Re-read own writing, improving it at sep Present information to the dass when prompte READING FOR PLEASURE: For Pleasure: The Tri Chips
YEAR 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
	Y3U7NF4	Y3U7NF4	Y3U8F3	Y3U8F3	Y3U8F3	Y3U3P1	Y3U9NF5
	Unit 3.7: Non-fiction:All About Mummies	Unit 3.7: Non-fiction:All About Mummies	Unit 3.8: Fiction:Ottoline and the Yellow Cat	Unit 3.8: Fiction:Ottoline and the Yellow Cat	Unit 3.8: Fiction:Ottoline and the Yellow Cat	Unit 3.3: Poetry: A Closer Look at Poems (continued)	Unit 3.9: Non-fiction:Newsho
Term 2	 SL3.2C. Participate in discussions when invited to do so by the teacher SL3.2A: Give brief descriptions using two or more linked sentences. R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. R3.6C: Recognise that the past tense of verbs is often indicated by the suffix 'ed'. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3C: Use present- and past-tense forms of regular verbs in writing. W3.4D: Use commas to separate items in lists of nouns. R3.3B: Retell two events from a story or sequence in the correct order. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. Reading For Pleasure: Fossils(Gold A) 	 R3.54: Use contents pages and online menus to locate relevant pages and find requested information. R3.56: Use a simple contents page and index to locate information. W3.35: Compose and write simple report texts of up to 100 words W3.34: Compose and write a sequence of three or more simple or compound sentences. W3.3D: Re-read own writing, improving it at sentence level. W3.3D: Use present: and past-teres forms of regular verbs in writing. W3.6D: Use commas to separate items in lists of nouns. S1.32: Present information to the class when prompted. Reading For Pleasure: Fossils(Gold A) FIRST TERM EXAMINATION 	R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read Simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. R3.4D: Listen and respond to stories of a level beyond that of independent reading. S1.3.2C: Participate in discussions when invited to do so by the teacher. Reading For Pleasure: Meddlers: The Not-So-Merry-Go- Round((White B)	R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the co- ordinating conjunctions 'and' and 'but'. R3.2D: Organise words into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries. R3.5B: Use a simple contents page and index to locate information. Reading For Pleasure: Meddlers: The Not-So-Merry-Go- Round((White B)	 R3.4D: Listen and respond to stories of a level beyond that of independent reading. SI3.2C: Participate in discussions when invited to do so by the teacher. R3.6B: identify adjectives in expanded noun phrases and use the term 'adjective'(s) R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. READING FOR LEASURE: Pete's Peculiar Pet Shop: The Wrong Jumper(Purple A) 	SI 3.2: Participate in discussions when invited to do so by the teacher. RS.44: Use context to infer the meaning of unfamiliar words. SI 3.24: Give brief description of the ideas given in a poem R3.34: Infer the poems which they have read. R3.38: Use imperative verbs to extend the poem. R3.52: Read simple poems and understand them. R3.38:Identify the poetic features in the poemsA Collection of Poems by Christina Rossetti and Roger McGough READING FOR PLEASURE: City Shapes and Other Poems(Green Band)	R3 SC: Read simple reports and alphabetically c identifying key text features and beginning to d fact and opinion. SI3.2A: Give brief descriptions using two or mo W3.3C: Select pictures and write simple report words. SI3.2C: Participate in discussions when invited teacher. W3.SC: Use present- and past-tense forms of rr writing. SI3.3E: Follow information during two to three to teacher-tails supported by pictures. W3.3C: Select pictures and write simple report words. W3.3C: Select pictures and write simple report words. SI3.5C: Read simple reports and alphabetically c identifying key text features and beginning to d fact and opinion. W3.3D: Re-read own write, improving it at se Reading For Pleasure:Going into Space (Gold B)
YEAR 3	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
	Y3U10NF6	Y3U10NF6	Y3U8F5	Y3U8F5	Y3U8F5	Y3U11NF7	Y3U11NF7
Tem 2	piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, infer a character's feelings from information given in a text.	the teacher. W3.3C: Select pictures and write simple report texts of up to 100 words. SL3.1B: Follow information during two to three minutes of listening to teacher-talk supported by pictures. W3.4B: Use a QWERTY keyboard to write short texts.		Unit 3.8: Fiction:Ottoline and the Yellow Cat R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the co- ordinating conjunctions 'and' and 'but'. R3.2D: Organise works into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries. R3.5B: Use a simple contents page and index to locate information. Reading For Pleasure: The Pirate and the Potter Family: Set Sail for School!(White B)	Unit 3.8: Fiction:Ottoline and the Yellow Cat R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'(s) R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. Reading For Pleasure:Goldilocks and the Porridge Problem (Turquoise A)	Unit 3.11: Non-fiction: Earth's Amazing Environments R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. S1.3.2C: Participate in discussions when invited to do so by the teacher. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level.R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences R3.6B: identify adjectives in expanded noun phrases and use the term 'adjective'. W3.5D: Use adjective's in expanded noun phrases, in own writing of three or more simple or compound sentences. Reading For Pleasure:Animal Self-Defence (Mainsails) (White B)	Unit 3.11: Non-fiction: Earth's Amazing R3.SC: Read simple reports and alphabetic texts, identifying key text features and beg distinguish between fact and opinion. S1.3.2C: Participate in discussions when invi the teacher. W3.3C: Select pictures and write simple rej 100 words. W3.3D: Re-read own writing, improving it 1 level.R3.5C: Read simple reports and alpha texts, identifying key text features and beg distinguish between fact and opinion. W3.3A: Compose and write a sequence of 1 simple or compound sentences R3.6B: identify adjectives in expanded nour the term 'adjective'. W3.5D: Use adjective's in expanded nour writing of three or more simple or compound Reading For Pleasure:Animal Self-Defence (White B)

	St. Mary's Catholic High School , Dubai							
YEAR 4 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)								
YEAR	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
I LAK								
	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	NON-FICTION Unit 4.2 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.2GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.4 REAL LIFE : Daredevils	NON-FICTION Unit 4.4 REAL LIFE	

more linked sentences.	
more mixed sentences.	Identifying and using Nouns, Verbs, Present and Past-tense forms of
ed to do so by the	regular verbs, Past tense of verbs with suffix '-ed', Quantifiers as
mple report texts of up	determiners, Adjectives, expanded noun phrases, subject and object
	pronouns, Time Connectives, Causal Conjunctions - 'and', 'but' and
ree minutes of listening	'because', suffixes '-s', '-ed', '-ing', '-er' and '-est, and the prefix 'un-',
B: Use a QWERTY	Use commas to separate items in lists of nouns;Punctuations
	(speech marks, full stop, capital letter, question mark);Sequencing
of regular verbs in	events in the correct order;• Meanings of words through context clues FIRST TERM
nree or more simple or 'Y keyboard to write	EXAMINATION
sentence level. SL3.2E:	
pted.	
Truth about Fish and	
	WEEK 24
	WEEK 24
	Y3U9NF5
shounds	Unit 3.9: Non-fiction:Newshounds
lly organised texts,	R3.3A: Answer simple questions about an event or piece of
to distinguish between	information about which they have read.
	SL3.2C: Participate in discussions when invited to do so by
more linked sentences.	the teacher.SL3.2A: Give brief descriptions using two or more
ort texts of up to 100	linked sentences.
ed to do so by the	R3.4B: With support, infer a character's feelings from
ed to do so by the	information given in a text.
of regular verbs in	SL3.2A: Give brief descriptions using two or more linked
	sentences.
ee minutes of listening	SL3.2C: Participate in discussions when invited to do so by
	the teacher.
ort texts of up to 100	R3.2D: Organise words into alphabetical order by their first
	two letters, and use alphabetical order to find words in
of regular verbs in	two letters, and use alphabetical order to find words in dictionaries and glossaries.
	dictionaries and glossaries.
lly organised texts,	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns.
	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to
lly organised texts, to distinguish between	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description.
lly organised texts,	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own
lly organised texts, to distinguish between hree or more simple or	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences.
lly organised texts, to distinguish between	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own
lly organised texts, to distinguish between nree or more simple or t sentence level.	dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences.
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	Overview of the Unit and reinforcement of the key	Infer characters' motives from information given in	Use present- and past-tense forms of regular verbs	Participate in discussions; Identify a main point	Use present- and past-tense forms of regular verbs	:Recognise that the past tense of verbs is often	Participate in discussions, building on contributions	Identify adverbs of manner and talk about their
	skills	a text; With some guidance, make predictions	in writing; Use a wider range of more descriptive	after five to seven minutes of listening to teacher-	in writing; Use present- and past-tense forms of	indicated by the suffix -ed;:Recall significant events	of previous speakers; Infer characters' motives from	
	Infer characters' motives from information given in		nouns and powerful verbs; Participate in	talk supported by pictures; Recall significant events		and pieces of information from texts, and explain	information given in a text; Recall significant events	
	a text; With some guidance, make predictions	more main events from a story or sequence in the		and pieces of information from texts, and explain	tense verb forms, including of the verb to be;		and pieces of information from texts and	ideas are sequenced or grouped; Use capital letters
	based on clear evidence in a text; Use inverted	correct order; Use adjectives in expanded noun		why they are important; Perform as a character in a		events from a story or sequence in the correct	explain why they are important.Retell three or	and end punctuation correctly when writing
	commas in sentences where the speaker is	phrases, in own writing of three or more simple or	to descriptions; Use inverted commas in sentences	short dramatic scene ;Use headings and other	grouped; Re-read own writing, improving it at	order; Infer characters' motives from information		dictated sentences unaided; :Use present- and past-
	identified at the end of the sentence; Use a wider	compound sentences; :Participate in discussions,	where the speaker is identified at the end of the	features to locate a relevant paragraph; Understand		given in a text; Organise writing so that ideas are	correct order. Infer characters' motives from	tense forms of regular verbs in writing; Writing:
-		building on contributions of previous speakers;	sentence; Re-read own writing, improving it at	the purpose of a wider range of textual features				
Ę	range of more descriptive nouns and powerful				at paragraph level; Write compound and complex	sequenced or grouped; Use present- and past-tense		Composition - Organise writing so that ideas are
Ter	verbs; Organise writing so that ideas are sequenced		sentence level; Perform as a character in a short	when directly asked to do so; Recognise adverbials	sentences using the conjunctions and, but, or, so	forms of irregular verbs in writing;; Use capital	features to locate a relevant paragraph; Use	sequenced or grouped; Punctuation - Use capital
	or grouped; Re-read own writing, improving it at	from texts and explain why they are important;	dramatic scene;	of time and the conjunctions so and or, and talk	and because.	letters and end punctuation correctly when writing		letters and end punctuation correctly when writing
	sentence level.	Infer characters' motives from information given in		about their impact; Recognise on sight common		dictated sentences unaided; Organise writing so	writing; Use present- and past-tense forms of	dictated sentences unaided.Present information on
		a text; Participate in discussions, building on	POST TEST (FICTION)	past-tense verbs, including irregular verbs; Organise		that ideas are sequenced or grouped.	irregular verbs in writing; Recognise irregular past-	a given subject, alone or in a group; Reread own
		contributions of previous speakers; Infer characters'		writing so that ideas are sequenced or grouped;		COMPREHENSION - NON FICTION	tense verb forms, including of the verb to be; Use	writing, improving it at paragraph level.
		motives from information given in a text.					possessive determiners accurately in writing; Use	
							possessive pronouns accurately in writing.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	FICTION Unit 4.5THE HAPPIEST PEOPLE of the HILLS	FICTION Unit 4.5THE HAPPIEST PEOPLE of the HILLS	FICTION Unit 4.5THE HAPPIEST PEOPLE of the HILLS	NON-FICTION Unit 4.6 A VOLCANO WAKES UP	NON-FICTION Unit 4.6 A VOLCANO WAKES UP	NON-FICTION Unit 4.8AWESOME ANIMAL	Revision Non Fiction	Revision Fiction
						ADVENTURE		
	Follow detailed oral instructions on tasks close to	Retell three or more main events from a story or	Write short stories (of around 200 words) that	Follow detailed oral instructions on tasks close to	Recall significant events and pieces of information	Follow detailed oral instructions on tasks close to		Reinforcement on: Questions basing on inference,
	their experience. With support, give a logically	sequence in the correct order. Infer characters'	include brief descriptions of characters or	their	from texts and explain why they are important.	their experience. Identify a main point after five to		deducing; personal opinon, usage of language,
	connected description.Participate in discussions,	motives from information given in a text. With some		experience. Identify a main point after five to seven		seven minutes of listening toteacher-talk supported		justification of explanation of responses and
	building on contributions of previous	guidance, make predictions based on clear evidence		minutes of listening to teacher-talk supported by	sequence in the correct order. Use headings and	by pictures.Participate in discussions, building on		vocabulary. Grammar Topics: Word class:Verbs
	speakers.Perform as a character in a short dramatic		Say and then write compound and complex	pictures. Participate in discussions, building on	other features to locate a relevant paragraph.	contributions of previous speakers.Perform as a		and adverbs, Adverbials of time ;
	scene.Recall significant events and pieces of	about types of stories.	sentences using the	contributions of previous speakers. Perform as a	Understand the purpose of a wider range of textual	character in a short dramatic scene. Present		Adjectives, different forms of adjectives; Direct
	information from texts and explain why they are	Organise writing so that ideas are sequenced or	conjunctions 'and', 'but', 'or', 'so' and 'because'.Use	character in a short dramatic scene. Present	features when directly asked to do so. Read and	information on a given subject, alone or in a		speech; Punctuation ;Expanded noun phrase; use of
Ę	important.	grouped.	inverted commas in sentences where the speaker is	information on a given subject, alone or in a group.	follow explanations and newspaper reports,	group.Read aloud an unfamiliar text of about 250		colon, Pronouns and Possessive pronouns,
Це Ц			identified at the end of the sentence.	Read aloud an unfamiliar text of about 250 words,	identifying key text features and distinguish	words, including complex sentences, observing full		Possessive apostrophe
				including complex sentences, observing full stops	between fact and opinion with more	stops and question marks.		
				and question marks.	ease.Recognise adverbials of time and the			
					conjunctions 'so' and 'or' and talk about their			
					impact.Recognise irregular past-tense verb forms,			
					including the verb 'to be'. Organise writing so that			
					ideas are sequenced or grouped.Write brief			
					explanation texts of around 150 words.Reread own			
					vriting, improving it at paragraph level			
YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
YEAR 4			WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL	NON-FICTION Unit 4.8 AWESOME ANIMAL	WEEK 19 NON-FICTION Unit 4.9WATCHING COMETS	WEEK 20 NON-FICTION Unit 4.9WATCHING COMETS	WEEK 21 FICTION Unit 4.10 The Cloud Rider	WEEK 22 FICTION Unit 4.10The Cloud Rider	WEEK 23 FICTION Unit 4.10The Cloud Rider	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE	NON-FICTION Unit 4.9WATCHING COMETS	NON-FICTION Unit 4.9WATCHING COMETS	FICTION Unit 4.10 The Cloud Rider	FICTION Unit 4.10The Cloud Rider	FICTION Unit 4.10The Cloud Rider	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context.	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text.With some guidance, make	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped.Use a range of adverbs	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.Organise writing so that ideas are sequenced	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so.	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text.With some guidance, make predictions based on clear evidence in a text.Begin	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped.Use a range of adverbs (around 20) to add to descriptions. Write short	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped.Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so.	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three-	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped.Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences where the speaker is	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three- to four-syllable words, using a range of	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions of previousnspeakers.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three- to four-syllable words, using a range of strategies.Recognise on sight common past-tense	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences where the speaker is	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions of previousnspeakers.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped.Write brief explanation texts of around	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three- to four-syllable words, using a range of	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
YEAR 4	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences where the speaker is	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions of previousnspeakers.	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped.Write brief explanation texts of around 150 words.Reread own writing, improving it at naragranh level	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three- to four-syllable words, using a range of strategies.Recognise on sight common past-tense	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.Begin to form and explain preferences about types of	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience.Participate in discussions, building on contributions of previousspeakers. Perform as a character in a short dramatic scene.Present
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Grammar Topics: Word class:Verbs and adverbs, Adverbials of time ; Adjectives, different forms of adjectives; Direct
Term 2 Term 2	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences where the speaker is identified at the end of the sentence. WEEK 25 NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Recall significant events and pieces of information from texts and explain why they are important. Recognise irregular past-tense verb forms, including	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of actions. Use a colon to introduce a list. WEEK 26 FICTION Unit 4.12PLAY: Author Visit Recognise that a possessive determiner. Recognise that a demonstrative determiner may have the same function as a demonstrative pronoun. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words.	NON-FICTION Unit 4.9WATCHING COMETS Follow detailed oral instructions on tasks close to their experience. Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. With support, give a logically connected description. Participate in discussions, building on contributions of previousnspeakers. <u>WEEK 27</u> <u>FICTION Unit 4.12PLAY: Author Visit</u> Follow detailed oral instructions on tasks close to their experience; Participate in discussions, building on contributions of previous speakers; Read aloud an unfamiliar text of about 250 words, including complex range of strategies; Infer characters' motives from information given in a text.sentences, observing full stops and question marks; Decode	NON-FICTION Unit 4.9WATCHING COMETS Use headings and other features to locate a relevant paragraph.Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped.Write brief explanation texts of around 150 words.Reread own writing, improving it at naraeranh level WEEK 28 FICTION Unit 4.12 PLAY: Author Visit Understand the purpose of a wider range of textual features when directly asked to do so; Write short stories (of around 200 words) that include brief	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers.Perform as a character in a short dramatic scene.Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.Decode unfamiliar three- to four-syllable words, using a range of strategies.Recognise on sight common past-tense verbs, including irregular verbs. <u>WEEK 29</u> <u>FICTION Unit 4.12PLAY: Author Visit</u> Follow detailed oral instructions on tasks close to their experience; Participate in discussions, building on contributions of previous speakers; Read aloud an unfamiliar text of about 250 words, including complex range of strategies; Infer characters' notives from information given in a text.sentences, observing full stops and question marks; Decode	FICTION Unit 4.10The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. WEEK 30 FICTION Unit 4.4 PLAY: Author Visit Write legibly, joining some letters; Organise writing so that ideas are sequenced or grouped; Reread own writing, improving it at paragraph level; Perform as a character in a short dramatic scene.	FICTION Unit 4.10The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. <u>WEEK 31</u> <u>Revision Non Fiction</u> Write legibly, joining some letters; Organise writing so that ideas are sequenced or grouped; Reread own writing, improving it at paragraph level; Perform as a character in a short dramatic scene.	WEEK 32 WEEK 32 WEEK 32 Revisions pairs of the second secon
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				St. Mary's Catholic Hi	gh School, Dubai						
	YEAR 5 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022 – 2023)										
YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8			
		Y5/U1/NF1(5)	Y5/U1/NF1(5)	Y5/U1/NF1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U3/NF2(5)	Y5/U3/NF2(5)			
	(Review) / Unit 1: Non-Fiction: How to be an Explorer	Unit 1: Non-Fiction: How to be an Explorer	Unit 1: Non-Fiction: How to be an Explorer	Unit 1: Non-Fiction: How to be an Explorer	Unit 2: Fiction: Polar Peril	Unit 2: Fiction: Polar Peril	Unit 3: Non-Fiction: Why Does Lightning Flash?	Unit 3: Non-Fiction: Why Does Lightning Flash?			
Term 1	Mentify had understand the language and equinational forum of faction. A non-faction terr types Mentify the purpose of a test and evaluation insceres, Espera personal responses supported by reference to the test: Develop instance on the test: Develop instance on the test: Develop instance on the test of the Develop instance on the test of the test of the test of test of the test of t	R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.	and suffixes. R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a	W.3.5C. White damy entry of anomal 240 works. W.3.2C. White damy entry of anomal 240 works. W.3.2 Dervalute and offer own writing to improve consistency. W.3.2A: Use a wider range of nonses and powerful verbs, as wider same of nonses.	82.1.4. Rand adout as unfamiliar text, observing full stops, quotion marks and geneth marks. B 21: Summarize a more requerintly priviling the main result in order. R5.3. Miller the maning of marghom using content. R5.1. Recall details of charactera, resents and dethe charactera. R5.2. No could details of charactera, resents or pieces of information from texts, and explain how they are tisked. R5.5.1 Microsoft forested adverbials and add boort their impact. W 53.3. Regist to use paragraphs in longer pieces of writing. W 33: Excall adout door services or pieces and the service of markstrain longer pieces of writing. W 34: Excall adout door services of our services of the services of the services of our services of services. W 35: Excall adout door services of our service produces and adout the text by high- nel adout door services of conversion of services. W 53: Excall adout door services of conversion of services. W 53: Use a range of adverbials, including fronted adverbials, to join ideas	ES AG Die contents page, heading, sub-backing auf derbe fenture to identify relevant parts of a text quickly, for their an answer. ES S.C. Ack quotions, make regardions and maker predictions during structured discussions. ES J.S.D. Machania and drosses for the dy-dataset is a d-matter in a d-matter in the d-matter and d-matt	82.4 B: Understand and explain how different ten fortures can covery information. 82.5 I. P. Follow as supreced or dail instructions to make or daw controlling, SJ. 32.C. Ack querions, make negativities and make predictions during immutined discussions. W3.18 Spell and/ord 100 everyday words in the context of charcherd detection. W3.52: Use present and part tense forms of all verbs, largedy maintaining consistency, across a piece of writing.	R2 3A.Recall datable of datasetes, versus or piece of information from texts and explain how they are linked as indiced and set of the start parts of a set of the start parts of a set of the set			
YEAR 5	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16			

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								REVISION
		Unit 3: Non-Fiction: Why Does Lightning Flash?	Unit 5: Fiction: Coming Home: Two Left Feet R5.1A: Read aloud an unfamiliar text	Unit 5: Fiction: Coming Home: Two Left Feet	Unit 6 Non-fiction: How Do They Make Bikes?	Unit 6 Non-fiction: How Do They Make Bikes?	Unit 6 Non-fiction: How Do They Make Bikes?	
	Term 1	81.5.2 If Advances and revies a presentation on a given topic. 81.5.1 Effect how paragraphs in long process of writing/developing a process/explanation text), why 33.4 Big the own paragraphs in long process for the process of the proces	RO JA: Roda about an uniformitter reter. RO JA: Roda about an uniformitter reter. RO JA: But for characteric reproducts to create and other characters, R5 3C Maler predictions based on more obscure oridomci in a text S. S. S.C. Adk quotions, male suggestions and make predictions diring structured discussions. SL 527: Maintain and rehearse the nole of a character in a dramatic certer. W 3.13 Spell another 100 veryday words in the context of teachers-ied distation		R.S.1.C. Recognize on sight common works, including those with various prefixes and sufficience R.S.1.B. Decode intraktion works using a more of ratingties, including interfactions of prefixes and R.S.5.B. Letterly adjectives and prepositional phrases used to modify acoust. SL 5 IE: Give simple dirictions of framility work. SL 5.2.: Adv. quotions, make suggestions and make predictions during structured discussions. WS. IE: With support, proof end text and correct spelling errors.	K4.1a. Excluding an unfinitium tere of about 400 works, observing full stops, question marks and 82.3 A Reach discussion of characters, events or pieces of information from texts and explain how they are linked. K3.20 Regist is 00m and explain preferences about type of text other than fixin. WS.4C. Use present and past ensure forms of all works (including progressive, perfect and passive work), largely maintaing trues consistency across a piece of writing. WS.5C. Understand where formal language is repired.	R5.4.6Ue contents page, heading, sub-headings and other fortune to identify indexent parts of a reg cickly, to find an answer. The start of the star	evidence in a text; Identify how language, structure and presentation contribute to meaning; descriptions and explanations; Revision of key grammatical vocabulary: noun, adjective, pronoun, verb,
VI	EAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	EAK 5	Y5/U8/NF4(5)	¥5/U8/NF4(5)	Y5/U8/NF4(5)	Y5/U9/NF5(5)	Y5/U9/NF5(5)	Y5/U9/NF5(5)	Y5/U10/F3(5)
		Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime	Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime	Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 10: Fiction: Big Giant. Little Bear: The Gi
		Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime SL5.2B Give simple definitions of familiar words. SL5.2C: Ask questions, make suggestions and	Unit 8: Non-tiction: 101 Ways to Save the Planet Before Bedtime SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.		Unit 9: Non-tiction: In Their Shoes: My Life as a Tudor Schoolboy R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and		Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy R5.4B: Understand and explain how different text features can convey information. R5.4C Read	Unit 10: Fiction: Big Giant, Little Bear: The Gi R5.1A Read aloud an unfamiliar text of about 400 words. observing full s
	Term 2	make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes	SL 32. E. Relevant and revies a presentation on a given topic 85.1 A. Read about an undamiliar tent of about 600 works, howing full storps, neutrino marks, and person marks. RS 18. Decode unfamiliar works using a range of strategies, including identification of prefixes and afficiant effective and afficiant effective effective and afficiant effective	net ejetky, to find an answer RAS 100 legits for four and epulain preference SLS 110 legits for four and epulain preference SLS 110 legits for four and epulain preference SLS 110 legits for the strain strain strain strain and an end 200 words. WS 3A, Regits no as a WS 4A Within in a highlie and paratility joined ryle, with everyl strain and spaced letters. WS 3A Within in a highlie and paratility joined ryle, with everyl strain and parcel letters. WS 3A, Within in a highlie and paratility joined ryle, with everyl strain and spaced letters. WS 3A, Within in a highlie and paratility joined ryle, with everyl strain and spaced letters. WS 3A, Within in a highlie and paratility joined ryle, with everyl strain and parcel letters. WS 3A, Within in a highlie and paratility in the presentation on a given topic	other punctuation. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and	R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffrars.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a	information texts, identifying key text features and distinguishing between fact and opinion. SL5.1B: Identify the main points of an eight40-ten-minute, well-structured talk on a familiar topic.	speech marks. B C: C: Recognize on sight common words, including those with various R S: D: Recognize on sight common words, including and outfilter. In the second second second second second second second second outfilter. S S: 20: A Read second second second second second second second second S: 23: A Read second seco
		WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
		¥5/U11/NF6(5)	Y5/U11/NF6(5)	Y5/U11/NF6(5)	Y5/U12/F4(5)	Y5/U12/F4(5)	Y5/U12/F4(5)	
		Unit 11: Non-fiction: Real Life: Artists	Unit 11: Non-fiction: Real Life: Artists	Unit 11: Non-fiction: Real Life: Artists	Unit 12: Fiction: Mixed-up Myths: The Mint Choc Touch	Unit 12: Fiction: Mixed-up Myths: The Mint Choc Touch	Unit 12: Fiction: Mixed-up Myths: The Mint Choc Touch	REVISION
	Term 2	15.1.6.Read alond an utifamiliar text of above 400 words, observing full stops, question marks and peech natus. 8.3.1.6.Recognize on sight common words, nichafuig those with various prefixes and suffices. 8.3.2.6.2.4.6. questions, make suggestions and make predictions thung mentured discussions. 8.5.8.2.6.8.Comparise demonstrative determiners and understand how they density sources as known. 8.5.9.8. Exceptise demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative determiners and understand how they density sources as known. 8.5.9.8. Recognize demonstrative account 9.1.9. Spell another 100 everyday words in the contract of teacher-led distantion.	SLM. Tollow a sequence of our al matractions to make or draw something. BLS Delptis for born and explain preference about type of text or them fan finition. SLS 20: Robin to four and explain preferences about type of text or them fan finition. SLS 20: Robin to use paragraphs in larger prices or writing. WS 23: Wine pressure's checkriptive tradycering describing an artwork of around 230 works. WS 3D: Fushatt and end one writing in strateory consistency. WS 3C: Use present and past-tense forms of al worbs (including programs): prefet and passive wrbs). Engdry maintaining tense WS 3D: BL and an explicit and passive wrbs). Engdry maintaining tense with the SLS DE demonstrate determiners appropriately in writing. WS 3G: Undentated where formal language is required.	El 44. Ube contents page, backing, sub-backings and other features to identify reference parts of a cost existed to find an assert rest existed to a final an assert RS. Rb: Understand and explain how different text features can covery information. RS.4: Read information: IES.4: Read information: IES.4: Read information: IES.4: Bit Information IES.4: Bit Information: IES.4: Bit Information IES.4: Bit Informa	B 5.24: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R 5.2B: Summarise a story or sequence by retelling the main events in order. R 5.3B: Infor a character's responses to events and other characters. ISL3/C: Ask questions, make suggestions and multe predictions during instructured discussions.	15.11 B Dende unfinitiar words using a range of strategies, including identification of refrires and utility of animous sing context. R5.3. https://doi.org/10.1111/j.j.com/ender/infinitian/ represents/in	19.5.3. Brights to use groupsriphils to longar pieces of writing. 19.5.3. Brivite host cosis (of 40-00 work) where each end all links to the beginning, WS2A. Una wide angued for the second of the second one pieces. WebC: Use inverted commans when the speaker is identified in the middle of the stemence. W5.3.B. Fand about dhord sections of cover writing with some programming. W5.4A. Write in a legble and particlely pinced only it, with evenly stread and questal letters.	Identify how language, structure and presentation contribute to meaning; justifications for their views;

				St. Mary's Catholic	High School , Dubai			
			YEAR 6 ENGLISH LA	NGUAGE LONG TERM PLAN v	vith CURRICULUM STANDARD	S (2022 - 2023)		
Year 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
			Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U2/NF1 Non-fiction 6.2	Y6/U3/DR(F) Fiction 6.3	Y6/U3/DR(F) Fiction 6.3	Y6/U3/DR(F) Fiction 6.3
	Review	Review						
Ĕ.	Identify and understand the language and argonizational	Deed fation to to Identify and summarise main ideas of fistion	Globe Challenge: Creatures in Danger	Globe Challenge: Creatures in Danger	Globe Challenge: Creatures in Danger	Drama -Find a Way Out!	Drama -Find a Way Out!	Drama - Find a Way Out!
	Identify and understand the language and organisational 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 ; Revision of key grammatical vocabulary; Revise spelling rules.	Read fiction texts; theratify and summarise main ideas of 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; Revision of key grammatical vocabulary; Revise spelling rules.	R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers.R6.4A: Use titles, contents pages, search engines, headings, sub- headings and other features to retrieve information quickly and make notes of key points.SL6.2E:Rehearse and give a presentation to an audience.R5.5D: Identify relative pronouns and know they introduce relative clausesWords.SE: Use relative pronouns to introduce relative clauses in writing	R6.2A:Identify words and phrases from more than one place in the texts, to support answers. SL6.2C: Cive an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2D: Polish and present a memorised performance to an audience.W6.3C: Write a non- chronological report, using appropriate structural and language features and considering their audience.W6.5C: Maintain tense consistency throughout a text when using all verbs tenses (including future-tense and modal verbs).W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus if desired.W6.1E: Proof-read text and correct spelling errors.W6.3E: Read aloud own writing with growing confidence.	In danger: SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.4A:Use titles, contents pages, search engines, headings, sub- headings and other features to retrieve information quickly and make notes of key points.V5.5G:Understand the difference between formal and informal language, and maintain formal language where necessary.SL5.2D: Rehearse and revise a		SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6 4B: Understand the relationship between prose and page features in a variety of contexts. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. W6.4A:Use a fast and fluent handwriting style that is legible and at least	dialogue.W6.5G: Understand the difference between formal and informal language and maintain formal language where necessary. W6.3B: Write a playscript, using dialogue to
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y6/U4/NF2 Non-fiction 6.4	Y6/U4/NF2 Non-fiction 6.4	Y6/U5/F1 Fiction 6.5	Y6/U5/F1 Fiction 6.5	Y6/U4/NF3 Non-Fiction 6.6	Y6/U4/NF3 Non-Fiction 6.6	Y6/U4/NF3 Non-Fiction 6.6	
Ę.⊤	A Famous Castaway	A Famous Castaway	Jess and Layla's Astronomical Assignment	Jess and Layla's Astronomical Assignment	When Will the Sun Go Out?	When Will the Sun Go Out?	When Will the Sun Go Out?	REVISION
	texts, distinguishing between fact and opinion St.6.2C. Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.2A: Identify words and phrases from more than one place in the texts, to support answers.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.R6.3B: Infers a character's intentions from their actions and dialogue.R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.R6.5B:	different purposes, including for expressing feelings and giving opinions. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. W6.3C: Write around 400 words in a range of non-fiction genres(survival guide), using appropriate structural and language		contractions and to show possession. W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader. W6.5D: Use a range of adjectives, adverbs and prepositional phrases to enrich their writing. W6.3A: Generally use paragraphs in longer pieces of writing. W6.3D: Evaluate	Identification of prefixes and suffixes and knowledge of word families, R6.2A Identify words and phrases from more than one place in the texts, to support answersSL6.2A: Give well- structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.AA: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve		debate, inviting and responding to others' opinions R6.2A: Identify words and phrases from more than one place in the texts, to support answers.R6.4A: Use titles, contents pages,	Identify and understand the language and organisation features of liction & 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 ; Practise note-making skills; Write a variety of fiction and non- fiction text; Schoose among different non-fiction text types the right style and form to suit audience and purpose ;Revise spelling rules.

	REVISION
eses; Understand what was read; Find	Read differently-structured texts; Read for a range of purposes; Understand what was read; Find evidence in a text;
te to meaning; Give well-structured	Identify how language, structure and presentation contribute to meaning; Give well-structured
	descriptions and explanations;
ronoun, verb, adverb, preposition; tive clauses. Use relative clauses	Revision of key grammatical vocabulary: noun, adjective.pronoun, verb, adverb, preposition; Revise relative pronouns and know that they introduce relative clauses. Use relative clauses
and descriptive writing	Revise features of diary entries, adverts, letters, persuasive and descriptive writing
	WEEK 8
	Y5/U10/F3(5)
Bear: The Giant	Unit 10: Fiction: Big Giant, Little Bear: The Giant
observing full stops, question marks and	R5.3B: Infer a character's responses to events and other characters. R5.5B:Identify adjectives and
	prepositional phrases used to modify nouns.SL5.2D: Maintain and rehearse the role of a character
e with various prefixes and suffixes. rgies, including identification of prefixes	in a dramatic scene. W5.1E: With support, proof-read text and correct spelling errors.W5.3A Begin to use paragraphs in longer pieces of writing,W5.3B: Write short stories (of 300-400 words) where
egies, including identification of prenkes	each end links to the beginning and focusing language skills W5.3D: Evaluate and edit own writing
	to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation.
tions during structured discussions.	
rmation from texts and explain how they	
n events in order.	
	WEEK 16
	REVISION
1925;	Retrieve, record and present information from non-fiction; Give well-structured descriptions and
on texts; Draw inferences;	explanations;
	Reinforcement on: Questions basing on inference, deducing, personal opinon, usage of language, justification of
te to meaning ; Provide reasoned	Questions basing on interence, deducing, personal opinon, usage or language, justification of explanation of responses and vocabulary.
	Grammar Topics:
ing appropriate form;	Word class: Adjectives, Conjunctions, Pronouns and Possessive pronouns, Determiners, Possessive
ales	apostrophe, use of comma, irregular verbs, subordinate clauses, present and past tense verbs
	Writing tasks : Informal letters, Persuasive Writing, Short Story, Information /Non-Chronological Report, Recount , Diary/Blog entries, Writing Instructions, Explanation Text.
	Report, Recount , Dairy/ Bog carries, writing instructions, Explanation Text.

		SL6.2A: Rehearse and give a presentation to an audience.				W6.3C: Write around 400 words in a range of non-fliction genres(Instruction text), using appropriate structural and language features and considering their audience. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. W6.1E: Proof-read text and correct spelling errors. W6.3E: Read aloud own writing with growing confidence. W6.4A: Use a fast and fluent handwriting style that is legible and at least partly joined.		
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U7/PL Fiction 6.7	Y6/U7/PL Fiction 6.7	Y6/U8/F2 Fiction 6.8	Y6/U8/F2 Fiction 6.8	Y6/U8/F2 Fiction 6.8	Y6/U9/NF3 Non-fiction 6.9	Y6/U9/NF3 Non-fiction 6.9	Y6/U9/NF3 Non-fiction 6.9
Lean 2	Play – Curious Cases	Play – Curious Cases	Petronas	Petronas	Petronas	Globe Challenge: Rainforests at Risk	Globe Challenge: Rainforests at Risk	Globe Challenge: Rainforests at Risk
	different purposes, including for expressing feelings and giving optinons.R6.18: Decode any unfamiliar works using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.R6.1C. Recognise on sight high- frequency works, including homophones and near- homophonesR6.3B: Infers a character's intentions from their actions and dialogue.R6.5C. Recognise all werb tenses, including future-tense and modal verbs indicating degrees of possibility.	R6.38: With some guidance, make predictions by interpreting a sequence of clues in the text.R6.3A: Infer the meaning of idiomatic language using context.SL6.2A: Give well-structures descriptions and explanations for different purposes, including for expressing feelings and giving opinions. W6.3C: Write around 400 words in a range of non-fliction genres(recount) using appropriate structural and language features and considering their audience.W6.5A: Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.W6.5C: Maintain tense consistency throughout a text	observing all punctuation including commas. R6.18: Decode any unfamilitar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families, SL6.20: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.38: Infers a character's intentions from their actions and dialogue. SL6.20: Polish and present a memorised performance to an audience. R6.5A: Recognise a range of conjunctions, adverbs and prepositions used to link ideas and	range of conjunctions, adverbials and prepositions to link	Research & Presentation on an Author & his Work: SL5.2C:	in texts, to support answers.R6.3C: With some guidance, make predictions by interpreting a sequence of clues in a text.R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information guickly and make notes of key points. R6.3D:Discuss preferences with others, expressing reasons and giving recommendations. R6.4C: Read discussion, biographical and auto-biographical texts, distinguishing between fact and opinion.W6.3A: Generally use paragraphs in longer pieces of writing W6.4A: Use a fast and fluent handwriting style that is legible	SLE.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions SLE.2C: Give an opinion in a structured discussion or debate, invitting and responding to others' opinions. SLE.3E: Rehearse and give a presentation to an audience.RG.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R6.5E: Identify all determiners and explain how they add accuracy to and aid cohesion in a text.W6.3C: Write around 400 words in a range of non-fiction genres(balanced argument), using appropriate structural and language features and considering their audience. W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning W6.5E: Use a range of determiners to add accuracy and aid cohesion in writing. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.	R6.2B: Distinguish between the order in which events are written and the order in which they occurred. W6.3C: Write around 400 words in a range of non-flotion genres/biography), using appropriate structural and language features and considering their audience. W6.3A: Generally use paragraphs in longer pieces of writing, W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.W6.1E: Proofread text and correct spelling errors.W6.3E: read aloud own writing with growing confidence.
		clarify meaning, using a thesaurus if desired. W6.3E: Read aloud own writing with growing confidence.R6.3B:			Ask questions, make suggestions and make predictions during structured discussions, RS, Ak-Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.WS.552.Understand the difference between formal and informal language, and maintain formal language where necessary.SL5.272. Rehearse and revise a presentation on a given topic.SL5.2E:Rehearse and give a presentation to an audience	and at least partially joined. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.SL6.2E: Rehearse and give a presentation to an audience		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y6/U11/NF4 Non-Fiction 6.11	Y6/U11/NF4 Non-Fiction 6.11	Y6/U11/NF4 Non-Fiction 6.11	Y6/U12/F3 Fiction 6.12	Y6/U12/F3 Fiction 6.12	Y6/U12/F3 Fiction 6.12	Y6/U10/F3 Fiction 6.10	Y6/U10/NF Non-Fiction
	How to be a Detective	How to be a Detective	How to be a Detective	Pictures	Pictures	Pictures	REVISION	REVISION
1	R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas SL6.2A: Give well- structured descriptions and explanations for different purposes, including for expressing feelings and giving optimions.R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and	SL6.2C: Give an opinion in a structured discussion or debate, iniviting and responding to others' opinions SL6.2C: Rehearse and give a presentation to an audience.R6.4B: Understand the relationship between prose and page features in a variety of contexts.R6.5C: Recognise all verb tenses, including future- tense and modal verbs indicating degrees of W6.6D: Use commas to clarify meaning and avoid ambiguity	using appropriate structural and language features and considering their audience. W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined. W6.4B: Compose texts on-screen, editing and improving throughout the process. W6.1E: Proofread text and correct spelling errors.W6.3E: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. SL6.2D: Polish and present a memorised	R6.1A: Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas SL6.2A: Give well- structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.2A: Identify words and phrases from more than one place in texts, to support answers.	for expressing feelings and giving opinions. R6 3C: With some guidance, make predictions by interpreting a sequence of clues in a text. R6.3D: Discoss preferences with others, expressing reasons and giving recommendations. R6.3B: Infers a character's intentions from their actions and dialogue, W6.3A: Generally use paragraphs in longer pieces of writing. (Description of a chase) W6.2A: Select the best word from a range of synonyms to convey more subtle differences	using dialogue to develop character and giving additional detail to interest the reader. W6.5D: Use a range of adjectives, adverbs and prepositional phrases to enrich their writing. W6.2A: Select the best word from a range of synonyms to conver more subtle differences in meaning. W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined.W6.3A: Cenerally use paragraphs in longer pieces of writing. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.W6.1E: Proof-read text and correct spelling	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;	Read for a range of purposes; Identify and summarise main ideas of 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 withing and write using appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules
			performance to an audience.		in meaning.W6.5C: Maintain tense consistency throughout a text when using all verbs tenses W6.3E: Read aloud own writing with growing confidence.	errors.W6.3E: Read aloud own writing with growing confidence.		

	YEAR 7 ENGLISH LANGUAGE LONG TERM PLAN WITH CURRICULUM STANDARDS 2022-2023										
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8			
	Reading- Non-Fiction	Reading- Non-Fiction	Reading & Writing- Non-Fiction	Reading- Non-Fiction	Reading- Non-Fiction	Reading- Non-Fiction	Reading- Non-Fiction	Reading: Fiction			
	1.Biography and autobiography 2.Reading strategies	3.Note – taking 4. Fact and opinion	5.Gathering evidence 6. Preparing an essay	UNIT 2 NEWS 1.Presenting news 2. Features of a newspaper article 3.Structure of a newspaper article	4.Aiming at a target audience 5. Reading for meaning 6. Recounting events	7. Point of view 8. Bias 9. Arguing a case	9. Arguing a case 10. Reading for meaning	UNIT 3 POETRY: : Language choices			
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj			

Term 1	to understand the terms biography and autobiography Sharpen skills : noun and verbs To find information you need -Assess progress Sharpen skills : Capital letters and full stops -	To identify and to note down key points -Sharpen your skills : sequencing and sumarising -To distinguish between fact and opinion -Assess your progress reading and response class work	To decide where you might find relevant information and then select what you need - Sharpen your skills : the past tense -To sequence text logically and use topic sentences -Assess your progress -Sharpen your skills : adverbs ASSESSMENT - READING AND WRITING	what makes the news, the different forms it takes, and how we choose to get it -Sharpen your skills :noun and verb phrases -To explore the layout of a newspaper front page and to write an effective headline how the information in a newspaper article is organized by exploring the structure of an article and planning on your own -Assess your progress	how newspaper stories are chosen to suit their readers and how different newspapers tell the same stories in different ways Sharpen your skills : sentence types -how to retrieve information by scanning for facts, identifying opinions and reading between the lines to explore a television news report and practice your recount skills Assessment task : Speaking and listening ; drama role play and performance Assess your progress	understanding can imply an opinion Sharpen your skills: Exclamations marks how writer's choose language and content to influence reader's opinion Sharpen your skills: Brackets -Assess your progress	some questions,to identify the key features of the text which show that it is an article: headline, columns, pictures,	choose a favourite poem and giving their personal opinion for their choice - plan and recite the poem. Assessment task : Speaking and listening: Speaking and presenting :
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Ter m 1	Reading- Fiction	Reading-Fiction	Reading-Fiction	Reading-Fiction	Spoken language - Fiction	Writing - Fiction	Revision	Revision
	UNIT 3 GOTHIC TALES 1.Features of the Gothic genre 2.Plot	3.Beginnings and endings : 4.Setting and atmosphere	5.Character and suspense 6.Dialogue	7. Narrative Devices 8. Developing characters	9.Attention to detail 10. Language for effect	11.Planning a story	Non Fiction - Reading and Transactional Writing	Fiction - Reading and Imaginative Writing
	Learning Obj To understand the main features of gothic stories - Assess your progress -to understand how a writer structure a story to try involve the reader - Sharpen your skills: Suffixes Assess your progress	Learning Obj to learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives	Learning Obj how a writer creates suspense -Assess your progress how dialogue can make a story more vivid - Sharpen your skills: speech Punctuation	Learning Obj to use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure Sharpen your skills: Simple, complex and compound sentences -To appreciate how a writer creates expectations in a reader and gets readers interested in characters Sharpen your skills: commas	Learning Obj to involve a reader by using a lot of imaginative detail Assess your progress-writing to suit audience Assessment task : Speaking and listening: Speaking and presenting :	Learning Obj To organize and develop a story Assess you progress Assessment task writing :	Learning Obj Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	Learning Obj writer's use of punctuation, sentence structure,writers purpose) AOS, AOG Writing a story using image/s. Understand writers use of language and structure to describe events, characters, viewpoints. 20thC Non- fiction
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Ter m 2	Reading -Non Fiction	Reading -Non Fiction	Reading -Non Fiction	Reading -Non Fiction	Reading Non-Fiction	WRITING Non-Fiction	Reading Non-Fiction	Reading Non-Fiction
	OUR WORLD 1.Features of texts from different cultures 2. Identifying main ideas	3. Narrative techniques	4. Setting and character	5. Reviewing text	6.Giving your views	7.Linking ideas 8. Organising ideas	TAKE ACTION 1.Finding information	2. Aiming at a target audience 3. Identifying the main points
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To recognize some key features of texts from different cultures Assess you progress To select relevant evidence from a text Sharpen your skills: Parts of a sentence	To understand the difference between first and third person narrative and why authors choose a narrative point of view Sharpen your skills: Auxiliary verbs Assess you progress	To understand how writer's use language to describe setting and character. Sharpen your skills: Subject – verb agreement Assess you progress	To organize idea in a sequence of paragraphs Sharpen your skills: the subject complement Assessment Task: Reading: Understanding the author's craft	To decide on your own point of view giving reasons for that viewpoint. Sharpen your skills: Pronouns (personal and) possessive Assess you progress	To compare and contrast pairs of ideas about one issue. Sharpen your skills: Connectives To use a variety of connectives to convey a personal viewpoint. Sharpen your skills: Paragraphs Assess your progress Assessment Task: writing	to understand how information can be presented and find the information you need. Sharpen your skills: Colons and semi-colons Assess your progress	To direct your writing and presentation to appeal to a specific audience Sharpen your skills: Active and passive voice To follow an argument by identifying the key points Sharpen your skills: Prefixes
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Ter m 2	Writing-Non Fiction	Revision	Revision	SPOKEN LANGUAGE	SPOKEN LANGUAGE	SPOKEN LANGUAGE	Reading -Fiction	Writing - Fiction
	5. Note-making, organising ideas, planning 6. Organising ideas	Non Fiction - Reading and Transactional Writing	Fiction - Reading and Imaginative Writing	5. Note-making, organising ideas, planning 6. Organising ideas	4. Getting your point across	4. Getting your point across	Private and peaceful by Michael Morpugo Buddy By Nigel Hinton.	Imaginative writing
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	to turn your plan into a successful piece of writing to argue. to develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Writing a persuasive Leaflet	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	writer's use of punctuation, sentence structure,writers purpose) AO5, AO6 Writing a story using image/s. Understand writers use of language and structure to describe events, characters, viewpoints. 20thC Non- fiction	to make notes for a speech; review rhetorical devices; review types of sentences. Sharpen your skills: Simple, Compound and Complex sentences. Deliver a speech effectively.	to identify persuasive language to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills: Prepositions Assessment Task: Speaking and listening Analysis of final speech	to identify persuasive language to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills: Prepositions Assessment Task: Speaking and listening Analysis of final speech	To listen and respond appropriately to questions Develop close reading skills, strategies Identify and understand key words, ideas about events, characters, settings To understand related vocabulary, grammar, and language features	Be able to write the extract of a short story using a range of features for effect. AFL/ in Writing andReading AO5.1, AO6, AO1.1, AO2 Be able to explain explicit and implicit meaning of information and ideas. Be able to explain writer's use of language and purpose

				St. Mary's Catholi	c High School			
			YEAR 8 ENGLISH LANGU	AGE LONG TERM PLAN	with CURRICULUM STAN	IDARDS 2022-2023		
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	REVIEW	NON-FCTION	NON-FCTION	NON-FCTION	FICTION	FICTION	FICTION	FICTION
	REVIEW OFNON-FICTION TEXTS	ADVERTISING	ADVERTISING	ADVERTISING	DRAMA	DETECTIVE STORIES	DETECTIVE STORIES	DETECTIVE STORIES
	····· ···· ···· ······················	* To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience. Classwork- Reading for meaning - AO1, AO2	appeal to his target audience. *Presenting a Product with awreness of audience and persuasive language. AO 7, AO 8.	 To respond to the opinions of others and develop an argument. To tell the difference between informal and formal language and understand when each is appropriate. Planning and writing a Formal Letter. AO 5, AO 6 	genres of writing. * To read and answer questions on a playscript Understanding the author's craft. AO 2	*To read between the lines of a murder mystery	*To investigate the character of the detective *To identify techniques for building tension in the detective story. AO 1	* To understand how a writer plots and effective detective story. *To grab the readers attention from the beginning of a story. *To plan and write a detective story featuring all key elements of the genre. Assessment- Imaginative /Transactional Writing AO5, AO6
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1								
	FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	FICTION / NON-FICTION	FICTION / NON-FICTION

	READING AND WRITING	READING AND WRITING	COMMUNICATION FORMS	COMMUNICATION FORMS	COMMUNICATION FORMS	COMMUNICATION FORMS	REVIEW OF READING	REVIEW OF WRITING
	* To identify features of different fiction texts.	*To read information texts.	*To recognise how differeent types of	*To recognise how writers organise features of a	*To recognise how writers organise features of a	*Formal and informal texts.	Guidance on interpreting guestions, mind	Guidance on interpreting questions, mind
	* To explore writer's craft to show understanding of		communication are organised and understand how		text		mapping key points, timing answers .	mapping key points, timing answers .
	how meaning is conveyed.	Reading for meaning. AO 1, AO 2	ICT has influenced the style of language.	*To identify the features of formal and informal	*To identify the features of formal and informal	*Similarty and comparison. AO3	Revise exam style questions on unseen extractss -	
	* To interpret images and use it to plan.		*Safety and communication-to select key points	texts.	texts.	*Writing a formal persuasive letter	retrieval, Critical analysis of language and	writing - focusing on experiences, using images
	* To write a story featuring all key elements of the	WRITING: Writing an informative text- Guide	from reading.		*Writing diary entry	········	structure, Evaluation of ideas, events, settings,	stimulus.
	genre with awareness of purpose and audience.	AO5. AO 6	5	Writing an informative radio report.			themes; similarity and comparion of ideas, events;	Guidance on interpreting questions, mind mappin
				A05, A06			language techniques and structure, viewpoints and	key points, timing answers .
	CLASSWORK - Writing a story - AO5, AO6			,	Classwork- Reading for meaning- AO1, AO2		perspectives from across texts	Revise exam style questions on Transactional
					Classwork- Writing- AO5, AO6		Revision for First Term Exam - Reading AO 1-4	writing - focusing on writing to inform, explain,
								describe, and writing to argue, persuade, advise.
								Revision of Non-fiction for First Term Exam -
								Writing- AO5- AO6
AR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Ê I	FICTION/ NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION
<u> </u>								
	REVIEW	COMMUNICATION FORMS/ CARRYING OUT RESEARCH	COMMUNICATION FORMS/ PRESENTING A BALANCED ANALYSIS	PLACES AND PERSPECTIVES	PLACES AND PERSPECTIVES	PLACES AND PERSPECTIVES	HISTORY OF LANGUAGE	HISTORY OF LANGUAGE
	*To plan writing and develop ideas to suit a specific		*To present a balanced analysis of an event or	*To understand the main features of Travel		*To compare the writing of two different authors.	*To explore the origins of language, signs and	*To understand how other cultures and new
	audience. Write a book review.	Research information in different formats- Present	issue.	Writing.	*To analyse how writer's use language to express		symbols	inventions have contributed to the Modern Englis
	AO5, AO6.	information in different formats.		are 1	a viewpoint , their ideas and emotions about a			Language.
	Present review of a song or a film AO 7, AO8	Speaking and Listening. AO 7, AO 8.	Writing- Letter of advise.	*To recognise recount texts and write your own.	place or an experience. AO 1, AO 2	*To write a Travel artile to recommend or review a destination.	*To recognise how language has changed over	*To recognise some of the connections between
		Writing- Write a report using result from a	writing- Letter of advise.		*To write clearly about a place so that a visitor	desunation.	ume.	Modern English, German and French.
		survey. AO-5 and AO-6		*To understand how writer uses images and	could be guided by your instruction.		*To explore how Latin and Greek have contributed	Nodelin English, Cernian and Frenon.
		Survey. A0-5 and A0-0		adjectives to create a strong picture.	Sould be galace by your monaction	*Review Homophones	to the English Language.	Speaking and Listening: Listening and
					*Review Suffixes.			Responding
						*Writing about a real place using photographs and	Review possessive pronouns	
				*Review sequencing.		factual information.		*To explore Language change and formality.
							*To explore the relationship between Modern	
							English and Old English.	*Review Adverbs.
							*To explore Middle English.	*To explore different dialects of English.
							*To explore the development of Early Modern	
							English through the language of Shakespeare.	
_	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
! /						3		
	NON FICTION	NON FICTION/FICTION	NON FICTION/ FICTION	FICTION / NON FICTION	NON FICTION	FICTION	NON FICTION	NON-FICTION
þ	HISTORY OF LANGUAGE		REVIEW WRITING	SPOKEN LANGUAGE	GROUP PRESENTATION	GROUP PRESENTATION	POFTRY	POFTRY
	HISTORY OF LANGUAGE *Reading for meaning	REVIEW READING	REVIEW WRITING	SPOKEN LANGUAGE	GROUP PRESENTATION	GROUP PRESENTATION	POETRY	POETRY
		REVIEW READING Guidance on interpreting questions, mind	REVIEW WRITING Guidance on interpreting questions, mind mapping	Language and Literature - overarching Cross -	GROUP PRESENTATION *Speaking and Listening	GROUP PRESENTATION *Speaking and Listening	POETRY Identify the essential elements of poetry	POETRY Identify the essential elements of poetry
		Guidance on interpreting questions, mind mapping key points,timing answers.	Guidance on interpreting questions, mind mapping key points,timing answers.		*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to	Identify the essential elements of poetry To explain how the poet has used language to
	*Reading for meaning *Retreive details from texts.	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss .	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on Imaginative	Language and Literature - overarching Cross -			Identify the essential elements of poetry To explain how the poet has used language to convey meaning	Identify the essential elements of poetry To explain how the poet has used language to convey meaning
	*Reading for meaning	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Imaginative writing - focusing on experiences, using images as	Language and Literature - overarching Cross -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetr
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure.	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on unseen extractss- retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings,	Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus.	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet Explore messages in the poem and how the poe
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure. *Synthesise information from across texts with	Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extractss retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events;	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure.	Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events; language techniques and structure, viewpoints and	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points,timing answers .	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet Explore messages in the poem and how the poe
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure. *Synthesise information from across texts with	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts READING AO1 to	Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Transactional	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet Explore messages in the poem and how the poe conveys them
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure. *Synthesise information from across texts with evidence.	Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen extractss retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events; language techniques and structure, viewpoints and	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Transactional writing - focusing on writing to inform, explain,	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet Explore messages in the poem and how the poet
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure. *Synthesise information from across texts with evidence. *Compare viewpoints and perspectives from a	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts READING AO1 to	Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Transactional	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet Explore messages in the poem and how the poet conveys them
	*Reading for meaning *Retreive details from texts. *Explore writer's use of language and structure. *Synthesise information from across texts with evidence.	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts READING AO1 to	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Transactional writing - focusing on writing to inform, explain,	Language and Literature - overarching Cross - curricular links -	*Speaking and Listening	*Speaking and Listening	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them	Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poet Explore messages in the poem and how the poet conveys them

				St. Mary's Catholi	c High School			
			YEAR 9 LAN	IGUAGE LONG TERM PLAN wit	h CURRICULUM STANDARDS 20	022-23		
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	21st CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION/FICTION	19th CENTURY FICTION/ 21st CENTURY NON-FICTION	21st CENTURY NON-FICTION/19th CENTURY FICTION	19th CENTURY FICTION/ 20th CENTURY FICTION
	KICKZ BY CAMILLA NEVILL, MATT VAN POORTVLIET	JANE EYRE BY CHARLOTTE BRONTE	THE HOUND OF BASKERVILLES BY SIR ARTHUR CONAN DOYLE	REALITY TV	REALITY TV /POETRY	REAL LIVES/ EXTRAORDINARY LIVES/ A SHARED MEAL	WHAT REALLY HAPPENED, TAKING SIDES/	IMAGINATIVE WRITING/ READING ASSESSMENT
Term 1	To identify organisational features and explain their purpose using visuals and sentence frames. Explain, comment on and analyse how writers use language and structure to achieve effects Questions 1, 2, 3 [A01,A02]	Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character READING-Questions 1,2,3[AO1,AO2]	To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character READING-Questions 1,2,3[AO1,AO2] WRITING- IMAGINATIVE TASK [AO5, AO6]	To select short and precise, references to support own [Ideas and opinions that are highly relevant. To discuss and explain how a writer has used language and structure to make the text effective To practice speaking about reality TV and social media, incorporating useful new vocabulary relevant to this topic To identify and explain the purpose of reality television READING-Questions 1,2,3[A01,A02] Similarity- Question 7a	To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them. Poetry-Spoken Language Write poems, and present to an audience. Listen and respond appropriately, including to questions and feedback to presentations	To compare how the media present real people and celebrities. To explore wide range of similarities from both the texts. Identify and interpret themes, ideas and information in a range of literature and other high-quality writing; Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. READING-Questions 1,2,7a[A01,A02] HOME WORK TASK WRITING-SHORT ARTICLE [A05,A06] WRITING TASK-Opening of a documentary[A05,A06] Paper 1, Questions 1,2 and 4 [A01,A02,A04]	To analyse how language and image can be manipulate a television documentary audience's response To use repertoire of reading strategies to analyse and explore different layers of meaning To analyse how texts are shaped by audience's preferences and opinions To select words carefully from within and beyond their own vocabulary Paper 2, Question 7b Writing Task- Biased Report	how language choice contributes to it READING-Questions 1,2,3,4[AO1,AO2,AO3,AO4]
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	20th 21st CENTURY NON-FICTION	SPOKEN LANGUAGE /WRITING	SHORT STORIES	19th CENTURY FICTION	20th CENTURY NON-FICTION
	EXPRESSING YOUR POINT OF VIEW	UNDERSTANDING THE AUTHOR'S CRAFT/ AUDIENCES AND PURPOSE	VISUAL LANGUAGR IN MAGAZINES/FRONT COVERS OF MAGAZINES	WRITER'S POINT OF VIEW/ EXPLORING PURPOSE AND AUDIENCE/ PLANNING A MAGAZINE ARTICLE	PROBLEM SOLVING /WRITE AN ARTICLE	STRUCTURE/OPENINGS/STORIES FROM OTHER CULTURES	REVIEW FICTION (5)	REVIEW NON-FICTION (5)
		To select short and precise, references to support own ideas		To recognise a writer's point of view by	Speaking and listening skills:	How to structure short stories		
	WRITING ASSESSMENT-Write an article for a newspaper	To discuss and explain how a writer has used language and	witer's point of view and influence the reader. How text and images are used on the front covers of magazines to attract their target audience.	analysing the language they use. How writers select language to suit their target audience How magazine articles are structured and written to suit	 demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations 	To identify some of the ways in which writers begin short stories To explore the opening of an entire short story	 Understand how characterisation can be developed through dialogue using informal or formal register Be able to use formal register in critical writing 	To analyse and interpret the non-fiction and fiction extra communicate clearly and write using linguistic devices
		To explore and identify the range of published magazines, their audiences and writing [READING CW ASSESSMENT TASK] AO1, AO2, AO3, AO4		their purpose and audience. READING- ANALYSIS OF LANGUAGE AND STRUCTURE-AO2 • To read and understand key features of reality television • Identify key similarities and differences between television programmes.	use spoken Standard English effectively in speeches and presentations Plan and write a magazine article WRITING ASSESSMENT-Write an article for a popular family magazine	Understand how characterisation can be developed through dialogue. Understand ideas, events, themes and writers'viewpoints READING- EVALUATION A04	Writing an account Fiction/non-fiction writing • Be able to create character through careful choice and review of vocabulary and sentence structures Paper 1 Questions 1-4 [AO1,AO2,AO4]	Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	SHORT STORIES	SHORT STORIES	19th CENTURY FICTION	20th CENTURY LITERARY NON-FICTION DESCRIBING A WAR/WAR SPEECHES	20th/21st CENTURY NON-FICTION	20th/21st CENTURY NON-FICTION	20th/21st CENTURY NON-FICTION READING ASSESSMENT	21st CENTURY NON-FICTION
	CONFLICT AND CLIMAX/ENDINGS/UNIVERSAL THEMES	PLANNING YOUR OWN SHORT STORY	UNDERSTANDING THE AUTHOR'S CRAFT		WRITING & SPEECH/SPOKEN ENDORSEMENT	WRITING A SPEECH/SPOKEN ENDORSEMENT		TRAVEL WRITING

	READING	WRITING	To analyse, explore and evaluate the author's craft in 'The	To understand how choice of language influences meaning	Plan and write a speech	Plan and write a speech	To analyse, explore and evaluate the author's craft	To read with insight and engagement,
				and effect.	nan and write a speech	non and write a speech	To consolidate their understanding of language, structure	understanding the writer's use of linguistic and structural
	To understand how writers create an effective ending for a		To consolidate their understanding of language, character		WRITING ASSESSMENT-SPEECH	WRITING ASSESSMENT-SPEECH	and use of rhetorical devices	devices.
3	short story	Listen and respond appropriately, including to questions and	• • • • •		A05. A06	A05, A06	and use of metorical devices	Explore links and connections, between writers' ideas and
r.			To understand how choice of language influences meaning	speech-whiting	A05, A06		PAPER-2 READING ASSESSMENT - Q1.2.3.4.5.6.7a/7b -AO1.	viewpoints.
Ĕ				READING- ANALYSIS OF LANGUAGE AND STRUCTURE - AO2	To control the receptors of their listeners by using chotorical		A02, A03, A04	viewpoints.
	traditions often explore the same themes.	Assessment	and effect.	READING- ANALTSIS OF LANGUAGE AND STRUCTURE - AUZ	devices for deliberate effect.	devices for deliberate effect.		READING A01, A02, A04
	SPOKEN LANGUAGE		PAPER-1 -READING ASSESSMENT- AO1.AO2. AO4		devices for deliberate effect.	devices for deliberate effect.		READING A01, A02, A04
	Group Discussion and presentation.	405, 400	PAPER-1 "READING ASSESSIVENT" AD1, AD2, AD4		SPOKEN LANGUAGE ASSESSMENT - Giving a speech	SPOKEN LANGUAGE ASSESSMENT		
	Listen and respond appropriately , including to questions				(individual)	SPOKEN LANGUAGE ASSESSIVENT		
	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	21st CENTURY NON-FICTION	FICTION / NON-FICTION	FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION
	TRAVEL WRITING	REVIEW NON FICTION (5)	REVIEW FICTION/ NON FICTION (5)	GATHERING INFORMATION/DEVELOPING A PRODUCT	DESCRIBING A PRODUCT/ PLANNING A PRESENTATION	PLANNING A PRESENTATION	PRESENTATION	PRESENTATION
	To communicate clearly and imaginatively, using and	To analyse and interpret the non-fiction extracts and review	To analyse and interpret the non-fiction and fiction extracts	To make notes and gather information from a variety of	To explore and write informative and persuasive description	To read and analyse extracts of presentation;	To present an informative and persuasive description of a	To present an informative and persuasive description of a
	adapting forms for different readers and purposes.	exam style questions in Reading and Writing ;	and review exam style questions in Reading and Writing ;	sources.	of a product.	То	product.	product.
						structure and write a presentation.	To use verbal and non-verbal techniques to make their	To use verbal and non-verbal techniques to make their
2	to write a formal letter using the appropriate form, structure			To make decisions as part of a group.		To plan and create a successful presentation	presentation as effective as possible.	presentation as effective as possible.
E	and language.							
Ter	to plan and write a report.			To PRESENT as a group	To use verbal and non-verbal techniques to make their		PRESENTING AND RESPONDING TO QUESTIONS	PRESENTING AND RESPONDING TO QUESTIONS
		Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and	Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and		presentation as effective as possible.			
	WRITING- A05, A06	Question 8, 9 (AO5, AO6)	Question 5, 6 (AO5, AO6)					

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			YEAR 10 LANGU	JAGE LONG TERM PLAN with C	URRICULUM STANDARDS YEAF	2022 - 23		
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	19th CENTURY FICTION-REVIEW	21st CENTURY NON-FICTION-REVIEW	19th CENTURY FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	20th AND 21st CENTURY NON-FICTION		21st CENTURY NON-FICTION
·	THE MAYOR OF CASTERBRIDGE (EXTRACT OF A NOVEL) (5)	LOVE IS NOT ALL YOU NEED IN A MARRIAGE (NEWSPAPER REPORT / ARTICLE) (5)	THE HANDMAID'S TALE (EXTRACT OF A NOVEL) (5) (ACCOUNT / PROJECT: BLOG)	AN EVIL CRADLING (5)	PRIDE AND PREJUDICE (EXTRACT OF A NOVEL) (5)	REVIEW OF GRAVITY (MOVIE REVIEW) & LETTERS OF NOTE: IN THE EVENT OF A MOON DISASTER (OPEN LETTER / LETTER - FORMAL & INFORMAL) (5)		LOVELY PROM DRESS, ANGEL. YOUR CARRIAGE TO ABSURDITY AWAITS (MAGAZINE ARTICLE) (5)
	sequenced Understand how writers structure events in a narrative for dramatic impact Explain, comment on and analyse how writers use language	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-Newspaper Report / Article READING-Questions 1,2,3,4[A01,A02]	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	ideas to convey a vivid picture of personal experience • Understand how a writer builds detail about their experience through shifts in tense	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 Evaluate texts critically and support this with appropriate textual references Paper 1, Questions 1, 2 and 4 [A01,A02,A04]	 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 Paper 2, Questions 3, 8 and 9 [A01,A02,A05,A06] ASSESSMENT - PAPER 2 WITING WRITING: Open Letter / Letter- Formal and Informal 		Identify and explain how the writer conveys an opinion by using facts Inderstand 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- Magazine Article[AOS-AO6]
Ferm 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
F	SPOKEN LANGUAGE ENDORSEMENT ARGUMENTATIVE/ DISCURSIVE SPEECH (5)	SPOKEN LANGUAGE ENDORSEMENT ARGUMENTATIVE/ DISCURSIVE SPEECH (5)	20th AND 21st CENTURY NON-FICTION A LETTER FROM JOHN STEINBECK TO HIS SON (LETTER) & WHEN YOU SHOULD LEAVE YOUR FIRST LOVE (NEWSPAPER ARTICLE) (5)		21st CENTURY NON-FICTION SANE NEW WORLD (PERSONAL ACCOUNT/ STORY WRITING) (5)	19th CENTURY FICTION JANE EYRE (EXTRACT FROM A NOVEL) (5) IMAGINATIVE WRITING - IMAGE BASED)	20th AND 21st CENTURY NON-FICTION A YEAR IN PROVENCE (PERSONAL ACCOUNT) & MY FAMILY MOVED FROM PAKISTAN TO THE UK 40 YEARS AGO- HOW FAR WE'VE COME (5) DEVICENTION	
	Speaking and listening skills: • 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 [A07, A08, A09]	Speaking and listening skills: • 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	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 Paper 2- Questions 7 (a), 7 (b) - Assessment WRITING: Newspaper Article AOS, AO6]		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 Evaluate texts critically and support this with appropriate textual references WRITING- Story Writing [AOS AND AO6]	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 Paper 1, Questions 3, 5 and 6 [A01, A02, A05 A06] WRITING- IMAGINATIVE WRITING - image based	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 Fiction/non-fiction writing [AO5-AO6] Paper 2, Question 7a AND 7b [AO1,AO2,AO3,AO4]	
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	20th AND 21st CENTURY NON-FICTION		21st CENTURY NON-FICTION	19th CENTURY FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT
	MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAVELOGUE) & THE LAST ASCENT OF ALISON HARGREAVES. WHY DID THE WORLD'S FAMOUS ALPINIST NEVER CAME OFF K2? (NEWSPAPER ARTICLE) (5)		REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THEAT'S HOW IT SHOULD BE (5)	THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELLOGUE	THE GHOST STORY COMES BACK TO HAUNT US (5)	LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING)	ARGUMENTATIVE/ DISCURSIVE SPEECH (5)	ARGUMENTATIVE/ DISCURSIVE SPEECH (5)
	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 Paper 2, Questions 8 and 9 WRITING- Newspaper Article [AO5.AO6] Reading for Pleasure-A Child Called 't'. by Dave Pelzer		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, 2 and 4,5 [AO1, AO2]	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, subordination and non-finite clauses Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING- Travellogue [AO5, AO6] (PAPER II ASSESSMENT] [AO1-AO4]	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	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 IMAGINATIVE WRITING- [AOS, AO6]	Speaking and listening skills: • 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 [AO5, AO6, AO7, AO8, AO9]	Speaking and listening skills: • 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
Ferm 2	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
F	19th CENTURY FICTION FRANKENSTEIN (EXTRACT OF A NOVEL) (5)	21st CENTURY NON-FICTION GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE) (5)	21st CENTURY NON-FICTION NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (5)	20th AND 21st CENTURY NON-FICTION MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS SELFIES OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)		19th CENTURY FICTION THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW FICTION (5)	20th CENTURY NON-FICTION ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON- FICTION (5)

	Be able to identify and explore patterns of vocabulary and	 Be able to identify and explore patterns of vocabulary 	 Understand how language choice can convey thoughts and 	 Understand how language choice can convey tone and 	Be able to explore the writer's intention and analyse how	 Be able to identify and explain connotations in a text 	 Be able to identify and explain connotations in a text
i	magery	 Be able to identify how 	feelings	atmosphere	key ideas are presented	 Understand how characterisation can be developed 	 Understand how characterisation can be developed
	Understand how writers build description of characters and	persuasive emphasis is conveyed by choice of noun phrases	 Understand how the writer uses figurative language to 	· Understand how writers use figurative language to explore	Be able to analyse in some depth how the writer's choice	through dialogue using informal register	through dialogue using informal register
s	etting through careful choice of noun phrases and verbs	and verbs	explore unexpected and unusual	unexpected and unusual	of whole text structure, sentence structure and vocabulary	 Be able to use formal register in critical writing 	 Be able to use formal register in critical writing
E	xam-style question	 Be able to express a precise response to a text through 	experiences	experiences	supports the writer's intention	Writing an account	Writing an account
		careful selection of vocabulary	 Understand how the writer creates an impression of 	 Understand how writers introduce a striking and unusual 	Be able to explore the writer's intention and analyse how	Fiction/non-fiction writing	Fiction/non-fiction writing
F	Paper 1, Questions 4, 5 and 6 [AO1, AO4] WRITING:		danger, threat or suffering using figurative language	character by using figurative language	key ideas are presented	 Understand how characterisation can be developed 	 Understand how characterisation can be developed
F	PICTURE WRITING	Non-fiction writing		• Be able to analyse how writers use language to bring alive	Be able to analyse in some depth how the writer's choice	through dialogue using formal register	through dialogue using formal register
		WRITING- Review: Letter/Travelogue [AO5, AO6]	Non-fiction writing	for the reader unusual experiences and encounters	of whole text structure, sentence structure and vocabulary	 Be able to create character through careful choice and 	 Be able to create character through careful choice and
			WRITING: Article/Jounral writing/ Diary entry [AO5, AO6]	Paper 1, Questions 3 & 4 [AO4]	supports the writer's intention	review of vocabulary and sentence structures	review of vocabulary and sentence structures
					Be able to identify points of comparison in the writers'	Paper 1 Questions 1-4 [AO1,AO2,AO4]	Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]
					ideas and perspectives, exploring how they are presented at		
					word, sentence and text level, and their impact on the reader		
					Non-fiction writing		
					Paper 2, Question 7a and 7b [AO1,AO2,AO3,AO4]		
					WRITING- NEWSPAPER ARTICLE/ REPORT		

		Y	EAR 11 ENGLISH LANGU	JAGE LONG TERM PLAN	with CURRICULUM ST	ANDARDS 2022-2023		
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	21st CENTURY NON-FICTION
	WHY TEACHING TABLE MANNERS CAN DO MORE	CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4)	TREASURE ISLAND (EXTRACT OF A NOVEL) (4)	OLIVER TWIST (EXTRACT OF A NOVEL) (4)	THE LADY IN THE VAN (RECOUNT) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	COULD YOU BE A VOLUNTEER WITH INDEPENDENT
Term 1	HARM THAN GOOD (ARTICLE) (4) 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 <i>REVIEW AOS 1-6</i> (DIAGNOSTIC TEST) Exam Style Question Paper 2 Question 1-3 1. From lines 2-4, identify one detail that shows the behaviour of the writer's dughter and her friend. 2.From lines 10-13, identify two phrases that describe the writer's attitude to raising children.	CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4) 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 choize 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 writer's ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader <i>REVIEW AOS 1-6</i> Exam-style question: Paper 2 Q 7a and 7b The two texts revolve around childhood experiences. How is the article of 3rd October 2013 and John Mottimer's text similar? Tb. Comapre how the writers of Text 1 and Text 2 present the ideas and opinions about growing up? (20)	TREASURE ISLAND (EXTRACT OF A NOVEL) (4) 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 <i>REVIEW AOS 1-6</i> Exam Style Question Paper 1 Questions 1&2 TERM I ASSESSMENT 1 (PAPER 1 WRITING 40 MARKS)		THE LADY IN THE VAN (RECOUNT) (4) 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. 15 Marks) WRITING: Writing a recount (40 Marks)	Speaking and listening skills: • 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 WRITING SPEECH	ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Speaking and listening skills: • 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	COULD YOU BE A VOLUNTEER WITH INDEPENDENT AGE? (LEAFLET) (4) 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 Exam Style Question Paper 2 Question 8 & 9 WRITING- Writing a leaflet (40 Marks)
	WEEK 9 19th CENTURY FICTION THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (4)	Marks) WEEK 10 21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD	WEEK 11 20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4)	WEEK 12 20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4)	WEEK 13 19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL)	WEEK 14 21st CENTURY NON-FICTION YOU CAN FORCE A TEENAGER TO TALK TO YOU	WEEK 15 19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A NOVEL) (4)	WEEK 16 20th AND 21st CENTURY NON-FICTION FUKUSHIMA HORSE BREEDER BRAVES HIGH RADIATION LEVELS TO CARE FOR ANIMALS (ARTICLE) &
		OF JOKES (ARTICLE) (4)	Be able to explore the writer's intention and analyse	Be able to use a range of reading for meaning skills	(4) Be able to summarise and synthesise key ideas in the	(ARTICLE) (4) Be able to summarise and synthesise key ideas in the	REVIEW FICTION Be able to use a range of reading for meaning skills	THE STORY OF AN EYE-WITNESS (ACCOUNT) (4) REVIEW NON-FICTION To explore the writer's intention and analyse how key
Term 1	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 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 15Marks) WRITING:Diary Entry/ Imaginative Writing- Personal Narrative (40 Marks) (Reading for Pleasure- Book 2 Fiction	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. 40	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 Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. S.From lines 5-7, identify two phrases that describe the place.	explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Exam Style Question Paper 2 Questions 8 & 9 Writing- Informative Report Writing & Guide (40 Marks)	narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? WRITING- Imaginative Writing- Short Story (40 Marks)	on the reader. Understand how writers structure an argument to manage the reader's response and achieve their intention. Exam Style Question Paper 2- Question 8 & 9 Writing a speech/ Magazine Article (40 Marks)	explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Exam-style question: Paper 1, Questions 5 and 6 . 5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks) Writing an account Paper 1, Question 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks)	ideas are connected and presented To analyse with increasing depth and selected details how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention To identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from bothTo communicate clearly and imaginatively, using and adapting forms for different readers and purposes. Exam-style question: Paper 2 Question 3 Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.15 Marks)
YEAR 11	"The Alchemist" by Paulo Coelho) WEEK 1	WEEK 2	6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks) WRITING: Writing a travelogue. (40 Marks) WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK7	Paper 2 Questions 7a and 7b 7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts? 7b. Comapre how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks) WRITING- TRANSACTIONAL AND NON-FICTION WRITING- Review of the forms of writing. WEEK 8
	20th and 21st CENTURY NON-FICTION I KNOW WHY THE CAGED BIRD SINGS	SPOKEN LANGUAGE ENDORSEMENT (FINAL)	SPOKEN LANGUAGE ENDORSEMENT (FINAL)	19th CENTURY FICTION	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION
	(AUTOBIOGRAPHY)/ EVOLUTION OF THE TEENAGER (RESEARCH REPORT) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	THE YELLOW WALLPAPER (SHORT STORY) (4)	THE MEN WHO STARE AT GOATS (LITERARY NON- FICTION- TRUE STORY) (4)	OPENING THE TOMB OF TUTANKHAMUN (LITERARY NON-FICTION- TRAVELOGUE/ PERSONAL ACCOUNT) (4)	SILAS MARNER (EXTRACT OF A NOVEL) (4)	HARD TIMES (REVISION- READING AND WRITING) (4)

	Be able to explore patterns of inference and their impact		Speaking and listening skills:	Be able to summarise and synthesise key ideas in the	Be able to summarise and synthesise key ideas in the	Be able to analyse patterns of vocabulary and layers of	Be able to use a range of reading for meaning skills	Be able to explore patterns of vocabulary and imagery,
	on the whole text and reader.	 demonstrate presentation skills in a formal setting 	 demonstrate presentation skills in a formal setting 	narrative, exploring connections and a range of	narrative, exploring connections and a range of	meaning and explore possible multiple responses	explored in previous topics Understand how writers	and a variety of possible impacts on the whole text and
	Understand how writers structure sentences and	 listen and respond appropriately to spoken 	 listen and respond appropriately to spoken 	alternative impacts on the reader.	alternative impacts on the reader.	Be able to identify and analyse the writer's use of	use symbolism and	reader.
	position clauses for rhetorical effect.	language, including to questions and feedback to	language, including to questions and feedback to		Understand how writers structure paragraphs to direct		language choice to connect and develop key ideas and	Understand how writers select vocabulary for concision
	Be able to explore patterns of inference and their impact	presentations	presentations	a narrator's mood and voice, and to manage emphasis,	the reader, and to manage emphasis, pace and tone.	imply or emphasise meaning	the reader's response	and connotation to support their intention.
	on the whole text and reader.	 use spoken Standard English effectively in 	 use spoken Standard English effectively in 	pace and tone.		Be able to synthesise, summarise and embed relevant	Be able to identify the writer's possible intention and	
	Understand how and why writers can deliver detailed	speeches and presentations	speeches and presentations	Be able to develop, sequence and link ideas effectively	Exam-style question:	evidence and textual reference from the whole text	analyse closely a range of the writer's choices which	Exam-style question:
	information clearly and achieve an even, factual tone			within a paragraph of critical writing.	Paper 2 Q 3		contribute to achieving it	Paper 1, Question 4
	using sentences beginning with the subject-verb				(Analyse how the writer uses language and structure to	Exam-style question:		(In this extract Oliver is being taken through the Streets
	construction.			Exam-style question:	interest and engage readers. Support your views with	Paper 2, Question 6	Exam-style question:	of London by Bill Sikes exposing him to the reality of
N	Be able to express and develop a precise critical			Paper 1, Questions 5 and 6	detailed reference to the text.)	(The writer attempts to create a sense of mystery and	Paper 1, Questions 1-3	the streets. Evaluate how successfully this is
E	response through careful choice of sentence structure.			(Look at the images provided. Write about an	TERM II ASSESSMENT 1	excitement. Evaluate how successfully this is achieved)	(1. From lines 1-3 select two details that tellsw us	portrayed.) Paper 1,
<u>-</u>				experience in which someone jumped to the wrong	(PAPER 1 READING 24 MARKS)	Paper 2, Questions 8 & 9	about the setting.	Questions 5 and 6
	Exam-style question:			conclusion. 40 Marks)		(Newspaper Report/ Letter. 40 Marks)		(Write about an experience in which someone jumped
	Paper 2 Questions 7a&7b					TERM II ASSESSMENT 2 (PAPER 2 WRITING 40 Marks)	feelings.	to the wrong conclusion)
	7a. The two texts describe a sense of committment to						3. In lines 9-19, how has the author used language and	,
	achieve. How are Maya Anglou and The NCS report						structure to describe Silas's bewilderment? 9 Marks)	
	similar? 7b. Comapre how the						WRITING- Imaginative Writing- Internal Monologue (40	
	writers of Text 1 and Text 2 present the ideas and						Marks)	
	opinions about ambition? (20 Marks)							
	(Reading for Pleasure- Book 3 Literary Non-Fiction							
	"I Know Why the Caged Bird Sings" by Maya Angelou)							
	· · · · · · · · · · · · · · · · · · ·							
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	WEEK 9 20th and 21st CENTURY NON-FICTION (4)	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
		WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4)	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4)	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented.	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented. Be able to develop a detailed analysis of the writer's	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented. Be able to develop a detailed analysis of the writer's choice of whole text structure, sentence structure and	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented. 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	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented. 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.	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
×.	20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4) Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented. 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. Be able to make a discerning comparison of two texts	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
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