			St. Mary's Catholic High School (2023					
YEAR 1	WEEK1	WEEK 2 UNIT 1.1 Poetry	YEAR 1 ENGLISH LANGUAGE LONG TERM PLAN with C WEEKS UNIT 11 PICTON	WEEK4 UNT 1.1 FETION	WEEK 5 UNIT 1.2 FICTION	WEEK 6 UNIT 1.2 NON - FICTION	WEEK 7 UNIT 1.3 NON - FICTION	WEEK 8 UNIT 1.4 FICTION
	REVIEW -ESTABLISHING PRIOR LEARNING R1.1A Say the letter names and sounds associated with all 26 lower-case	Playground Chant/ Ms Molly had a Dolly	Down at the Zoof Hey stop! to St.1.2A Ask and answer questions. St.1.2C Answer short, simple questions using a word or basic phrase.	Cat is sleeping	Cat and Dog in a Mess R1_2A: Follow sentences from left to rigi	Hop, Swim and Run	Sounds m SL1.1A Follow short, basic classroor	Tec and the Hole m SL1.2C Answer short, simple questions using a
	letters of the English alphabet. R1.2D Recite or sing the alphabet song.R Recite nursery rhymes.		ry R1. Predict what might happen on the basis of what is read and done. R1. Identify the title and the characters in story SL1.1A Follow short, basic classroom instructions, supported by picture or gesture.	es. bottom of the page.	and from the top to the bottom of the page. R1.5A Use pictures in texts (including IT text	instructions supported by pictures ts) or gestures.	instructions supported by pictures or gestures.	word or basic phrase R1.2 Decode three known letters in words whe
ERM 1	W1. Tracing the letters uppercase and lowercase.		Phonics -Initial phoneme c, h, r, m , d	R1.28 Decode 3-4 known letters in words when reading simple, familiar texts. R3.34 Match a picture to a word they have read.	to understand and explain what they as about. SL1.2A Give and request simple person	and phrases in short basic instructors		reading simple, familiar texts. R1.3A Match a picture to a word they have read
-				R1.5A Use pictures in texts (including fT texts) to understand and explain what they are about.	information using a basic phras SL1.2C Answer short, simple questions usin	se. clearly. ng SL1.2B Use simple everyday wor	R1.5A Use pictures in texts (including IT texts ds to understand and explain	s) R1.5A Use pictures in texts (including IT texts) t understand and explain what they are abou
				R1.6A Read simple everyday nouns and verbs as labels. W1.Tracing the uppercase and lowercase letters. W1.Tracing the numbers 0 - 9. Phonics - Initial phoneme d, n, p, s, t	a word or basic phrase. W1.1A Say and write the sounds in word	from taught vocabulary sets. ds SL1.2C Answer short, simple question	what they are about. ns R1.6A Read simple everyday nouns and verb	
YEAR 1	WEEK 9	WEK 10		WEEK 12	they wish to spell, where each sound represented by a single letter. WEEK 13	R1.1B Blend to read words in which WEEK 14	as labels. W1.2 Label pictures using already familiar nouns WEEK 15	three pictures to retell a familiar story of sequence of events. Phonics - Final WEEK 16
	UNIT 1.5 NON - FICTION	UNIT 1.6 NON - FICTION	UNIT 1.7 FICTION Class Two at the Zoo	UNIT 1.7 FICTION Class Two at the Zoo	UNIT 1.8 FICTION Class Two at the Zoo	UNIT 1.8 FICTION Assargghh Spider	UNIT 1.8 FICTION Assargghh Spider	FICTION/NON-FICTION REVISION
	Mojo and Weeza and the Funny Thing SL1.2C Answer short, simple questions using a word or basic phrase R1.2B Decode three known letters in wor	Mojo and Weeza and the New Hat rds SL1.28 Use simple everyday words from taught vocabulary sets.	SL1.1 Ask and answer questions about the story read. R. Link what they read to their o	wn SL.1.2 Ask and answer questions about the story read. R. Link what they read to their own experience. R. Draw o	n SL1.2 Ask and answer questions about th	he R. Link what they read to their ow	vn R1.5C Read and talk about simple sequence	
	when reading simple, familiar texts. R1.38 Sequence three pictures to retell a familiar story or sequence of events.	SL1.2C Answer short, simple questions using a word or basic phrase. R1.5A Use pictures in texts (including IT texts) to understand are explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W1.5A Write labels of one or two	R1.3B Sequence three pictures to retell a familiar story or sequence of events. W1.1A Say 8	prior knowledge to make predictions and inference. At R13B Sequence three pictures to retell a familiar story or sequence of events. W11A Say and write the sounds in words they wish to speller. Where each sounds is represented by a single letter. W. Say out loud what they are going to write about; Compos	II, Link what they read to their own experience	e. Draw on prior knowledge to mal	ke someone has done.	at (including IT texts) to understand and explain what they are about.
		.2A words, leaving space between words. Guided Reading: The Fox Twins, See Like Me. Shaun the Sheep What	as W. Say out loud what they are going to write about; Compose a sentence orally before writing it Leave spaces between words	a sentence orally before writing it Leave spaces between words W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"	familiar story or sequence of event W1.1A Say and write the sounds in word	ts. pictures in texts (including IT texts)	to as labels. R. Link wha	at give information or recount what someone has e. done R. Link what they read to their own
W W	Spider CamplShaun the Sheep What a Mess. Phonics - vowels a/e/i/o/u		W. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'i' Guided Reading: Yak's Pants, Beep, Beep Timmy! Slug Picnic. Phonics - bl/ br & d/cr	Guided Reading: Eco Apes Use Rubbish, Rat and Cat teh Dance, Zip Zap Meet Sam. Phonics - fl/ fr & gl/gr	they wish to spell, where each sound represented by a single letter	er. R1.5C Read and talk about simp	ele predictions and inference	
₽					W. Say out loud what they are going to write about; Compose a sentence orally before writing it	recount what someone has done. R1.6A Read simple everyday nour	about; Compose a sentence orally befor	te R1.3B Sequence pictures to retell a familiar stor- re or sequence events or instructions. Orally rehearse the story/Instructions. W. Write
					Leave spaces between words	with adjectives and verbs as label		 sentences using capital and full stop.
					personal pronoun 'I'	orally before writing	ce Guided Reading - Winter, Draw with penny it Spot the shap	y, pe
					W. Write sentences using capital and fustop.	full W. Write sentences using capital ar full stop. Guide ort Reading: Eco Apes Use Rubbish, R	ed	
YEAR 1	WEEK 1	WEEK2	WEEK 3	WEEK 4	narrative. Guides	and Cat teh Dance, Zip Zap Meet Sam WEEK 6	WEEK 7	WEEK 8
	UNIT 1.10 POETRY Monsters	UNIT 1.10 POETRY Traffic Jam	UNIT 1.11 NON FICTION Man on the moon	UNIT 1.11 NON FICTION Man on the moon	UNIT 1.12 NON - FICTION Dougal's deep sea diary	UNIT 1.12 NON FICTION Dougal's deep sea diary	UNIT 1.13 FICTION Rainbows	UNIT 1.14 FICTION Rainbows
	SL1.2C SL1.2D Recite simple sentences by heart, including rhymes and poems. R1.5A Read aloud with expressi .Explore rhymes; Recite the poem by heart;	ion SL1.2C SL1.2D Recite simple sentences by heart, including rhymes and poems. R1.5A Read poems aloud with expression Express likes an	nd R1.5A Read aloud with expression. Know the interest words. Spell the interest words. SL.1.2 Ask and answer question		B R1.5A Read aloud with expression. Know th	he SL1.2 Ask and answer questions abo	ut R1.5A Read aloud with expression.	R. R1.5A Read aloud with expression. R
	words. Write poems using pictures; Phonics -Final phoneme nt, nd and mp		all support explore setting and description. Talk about the setting. Phonics. Final phonemes-lk/ sk & nk	spellings. W. Say out loud what they are going to write about; Compose sentences orally before writing it.Write a recoun Phonics Final phonemes-lk/sk & nk	 SL.1.2 Ask and answer questions about the text. R. Explore setting. R. Draw on print 	he R. Make inference - explore charact ior R1.3B Sequence pictures of event	er predictions and inference ts. SL.1.2 Ask and answer questions about th	e. and inference. SL1.3 ne Ask and answer questions about the text read
M 2					knowledge to make predictions ar inference. W. with suppo	nd Retell the sequence of events. Ort Link what they read to their ow	vn instruction verbs R. Sequence instructions	st R.List instruction verbs R. Sequence instructions. using nouns, verbs, adjectives. W
1					character's experienc	ce. spellings. W. Say out loud what the	Role play instructions using nouns, verb- ey adjectives. se Phonics middle/ end sounds- e and ee	s, Say out loud what they are going to write abou Compose sentences orally before writing. Drai
					Phonics Final phonemes- lp/ mp & sp	are going to write about; Compo- sentences orally before writing it.Wri your school diary. Phoni	se Phonics middle/ end sounds- e and ee ite	and write a Poster. Present the poster to th class. Phonic middle/end sounds-i and igh
						Final phonemes- lk/ sk & nk		
YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	UNIT 1.15 FICTION King Pip and the wish	UNIT 1.16 FICTION King Pip and the darkwood	UNIT 1.17 FICTION Eco Apes grow food	UNIT 1.17 FICTION Eco Apes use water	UNIT 1.19 NON FICTION I Like to collect	UNIT 1.20 NON FICTION My holiday	UNIT 1.20 NON FICTION My holiday	FICTION/NON-FICTION REVISION
	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. Read the story alo SL1.2 Ask and answer questions about the story read. R. Link what they read to their own experien	ud. SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. Read the story aloud SL1.2 Ask and answer. e. questions about the story read. R. Link what they read to their own experience. R. Draw of	er Read the story aloud SL.1.2 Ask and answer questions about the story read. R. Link what they read to their o	um SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. Write types of sentences using picture clue ve SL1.2 Ask and answer questions about the story read. Revise sequence of events and sentences. W Write sentences to form shore.	s. R1.5A Read aloud with expression. Know th	he R. Read the text aloud with expression	n R. Read the text aloud with expression I	
	R. Draw on prior knowledge to make predictions and inference. Identify nouns, adjectives, verbs.Re-the story in own words. Draw a picture of the character. Write sentences to describe the charact	tell prior knowledge to make predictions and inference. ter. R1.3B Sequence pictures to retell a familiar story. Present to class W1.1A Say and write the sounds in words they wish to spe	spaces between words II, W. Write sentences using capital and full stop. Use a capital letter for the personal pronoun "I" With support iden	narrative about personal experience. Talk about your story. Read your story to class.	SL.1.2 Ask and answer questions about the text. W. with support identi-	he experience. SL1.2B U: ify simple everyday words from taug	se SL1.2B Use simple everyday words from ht taught vocabulary sets. Say and Spell th	m R1.5C Read and talk about simple sequences that ne give information or recount what someone has
~	W. Say out loud what they are going to write. Phonics middle phonemes - o and oa	where each sound is represented by a single letter. Role play the story ./Re-tell story using story language. Phoni middle vowel phonemes - oo	cs different types of sentences. Phonics middle sounds - oo		information. Talk about the information. Link what they read to their own experience	ce. answer questions R. List instruction	on questions. Match picture to instruction	done R. Link what they read to their own n. experience. R. Draw on prior knowledge to
TER					inference. Identify nouns, verbs, adjective	es. out loud what they are going to wri	ay Identify the type of sentence. R. Liste instruction verbs R. Sequence instruction like W. Say out loud what they are going to writ	ns adjectives. SL.1.2 Ask te and answer a range of questions about the story
					, , , , , , , , , , , , , , , , , , , ,	before writing W. Create a poste	it about; Compose a sentence orally befor er. writing it. W. Create a poster. Present th	read. ne R1.3B Sequence pictures to retell a familiar store
						Phonics middle/ end vowel sounds u/e	- poster. Phonics middle/ end vowe sounds - u/e .	el or sequence events or instructions. Orally rehearse the story/ Instructions. W. Write story/Recount/ Instructions. Punctuate
								sentences using capital letter. full stop, question mark.
			YEAR 2 LONG TERM PLAN With CURRICUL	UM STANDARDS				
YEAR 2	WEEK 1							
	Poetry Fiction Unit 2.1	WEEK 2 Poetry Fiction Unit 2.1	WEEK3 Fiction Unit 2.2	WEEK 4 Fiction Unit 2.2	WEEK 5 Fiction Unit 2.2	WEEK 6 Non-fiction Unit 2.3	WEEK 7 Non-fiction Unit 2.3	WEEK 8 Non-fiction Unit 2.3
	Poetry Fiction Unit 2.1 Resource: Wizards, Spiders and Castles Establish prior learning, 9.2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if	Peetry Fiction Unit 2.1 Resource: Wizards, Spiders and Castles W2.34: Compose orally and then write a simple sentence.	Fiction Unit 2.2 Resource : SBIP, SBIP Revise and link to Yr.1 skills- re-cap phonics , spelling and algohetical orgen work. R2.34: Answ	Fiction Unit 2.2 Resource: SRIV BRY Files and on making sentence: FI We show and on making sentence: FI We show and on making sentence:	Fiction Unit 2.2 Resource : Silly Billy R2.3A: Answer simple questions about a sentence	Non-fiction Unit 2.3 Resource: Oceans R2.5A: With support, find information in	Non-fiction Unit 2.3 Resource: Oceans R2.6B: Identify nouns and verbs in a simple	Non-fiction Unit 2.3 Resource: Oceans R2.2A: Read aloud a familiar text of 6-8 basic
	Resource: Wisards, Spiders and Castles Establish prior learning, 9.2.18: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. 9.2.2.0. Recits and interpret sentences by heart, including poems and other tests. R.2.2.0. Recits and infamiliar test of 6.9 basic sentences (ploos 15 woords).	Poetry Fiction Unit 2.1 Resource. Wizards, Solders and Castles W2.3A: Compose orally and then write a simple sentence. W2.3A: yet about leaves careful term and upyal upyar cas letters and numbers, using correct letter formation. W2.5A: We find upon at the mod of imple sentence.	Fiction Unit 2.2 Revise and link to Y.1 skills re-cap phonics, spelling and diphotection group work. Revise and link to Y.1 skills re-cap phonics, spelling and diphotection group work. R.2.34: Alreas Areas 2.34: Alreas 2	Fiction that 2.2 Resource: SSM Baby Facility work on making sentence. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.3. Assess project particle states of the phase read. 12.	Fiction Unit 2.2 Resource : Silly Billy R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or source of events.	Non-fiction Unit 2.3 Resource: Oceans RE.5.A: With support, find information in texts (including IT texts) to answer a simple question. R2.2.A: Read aloud a familiar text of 6-8	Non-fiction Unit 2.3 Resource: Oceans R.2.68: Identify nouns and verbs in a simple le sentence and use the terms 'noun' and 'verb'. SL2.1A: Follow two-step instructions, when these are given slowly and clearly.	Non-fiction Unit 2.3 Resource: Oceans R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence the have read.
	Resource: Wizards, Spiders and Cattles Establish prior learning, SL-218: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. SL-219: Recite and interpret estencies by heart, including poems and other tests.	Poetry Fiction Unit 2.1 Resource: Wizards, Spiders and Castles WZ.3.k: Compose analy and then write a simple sentence. WZ.4.With most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. WZ.5.5.% sy aimple sentence and the write it.	Fiction Unit 2.2 Revise and link to 1:1 skills-re-cap phonics , spelling and alphabetic log gree work. 82.34: Answ traple questions about a sentince they have read. 82.34: Answ traple questions about a sentince they have read. 82.34: En Flow have long princetones, when they are a given slowly and closely. 82.35: The sentince they contractions are senting photographs and fill-sentinces as well as text. 82.55: The sentinces are sentinces and senting hyper through photograph and fill-sentinces as well as text. 82.55: The sentinces are senting through photographs and fill-sentinces as well as text. 82.55: The sentinces are senting through photographs and fill-sentinces as well as text. 82.55: The sentinces are senting through the sentinces are senting to the senting through the senting thro	Fiction Unit 2.2 Resource: SSP, BBly Revise work or making sentences. #2.3.24. Name grained questions to door a sentence they have read. W2.5.01 be adjective in reparade from phrases in simple sentences. #2.3.24. Name grained questions solve the way of the correct determiner ("4" air", W2.5.02 be adjective in reparade from phrases in simple sentences. W2.2.5 Form plants of name where the root would does not change by adding "4" and with or invariety in supple and plant in name in simple sentences. W2.2.5 Form plants of name where the root would does not change by adding "4" and sentences about the character's freings, Make predictions. Make inferences. With a simple sentences about the plants without plants and full large. With a simple sentences about the plants without plants and full large.	Fiction Unit 2.2 Resource: Silly Billy 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 circulares to life how a character feels.	Non-fiction Unit 2.3 Resource: Oceans RES.A: With support, find information in text: [including IT texts] to answer a simpl question. R.2.A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R.3.B: Answer simple questions about a	Non-fiction Unit 2.3 Resource: Oceans R2.58: identify nouns and verbs in a simple is sentence and use the terms 'noun' and 'verb'. S1.2.12: Follow two-step instructions, when these	Non-fiction Unit 2.3 Resource: Oceans R2.2k: Read aloud a familiar test of 6 8 basic sentences (about 50 words). R2.3k: Answer simple questions about a sentence the have read. R2.5k: With support, find information in tests [including if It stat) to answer a simple question.
	Resource: Waterfs, Spiders and Cattles Establish prior learning, 9.2.18: Understand basic, familiar information given by destines when supported by pictures or if spoken solwy) and clearly. 9.2.20: Recit and inforgers centerices by Next, Including poems and other texts. 8.2.20: Recid and off a familiar text of 6.6 basic suntences (about 50 words). WASA-to Use full storage the end of unique sentences.	Poetry Fiction Unit 2.1 Resource: Wizards, Spiders and Castles W2.3.4: Compose onally and then write a simple sentence. W2.4.4: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. W2.5.4: Sys a simple sentence and the write it. W2.5.4: Use full drops at the end of simple sentence. J. 2.2.10: Recite and interpret sentences. Share, funding powers and other tests.	Fiction Unit 2.2 Revise and finite 31:1, 561%, re-cap phone, yeelling and eliphination of great year. Revise and finite 31:1, 561%, re-cap phone, yeelling and eliphination of great work. R.2.34. Annual year of the property of the prope	Fiction Unit 2.2 Resource: SIN Billy 1 Revise work or making sentences. #2.334. Answer gine questions about a sentence they have read. W.3.50 Use adjustives in expanded noun phrases in simple sentences. W.3.50 Use adjustives in expanded noun phrases in simple sentences. W.3.51 Compared and plant and unsat in paint sentences. W.3.51 Compared and nouns where the rost word does not change by adding "s' and "ext". W.3.52 Sequence three justimes and then write a sentence for each to give instructions. Compose the entences about the Anactor's frelings, Mark predictions. Make Inferences. With a simple sentences.	Fiction Unit 2.2 Resource: SIM Billy 13.3.A Renew ringle questions about a sentence they have read. 13.2.8 Recall what happened next in a simple story or sequence of events. 24.48: Combine information from text and pictures to lifer how a character feetic. 25.5.4. With support, find information in texts (inciding IT text) to answer a simple question. 23.28 Recall what happened next in say.	Non-fiction Unit 2.3 Resource: Oceans RESA: With support, find information in: tests (including IT texts) to answer a simpl question. R2.2x. Read aloud a familiar text of 6-8 basic sentences; (about 50 words). R2.3x. Answer simple questions about a sentence they have read. R2.4CD Discuss favourite words and phrases.	Non-fiction Unit 2.3 Resource: Oceans 82.68: Identify nous and work in a simple le sentence and use the term 'nous' and work'. In 32.14. Follow works pinstructions, when these are given slowly and clearly. US.5. Use everyly work in simple sentences. R.2.64: Say whether or not a group of words is a sentence. R.2.65: Recognite regular singular and plural form of nouse.	Non-fiction Unit 2.3 Resource: Oceans R2.2A: Read aloud a familiar text of 6.8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence the have read. R2.5A: With support, find information in texts
	Resource: Waterfs, Spiders and Cattles Establish prior learning, 9.2.18: Understand basic, familiar information given by destines when supported by pictures or if spoken solwy) and clearly. 9.2.20: Recit and inforgers centerices by Next, Including poems and other texts. 8.2.20: Recid and off a familiar text of 6.6 basic suntences (about 50 words). WASA-to Use full storage the end of unique sentences.	Poetry Fiction Unit 2.1 Resource: Wizards, Spiders and Castles W2.3.4: Compose onally and then write a simple sentence. W2.4.4: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. W2.5.4: Sys a simple sentence and the write it. W2.5.4: Use full drops at the end of simple sentence. J. 2.2.10: Recite and interpret sentences. Share, funding powers and other tests.	Fiction Unit 2.2 Revise and link to 1/1 skills-re-cap phonics , spelling and alphabetical organ work. Revise and link to 1/1 skills-re-cap phonics , spelling and alphabetical organ work. R2.34: Annu straight organization, when there are given slowly and classify. 23.12. Follow to explore protections, when there are given slowly and classify. 23.5: The development of the print through photographs and fill-stationars as well as text. 23.5: The development of the print through photograph and fill-stationars as well as text. 23.5: The development of the print through photographs and fill-stationars as well as text. 23.5: The development of the print through photographs and fill-stationars as well as text. 23.6: Settlerly rouse and vertex is a simple sentence and use the terms 'rouse' and 'vest'. 23.5: Settlerly rouse and vertex is a simple sentence and use the terms 'rouse' and 'vest'.	Fiction Unit 2.2 Resource: SSP, BBly Revise work or making sentences. #2.3.24. Name grained questions to door a sentence they have read. W2.5.01 be adjective in reparade from phrases in simple sentences. #2.3.24. Name grained questions solve the way of the correct determiner ("4" air", W2.5.02 be adjective in reparade from phrases in simple sentences. W2.2.5 Form plants of name where the root would does not change by adding "4" and with or invariety in supple and plant in name in simple sentences. W2.2.5 Form plants of name where the root would does not change by adding "4" and sentences about the character's freings, Make predictions. Make inferences. With a simple sentences about the plants without plants and full large. With a simple sentences about the plants without plants and full large.	Fiction Unit 2.2 Resource : SIM, BBV 12.34, Answer simple questions about a sentence 13.24 Resource : SIM, BBV 13.28 Resoul what happened next in a simple stury or sequence of events. 12.48 Combine information from text and surjources to orief now a character feels. 13.24.With support find information in sett. 12.35.With support find information in set, 13.25.With suppor	Non-fiction Unit 2.3 Resource: Oceans 28 RESOURCE: Oceans 28 RESOLVEND support, find information in stack: (Including IT texts) to answer a simpl question. 28 RESOLVEND support find information in stack (Including IT texts) to answer a simpl question. 28 2.3 Resol about a familiar text of 6-8 basic sentence, Blook 50 worlds). 28 2.3 Remover simple questions about a sentence they have read. 28 2.5 Rower text information can be given the control of	Non-fiction Unit 2.3 Resource: Oceans R.Z.B.: Identify moust and verb in a simple le sentence and use the terms 'nous' and 'verb'. S.J. I.R. Follow work step instructions, when these are given slowly and clearly. R.J.S.C. Use everylety verb in simple sentences. R.Z.S.C. Say whether or not a group of words is a sentence.	Non-fiction Unit 2.3 Resource: Oceans #2.2A: Read adout a familiar text of 6-8 basic sentences (about 50 words). #2.2A: Access and a familiar text of 6-8 basic sentences (about 50 words). #2.2A: Access an applie questions about a sentence the #2.2A: Access an applie questions about a sentence the #2.2A: Width support, find information in texts (including if texts) to answers a simple question. #2.5B: Know that information can be given through problogographs and literations as well as text.
	Resource: Wisards, Spiders and Carlets Establish prior learning, 52.18. Understand both, inflatir information, yet by the teacher, when supported by pictures or if spidens indexly and clearly. \$2.20.7 Rection entirements by hart. Including poems and other teats. \$2.20.7 Rection entirements below 51 of Section 1.0 Rection 1.0 R	Poetry Fiction Unit 2.1 Resource: Watards, Spiders and Castles VOI 3.6 Compose only and then write a simple centence. VOI 3.6 Compose only and then write a simple centence. VOI 3.6 Voice and the voice on the simple centence. VOI 3.6 Voice and the voice on the simple centence. VOI 3.6 Voice a simple centence and then write it. VOI 3.6 Voice and interpret centences by heart, including powers and other texts. S2.20 Rects and interpret centences by heart, including powers and other texts. R2.2.6 Rect aloued a familiar text of 6 6 basic sentences (about 50 words). POETRY RECTATION	Fiction Unit 2.2 Revise and link to 11.1 dills re-may planters, yeelling and oliphatectic organ work. Revise and link to the properties of the properties	Fiction Unit 2.2 Resource Soft in a discourse of the plane of the pla	Fiction Unit 2.2 Resource 15Mp BBy 12.2.A. Anneal equations stock a sentence high himsers relief equations stock as sentence high himsers relief equations stock as sentence himsers and the sentence of events. 15.2.8. Excall what happened sent in a simple story or sequence of events. 15.2.8. Combine information from text and produces to rieffer how a character free; 15.2.8. Excall what happened exert in a simple story or sequence of events. WJ.3.4. Company configuration them with a simple sentence company configuration of events. WJ.3.4. WJ.3.5. Excall what them with a simple sentence with a sentence for each to tell a story, WJ.3.5. Excall what with a sentence for each to tell a story, WJ.3.5. Excall what WJ.3.5. Excall wh	Non-fiction Unit 2.3 RESOURCE Oceans 2 2.3.5. With support, the information in Without Committee or the information or the Basic sentence (about 50 words). 2.3.5. Record that information can be given R.2.4.8. Discuss financiate words and physicase. 2.3.5.8. Know that information can be given R.2.5.8. Know that information and information R.2.5.8. Know that information can be given to	Non-fiction Unit 2.3 Resource: Oceans 22.68: Intently rouss and verts in a superior 32.24.7 Follow two step instructions, when these sar givens slowly and clearly. W2.5C: Use everyday verts in implies sentences. 22.24.7 Say whether or not a group of words in a 82.65. Recognise regular singular and plural form of nouns. W2.15. Form plurals of nouns where the root of nouns.	Non-fiction Unit 2.3 Resource: Ocean 12.3.1. An administrate of of 8 basic 12.3.1. An administrate of of 8 basic 12.3.1. A forward rainful questions about a sentence the 12.3.4. Nervour rainful questions about a sentence the 12.5.4. With support, find information in tests 12.5.4. With support, find information in tests 12.5.4. Support of the support of 1.5. A forward only 12.5.4. Pass of units present a support question. 12.5.4. Pass of units present a support question 12.5. Read units present colors and indentify lay less features. 12.6. Long complex and illustrations are units for the 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet and then write a simple 12.5. Long complex could yet any could yet and then write a simple 12.5. Long complex could yet any could ye
	Resource: Waterfs, Spiders and Cattles Establish prior learning, 9.2.18: Understand basic, familiar information given by destines when supported by pictures or if spoken solwy) and clearly. 9.2.20: Recit and inforgers centerices by Next, Including poems and other texts. 8.2.20: Recid and off a familiar text of 6.6 basic suntences (about 50 words). WASA-to Use full storage the end of unique sentences.	Poetry Fiction Unit 2.1 Resource: Wizards, Spiders and Castles W2.3.4: Compose onally and then write a simple sentence. W2.4.4: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. W2.5.4: Sys a simple sentence and the write it. W2.5.4: Use full drops at the end of simple sentence. J. 2.2.10: Recite and interpret sentences. Share, funding powers and other tests.	Piction Unit 2.2 Review and finis to 19-12 stifts on-eap photons, spelling and dipulsational origin work. 2.2.3.4. Across maying expertise and across experiment of the spelling and dipulsational origin work. 2.2.1.4. Follow the other printers or the spelling and dipulsational origin work. 2.2.1.4. Follow the other printers or the spelling and spelling and classify. 2.2.2.4. Experiment original original printers are given to though photographs and districtions as well as text. 2.2.5.6. Except with cultivations can be given through photographs and districtions as well as text. 2.2.5.6. Except with cultivations can be given through photographs and districtions as well as text. 2.2.5.6. Except spelling and we've in a simple sentence and use the terms 'nouril and 'vest'. 2.2.5.6. Except spelling existence and diese within it. 2.2.5.6. Lose the plus existence and diese within it. 2.2.5.6. Lose the plus existence and diese within it. 2.2.5.6. Lose the plus existence and diese within it. 2.5.6. Except spelling existence and diese within it. 2.5.6. Lose the plus existence and diese within it. 2.5.6. Lose the plus existence and diese within it. 2.5.6. Lose the plus existence and diese within it. 2.5.6. Lose the plus existence and diese the terms 'nouril and 'vest'. 2.5.6. Lose the plus existence and diese within it. 2.5.6. Lose the plus existence and diese the terms 'nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and diese the terms' nouril and 'vest'. 2.5.6. Lose the plus existence and the terms' nouri	Fiction Unit 2.2 Resource: SSP, BBly Revise work or making sentences. #2.3.24. Name grained questions to door a sentence they have read. W2.5.01 be adjective in reparade from phrases in simple sentences. #2.3.24. Name grained questions solve the way of the correct determiner ("4" air", W2.5.02 be adjective in reparade from phrases in simple sentences. W2.2.5 Form plants of name where the root would does not change by adding "4" and with or invariety in supple and plant in name in simple sentences. W2.2.5 Form plants of name where the root would does not change by adding "4" and sentences about the character's freings, Make predictions. Make inferences. With a simple sentences about the plants without plants and full large. With a simple sentences about the plants without plants and full large.	Fiction Unit 2.2 Researce : SNP, BBY 12.3. Annual researce : SNP, BBY 12.3. Recal what happened not in a simple to year recal what happened not in a simple to year segment of event. 12.3.4. Combine information from text and 12.3.4. Combine information than the same 12.3.4. With suggest, find information is texts (including IT texts) to answer a simple question. 12.3.8. Recall what happened note in a simple stary or segment of events. W.2.3.b. With suggestion 12.3.8. Recall what happened note in part vising in segment of events. W.2.3.b. Within Segment of the partners and the	Non-fiction Unit 2.3 Resource Oceans or R2.54: With support, find information in texts (Including IT texts) to answer a simply question. R2.24: Resolated a familiar text of 6-8 basic sentences (places 50 words). R2.23: Answer simple questions about a sentence (Byloss 40 words). R2.24: Answer simple questions about a sentence they lave read. R2.26: Discuss favouritie words and R2.26: Excoss their formation can be give, through photographs and fillustrations as en well as text.	Non-fiction Unit 2.3 Resource: Oceans 2.28. United and a second of the	Non-fiction Unit 2.3 Resource: Occases 812.24: Read doud a familiar lett of 6 et bacic sentence; (bood 50 words). 812.34: Acress winding custions about a sentence the have read. 82.54: With support fail information in intent. 82.55: With support fail information in the given through 82.55: Exces that information can be given through 82.55: Exces that information can be given through 82.55: Exces that information can deal size. 82.56: Read simple instructions and identify key text Factures.
	Resource: Waters, Spiders and Cartles Establish prior learning, 52.18. Understand both, inflatir information, per by the leacher, when supported by pictures or if spidens include and energy. 22.20. Rection end incomes cap learn including poems and other texts. 22.20. Rection end incomes reader of 64 about receives [about 150 weeds]. W2.6A. Use full stops at the end of simple sentences. W2.6A. Use full stops at the end of simple sentences. W2.6A. Use full stops at the end of simple sentences. WEEK.9 Resource: Operation Night Monoter	Poetry Fiction Unit 2.1 Resource: Watards, Spiders and Castles W2 3A: Compose sonly and then write a simple contence. W3 3A: Compose sonly and then write a simple contence. W3 3A: Sky a simple contence and term, and of content and numbers, using correct letter formation. W3 5A: Sky a simple contence and of then write 1. W3 5A: Sky a simple contence and of then write 1. Sk 2A: Sky a simple contence by heart, including powers and other texts. Sk 2.10: Recta and interpret contences by heart, including powers and other texts. R2.2A: Rect aloud a familiar text of 6 6 basic sentences, (about 50 words). POETRY RECTATION WEEK 19 Fiction Unit 3.10 Resource: Operation Right Moneter 2.2.5A: With support, find information in texts (including fresh) annexe amping quotation.	Fiction Unit 2.2 Review and link to 12 allies, re-cap phones, spelling and diphalactical organ work. Review and link to 12 allies, re-cap phones, spelling and diphalactical organ work. R.2.3A. Review and the spelling and diphalactical organ work. R.2.3A. Review and the spelling interactions, when these are given bookly and clearly. R.2.5A. Review that disposit interactions, when these are given bookly and clearly. R.2.5A. Review that disposition can be given through photographs and distrations as well as text. R.2.5A. Review that distrations can be given through photographs and distrations are sell as text. R.2.5A. Review that distrations and work in a single interaction and out of the times 'record and 'veb'. W.2.5A. by a simple sentence and them write it. W.2.5A. Use Pull stops at the end of simple sentences. Englore character's feeling. WEEK II Riction Link 3.3D Resource: Operation Night Monester R.2.5A. With support, find information in less licknowledged in registrons.	Fiction Unit 2.2 Resource: SSM Security: SS	Fiction Unit 2.2 Resource 15th Bibly 12.2.3. Annual part of the p	Non-fiction Unit 2.3 RESOURCE Oceans 2 2.3.5. With Support, the Information in Windows Committee of Committee on Committ	Non-fiction Unit 2.3 Resource: Oceans RESOURCE: OCCEANS RESOURCE: OC	Non-fiction Unit 2.3 Resource: Ocean 12.3.1. An administrate of a basic 12.3.1. An administrate of a basic 12.3.1. A forward implies questions about a sentence the 12.3.4. Nerward implies questions about a sentence the 12.5.4. With support, find information in tests 12.5.4. With support, find information in tests 12.5.4. Support of the properties of the company 12.5.4. Pass of units provided and the company 12.5.4. Pass of units provided and the company 12.5. Pass of units provided and the new time a simple and the new time a simple and the new time a simple and the new ti
	Resource: Wisards, Spiders and Cartles Establish prior learning, 52.18. Understand being, familiar information grows by the teacher, when supported by pictures or if spidens Isabuly and clearly. WEEK 9 Resource: Operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigations of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigations of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigation of promising, operation Right Monster Cars on what they already investigation of promising, operation of the promising o	Poetry Fiction Unit 2.1 Resource: Watards, Soften and Castles 102.33. Compose easily and then write a simple sentence. Watards, Soften and Castles 102.34. When most been come letters and only support cast letters and numbers, using correct letter formation. 102.54. Six yes alregise sentence and other write 1. 102.55. River and strepmet sentences by heart, including posms and other texts. 102.10. River and strepmet sentences by heart, including posms and other texts. 102.25. River alloads of familiar reset of 6 of busic sentences (about 50 words). POSTRY BECTATION 102.25. River alloads of familiar reset of 6 of busic sentences (about 50 words). 102.26. When the composition is the proof through photographs are distortations as well as text. 102.25.45. With support, find information in texts (including if text) to survey a simple questions. 102.26. Two southers from the composition on the prior through photographs are distortations as well as text. 102.26. When southers from resetting on worthing.	Piction Unit 2.2 Review and finis to 1°-1. sith: no eap phores, spelling and dipulated origin work. 2.3.14. Review and finis to 1°-1. sith: no eap phores, spelling and dipulated origin work. 2.3.14. Review and the spelling and the spelling and dipulated origin work. 2.3.12. Review and the spelling and the spelling and spelli	Fiction that 2.2 Retained to making enteriors. 1. Retained to making ent	Fiction Unit 2.2 Researce : SNIP, BBY 12.3. A feed of persons of the persons of t	Non-fiction Unit 2.3 Resource: Oxeans 2.5.6. Year Source: Oxeans 2.5.6. Year Source	Non-fiction Unit 2.3 Resource: Oceans R2.68: identify nors and wrise in a simple softman and out the terms hours and wrise softman and out the terms hours and wrise was given slowly and clearly. W2.5C: Use everyday words in simple sentences. 22.66: Say whether or not a group of words is a softman of the sentence. R2.6C: Recognitive regular singular and plural form 8.2C: Recognitive regular singular and plural form 8.2C: Recognitive regular singular and plural form 9.2C: Form plurals of nours where the root word does not charge by adding 'cg'. W2.3A: Compose orally and then write a simple sentence. WEEK IS Non-Fisciolo.2-3 Resource: Orangularian	Non-fiction Unit 2.3 Resource: Ocean 12.2.1. Road doub Calmar Next of 6 back 12.3.1. Road doub Calmar Next of 6 back 12.3.1. Road doub Calmar Next of 6 back 12.3.1. Road doub Calmar Next of 10.1. 12.5. With support, find information in texts 12.5. Road units of 10.1. In the 10.1. 12.5. Road units of 10.1. Road Calmar Next of 10.1. 12.5. Road units of 10
	Establish prior learning, 32.18. Undersrade Suit, inflatility inflatility prior learning, 32.18. Undersrade Suit, inflatility inflatility per by the bascher, when supported by pictures or if spoken solvely and clearly. 23.27. Rection end investment of 6 has been been solved by section of the state. 23.27. Rection end investment of 6 has been solved by section of the state. 23.28. Use full stops at the end of simple sentences. 23.28. Use full stops at the end of simple sentences. 24.28. Use full stops at the end of simple sentences. 25.28. Use full stops at the end of simple sentences. 26.28. The full stops at the end of simple sentences. 26.29. The state of simple	Poetry Fiction Unit 2.1 Resource: Watards, Sighers and Castles W2.3A: Compose sonly and then write a simple sonance. W3.3A: Compose sonally and then write a simple sonance. W3.3A: Sky a simple sonance and letters and on the simple sonance. W3.3A: Sky a simple sonance and often write it. W3.3A: Sky a simple sonance and often write it. W3.3A: Sky a simple sonance and often write it. W3.3A: Sky a simple sonance and the sonance it. W3.3D: Rect and interpret uninexce by heart, including points and other texts. W3.2D: Rect and interpret uninexce by heart, including points and other texts. W3.2D: Rect and of a familiar text of 6 disect sentences (about 50 words). POETRY RECTATION WEEK ID Fiction Unit 2.1B Resource: Operation Right Monster #2.3A: With support, find information in texts, (including if text) to save a simple questions. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer. #2.3A: With support, find information in texts, (including if text) to save a simple customer.	Fiction Unit 2.2 Review and finite 19-11 allife re-respiration, spelling and diphastical organ work. Review and finite 19-11 allife re-respiration, spelling and diphastical organ work. R.2.3.R. Review and the second production, spelling and diphastical organ work. R.2.3.R. Review and the second production can be given through photographs and distantion as well as text. R.2.5.R. Review that distances can be given through photographs and distantion and see all as text. R.2.5.R. Review that distances can be given through photographs and distances and verb in a single section and one of the terms 'nour and 'verb'. W.2.3.R. by a simple section can be given through and distantion and one of the terms 'nour and 'verb'. W.2.3.R. by a simple section can be made the write it. W.2.3.R. by a simple section can be done write it. W.3.3.R. by a simple section can be done write it. W.3.3.R. by	Fiction Unit 2.2 Resource: SSM Bally Rock was early on multiple generous. 1.2.2 List the deplication in equipal of money phrases in simple sections grouply expertison about a sentence they have read. 1.2.2 List the deplication in equipal of money phrases in simple sections. grouply expertison about a sentence they have read. 1.2.2 List the deplication in equipal of money in simple sections. 1.2.2 List the deplication in equipal of money in simple sections. 1.2.3 List the first first the first the section of the section of the section of the section of the context of the section of the section of the context of the section	Fiction Unit 2.2 Resource 15th BBy 12.2.3. Annual resource 15th BBy 12.2.3. Recall what happened not in a simple 12.2.4. Combine information from text and 12.2.4. Combine information from text and 12.2.4. Recall what happened not in a simple 12.2.4. Recall what happened not in a new 12.2.4. 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	Resource: Waters, Spiders and Castles Establish prior learning, 52.18. Understand bein, finalize information growth by the backer, when supported by pictures or if spidens indexly and clearly. SEAS TO Recture all receivers the season of the season. SEAS TO Recture all receivers in the season of the season. SEAS TO Recture all receivers in the season of the season. SEAS TO Recture all receivers in the season of the season. WEEK 19 **Recture TO Recture TO Associate Season of the season. WEEK 9 **Fellow URL 2.10 **Resource: Operation Right Monater **Draw on what they already know/background information provided by teacher. Make inference: Draw on what they already know/background information provided by teacher. Make inference: Participate and expert and an expensive spiral clearly then understanding of what is real delications and regular departments of the season. Participate in discussions and listen to others, Epipien clearly their understanding of what is real delications and expensive spiral clearly the understanding of the start is real delication. Spices in language: Speculars, hypothesis, images and explore descence, Perceipas in discussions and listen to others, Epipien clearly their understanding of that is read to them Spices in language: Speculars, hypothesis, images and explore losses, Consider and evaluate different verageous, excellent to others. Spiden language: Users and respond appropriately provided by teachers, Perceipas in discussions with some to use both finalize and evaluate officent viewpoints. Earn how to use both finalize and evaluation control, plant is read to them. Spices in language: Users and respond appropriately **Petrop.** Riction Unit 2.8 ***Resource: Wizers, Spiders and Castles \$1.2.05. Recto and interpret sentences by heart, including poems and other teats. \$2.2.25. Recto and interpret sentences by heart, including poems and other teats. ***WEEK 25*** ***Rectors Castles and Interpret sentences by heart, including poems and other teats. ****WEEK 25***	Poetry Fiction Unit 2.1 Resource: Wazafe, Spiders and Castles 10.3.1. Compose early and then write a simple sentence. Wazafe, Spiders and Castles 10.3.2. Compose early and then write a simple sentence and there are a simple sentence. 10.3.2. Sky a simple sentence and then write it. 10.3.2. Sky a simple sentence and then write it. 10.3.2. Recta and interpret sentences by heart, including pomes and other texts. 10.3.2. Recta and interpret sentences by heart, including pomes and other texts. 10.3.2. Recta and interpret sentences by heart, including rectangles. 10.3.3. Recta and interpret sentences by heart, including rectangles. 10.3.3. Recta and interpret sentences and sentences (about 50 words). 10.3.3. Recta and interpret sentences and sentences. 10.3.3. Recta and interpret sentences and sentences. 10.3.3. Recta and interpret sentences and sentences. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences and sentences. 10.3.3. Recta and interpret sentences and sentences. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other texts. 10.3.3. Recta and interpret sentences by heart, including pomes and other tex	Piction Unit 2.2 Monte and finis to 1°1.2 sith: no eag phoroc., pulling with displaced organ work. 2.3.2.4. 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	Resource: Waters, Spiders and Castles Establish prior learning, 52.18. Understand bein, finalitar information pear by the bascher, when supported by pictures or if spiden isolary and clearly. \$2.21. Rectain and improve sentence by heart, including poems and other texts. \$2.22. Rectain and improve sentence by heart, including poems and other texts. W.S.A. Use full stops at the end of simple sentences. W.S.A. Use full stops at the end of simple sentences. W.S.A. Use full stops at the end of simple sentences. W.S.A. Use full stops at the end of simple sentences. ***Priction User 2.19 ***Priction India User 2.19 ***Priction User	Poetry Fiction Unit 2.1 **Recover.** Water, Special Services on the process of t	Riction Unit 2.2 Service and finit to Y-1 differ recip phoron., yelling fine and published to the ST 1 differ recip phoron., yelling fine displantation large ment. \$2.14. A few implies a sentence they have recipled and published on the ST 2.2 difference of the ST 2.2 d	Recision Unit 2.2 **Recision Unit 2.3 **Recision Unit 2.5 **Recision	Fiction Unit 2.2 Researce: SIMP, BBY 12.3A. Researce: SIMP, BBY 12.3A. Recall what happened sout a sertence who have read. 15.3.8. Recall what happened sout in a simple who have read. 15.3.8. Recall what happened sout in a simple south of the recall happened sout in a simple south of the recall happened sout in a simple south of the read of the rea	Non-fiction Unit 2.3 Resource Oceans R	Non-Riction Unit 2.3 Resource: Occasion Reso	Non-fiction Unit 2-3 Resource: Cozent 12.3. Nate Sensource: Ocean 13. Nate Sensource: Ocean 14. Nate Sensource: Ocean 15. Nate Sensource: Ocean 15. Nate Se
	Resource: Wisters, Spiders and Castles Establish prior learning, 52.18. Understand being, infallar information perior by by the sacher, when supported by pictures or if spidens below) and clearly, spidens below in the control of the spidens of th	Poetry Fiction Unit 2.1 Resource: Wazafe, Spiders and Castles W0.33. Compose early and then write a simple sentence. Wazafe, Spiders and Castles W0.34. White most between cast letters and regular poer case letters and murbers, using correct letter formation. W0.35. Vays a simple sentence and them write it. W0.35. Vays a simple sentence and them write it. W0.36. Use full storper sentences by heart, including poems and other texts. W0.31. Vays a simple sentence of 6 et basic sentences. W0.32. Read allows of further word of 6 et basic sentences (20xx) 50 words]. POCTRY RECTATION WEEK 10 Fiction Unit 2.19 Resource: Operation Right Monater 22.55. With support, find information in texts (including if text) to passes a mile quantity of the composition of th	Piction Unit 2.2 When and finis to 17-1 sith; in-eap plants, upilled in the provided playabortic organ work. 13.13. Froblow box days provided, application, upilled playabortic organ work. 13.13. Froblow box days instruction, when these are given toology and clearly. 13.13. Froblow box days instruction, when these are given toology and clearly. 13.13. Froblow box days instruction, when these are given toology and clearly. 13.13. Froblow box days instruction and deemly key too fractures. E.E.E. Say shadner or not a group of words is a sentence. 13.15. Froblow these tax and were in a simple sentence and one the terms 'nour' and 'vest'. 13.15. Say a simple sentence and men write it. 13.15. Froblow these tax and were a simple sentence. 13.15. Use that stops at the end of simple sentence. Explore character's feeling. 13.15. WEEK II 13.15. Froblow these tax and the sentence and the sentenc	Fiction Unit 2.2 Research 1997 Billy Research on making partnerses. 1. Research 1997 Billy Research 1997 Billy Research 1997 Billy Research 1997 Billy Research 1997 Billy 1997 Bill	Fiction Unit 2.2 Resource : SIMP, BBM 12.3.A. Resource : SIMP, BBM 12.3.B. Resource : SIMP, BBM 12.3.B. Resource devents, some time and sold some to simple devents on the simple sold sold sold sold sold sold sold sold	Non-Riction Unit 2.3 Resource Oceans 2.2.6. Account of the time of t	Non-fiction Unit 2.3 Resource: Occamina Reso	Non-fiction Unit 2.3 Resource: Decemb Resource: Decemb 12.3. Man Journal of the State 12.3. Man Journal of the Man Journal of the 12.3. Man Journal of the 12.3. Man Journal of the 12.3. Man Journal of 12.3. M
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No. 1	Resource: Wiscards, Spiders and Cartles Establish prior learning, 52.18. Understand back, infallar information growth by the scaler, when supported by pictures or if spidens indeply and clearly. Spidens along the prior of the spidens of the spidens of the spidens. Spidens are spidens of the spidens of the spidens of the spidens. Spidens of the spidens of the spidens of the spidens of the spidens. Spidens of the spidens. Spidens of the s	Poetry Fiction Unit 2.1 **Recover.** Wards. Compose conlay and then write a simple sentence. Wards. Note and Castles. **W3.3.** Compose conlay and then write a simple sentence. Wards. Note and castles. **W3.3.** Compose conlay continue cast letters and on pulse of a sentence. Wards. Note and castles of the write t. **W3.5.** Says a simple sentence and other write t. **W3.5.** Says a simple sentence and other write t. **W3.5.** Decide and disripent entences by Nerd. I winding poons and other tase. **W3.5.** Read cloud a familiar test of 6 a basic entences (about 50 words). **Poetra RECTATION** **Poetr	Piction Unit 2.2 When and finis to 17-1 sith; in-eap plants, upilled in the provided playabortic organ work. 13.13. Froblow box days provided, application, upilled playabortic organ work. 13.13. Froblow box days instruction, when these are given toology and clearly. 13.13. Froblow box days instruction, when these are given toology and clearly. 13.13. Froblow box days instruction, when these are given toology and clearly. 13.13. Froblow box days instruction and deemly key too fractures. E.E.E. Say shadner or not a group of words is a sentence. 13.15. Froblow these tax and were in a simple sentence and one the terms 'nour' and 'vest'. 13.15. Say a simple sentence and men write it. 13.15. Froblow these tax and were a simple sentence. 13.15. Use that stops at the end of simple sentence. Explore character's feeling. 13.15. WEEK II 13.15. Froblow these tax and the sentence and the sentenc	Fiction Unit 2.2 Measure and on making partnerses. 1.2.2.2. Expended. Still plant of processing and processin	Fiction Unit 2.2 Resource : SIMP, BBM 12.3.A. Resource : SIMP, BBM 12.3.A. Resource : SIMP, BBM 12.3.A. Resource : SIMP, BBM 12.3.B. Resource : SIMP, BBM 12.3.B. Resource : SIMP, BBM 12.3.B. Resource devents, some test and substance to simple special or service of events. 12.3.B. Resource : find information in tests (socialized) if tests to sense a simple special or service	Non-fiction Unit 2.3 Resource Oceans 12.5.4. Factor Control Control 12.5.4. Factor Control 12.5.5. Factor Control 12.5. Factor 12.5. Factor 12.5.	Non-fiction Unit 2.3 Resource: Occamina Resource: Occamina Resource: Occamina Resource: Occamina Resource: Occamina Resource: Occamina Resource: And "web". SIZ-Lik Follow two-step instructions, when these Resource: Resource and clearly, Resource: Resource regular clearly, RESOURCE: Occamina RE	Non-fiction Unit 2-3 Resource Central 12.3. Resource central 13.3. Resource 13.3. Resource central 14.3. Resource central 14.3. Resource central 15. Resource c
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Wards, Nother and Castles. **W3.5.** Says a simple sentence and other write 1. **W3.5.** Says a simple sentence and other write 1. **W3.5.** Says a simple sentence and other write 1. **W3.5.** Says a simple sentence and other write 1. **W3.5.** Says a simple sentence and other write 1. **W3.5.** Says a simple sentence sentence by Ment, including powers and other text. **W3.5.** Says a simple sentence and other sentence. **W3.5.** With support, find elementation in texts (including powers and other text.) **Z3.5.** With support, find elementation in texts (including powers and text) **Recover.** Operation Right Monater **Z3.5.** With support, find elementation in texts (including powers and sentence.) **W3.5.** With support, find elementation in texts (including powers and sentence.) **W3.5.** With support, find elementation in texts (including powers and sentence.) **W3.5.** With support, find elementation in texts (including powers and other texts.) **W3.5.** With support, find elementation in texts (including powers and other texts.) **W3.5.** With support, find elementation in texts (including powers and other texts.) **W3.5.** With support, find elementation in texts (including powers and other texts.) **W3.5.** With support, find elementation in texts (including powers and other texts.) **W3.5.** With support (including powers and other texts.	Riches Unit 2.2 White and finis to Y-1 allify in cap plantics, upillarity of plantical large work. \$2.34. Area White and finis to Y-1 allify in cap plantics, upillarity of plantical large work. \$2.34. Area \$2.35. Root provided a sentence they have say given solvely and clause; \$2.35. Root provided in the provided of plantics or say and sentence. \$2.35. Root plantic plantics can be given through photographs and finish and very? \$2.36. Root plantic plantics can be given through photographs and finish and very? \$2.36. Use find insight entrince and and when it is not plantic plantics. \$2.36. Use find insight entrince and and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use find insight and when it is not plantics. \$2.36. Use only when it is not plantics. \$2.36. Use find insight and insight in insight settlements. \$2.36. Use only when it is not plantics. \$2.36. Use find insight and insight insight settlements. \$2.36. Use only when it is not plantics. \$2.36. Use only when it is	Fiction Unit 2.2 Measure and or making partnerses. 1. Measure and or making and partnerses and partnerses. 1. Measure and p	Fiction Unit 2.2 Researce : SNIP, BBY 12.3A. Researce : SNIP, BBY 12.3A. Researce : SNIP, BBY 12.3A. Researce : SNIP, BBY 12.3B. Researce : SNIP, BBY 12.3C. Compose coally and then write a simple sentence. 12.3B. Researce : SNIP, BBY 12.3C. Compose coally and then write a simple sentence. 12.3C. SNIP, BBY 12.3C. SNIP,	Non-fliction Unit 2.3 Resource: Overage Resource: Normalia Resource: Normalia Resource: Normalia Resource: Resource Res	Non-fiction Unit 2.3 Resource: Occasion Reso	Non-fiction Unit 2.3 **Resource: Decision 12.3. A few provides of basic 12.3. A few provides of the few provides of the basic 12.3. A few provides of the few provides of the basic 12.3. A few provides of the few provides of the basic 12.3. Even but had removation and legislative of the basic 12.3. Even but had removation and legislative of the basic 12.3. Even but had removed to the basic 12.3. Even but had removed to the sample sentence. 12. ***EVGOON** ***EADING_SPEAKING and LISTENING AND WINTING Revides of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that information can be given through dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that it is not dividence of lay valib poems, story, and non-fiction 12.5.E. Excess that it is not dividence of lay valib poems, story, and no

Fiction: Goldilocks and the Big Mess

Unit 3.6: Non-fiction:All About Me

Unit 3.6: Non-fiction: All About Me Unit 3.6: Non-fiction: All About Unit 3.4: Fiction: STORM (Chapter Unit 3.4: Fiction: STORM (Chapter

Unit 3.1: Poetry: A Closer Look at Poems

Fiction: Goldilocks and the Big Mess

R3.3A: Answer simple questions about a poem which they have read.	R3.3A: Answer simple questions about a character, event or piece of information about which they have read.	SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some	R3.3A: Answer simple questions about a character, event or piece of information about which they have read.			R3.3A:Answer simple questions about	at R3.6D: Identify subject and object
R3.4A: Use context to infer the meaning of unfamiliar words	R3.4A: Use context to infer the meaning of unfamiliar words	knowledge of conventions 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	R3.3A: Answer simple questions about	SL3.1B: Follow information during	g a character, event or piece of	link them to the head noun phrase W3.3B: Sequence three pictures a
W3.3A: Compose and write their own poem. W3.5D: Use adjectives in expanded noun phrases, in own writing 2 stanzas poem with the help of	R3.4C: Use knowledge of other books or films to predict what might happen at the end of a short story or other text. SL3.2A: Give brief descriptions using two or more linked sentences.	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'.	linked sentences. HA:Sharma Family:What's Out There? AA: Goldilocks and the Big Mess LA:Dino-Sitting	a character, event or piece of information about which they have	two to three minutes of listening to teacher-talk supported by	to information about which they have	three sentences about each on
rhyming words.	R3.3B: Retell two events from a story or sequence in the correct order.	R3.6D: Identify subject and object pronouns and link them to the head noun phrase they replace.	Goldhocks and the big mess Exceller-Sixting	read.	pictures. W3.4B: Use a QWERTY	Y R3.4A:Use context to infer the	R3.4B: With support, infer a ch from information given
W3.5E: Infer the main idea of the poem	W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story.	W3.5E: Use subject and object pronouns instead of noun/noun phrases.		R3.4D: Listen and respond to stories	keyboard to write short texts.	meaning of unfamiliar words	SL3.2A: Give brief descriptions linked sentence
SL3.2C: Participate in discussions when invited to do so by the teacher. SL3.2D: With some guidance, perform a poem in front of the whole class	R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'.	W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences.		of a level beyond that of independent reading. R3.4B: With support, infer	W3.5C: Use present- and past- tense forms of regular verbs in	R3.4C:Use knowledge of other books or films to predict what might happen	SL3.2C: Participate in discussi
SES.20. With some guidance, perioriti a poem in mont of the whole class		deliterices.		character's feelings from information	writing.	at the end of a short story or other	guidance take on the role of a
				given in a text. W3.5C: Use present-		text.R3.3B: Retell two events from a	play or other text, using some
				and past-tense forms of regular verbs in writing.	or compound sentences.	e story or sequence in the correct order HA:Sharma Family : Stop That Dog	 conventions. HA:The Madagascar: A Kipper for
WEEK9	WEEK 10	WEEK 11	WEEK12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Y3U4F2							
Unit 3.4: Fiction:STORM (CHAPTER 3 continued)	Unit 3.4: Fiction:STORM (CHAPTER 3 continued)	Unit 3.4: Fiction:STORM (CHAPTER 4)	Unit 3.4: Fiction: STORM (CHAPTER 4 continued)	Unit 2 4: Finder: STORM (CHARTER	Hait 2 4. Finting STORM	Unit 3.4: Fiction:STORM (CHAPTER	5 READING.SPEAKING and
				-			AND WRITING
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 compoun	W3.6C: Put inverted commas around spoken words.W3.6A: With support, use capital letters and end punctuation nd correctly when writing dictated sentences.SL3.2C: Participate in discussions when invited to do so by the teacher.	R3.3A:Answer simple questions about a character, event or piece of information about which they have	W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. R3.4B: With support, infer a character's feelings from information given in a text.	R3.3A:Answer simple questions about a character event or piece of	W3.5D: Use adjectives in expanded noun phrases, in own	W3.6A: With support, use capital letters and end punctuation correctly when writing	Revision of key skills - por and non fiction texts for
sentences.	W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3D: Re-read own writin	g, R3.4A:Use context to infer the meaning of unfamiliar words	SL3.2A: Give brief descriptions using two or more linked sentences.	information about which they have	writing of three or moresimple or		Examination- POETRY/Fi
W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and	improving it at sentence level. HA:Pete's Peculiar Pet Shop: The Very Smelly DragonLA:Shrek: Nowwhere To G	So! R3.4C:Use knowledge of other books or films to predict what might happen at the end of a short story or other text.R3.3B: Retell two events from a story or sequence in the correct order.R3.6D: Identify subject	SL3.2C: Participate in discussions when invited to do so by the teacher.SL3.2D: With some guidance, take on the role of	e read. R3.4A:Use context to infer the	compound sentences. W3.5E: Use subject and object	teacher.	text features, words., meanings of words from
plural nouns/pronouns. W3.5E: Use subject and object pronouns instead of noun/noun phrases		and object pronouns and link them to the head noun phrase they replace. HA:Pete's Peculiar	character, from a play or other text, using some knowledge of conventions. HA:Fang Family: Sports Day Snack Attack AA:The Penguins of Madagascar:A Kipper for Skipper LA: Horribilly: Swampy Mess	meaning of unfamiliar words	pronouns instead of noun/noun		retrieval, inferen
HA:The Penguins of Madagascar: A Kipper for Skipper AA:Goldilocks and the Porridge Problem		Pet Shop: The Very Smelly DragonLA:Shrek: Nowwhere To Go!		R3.4C:Use knowledge of other books		sentences. W3.5F: Write simple sentences showing	prediction,expressing
LA:.Zeke Goes to Space School				or films to predict what might happen		grammatical agreement of regular verbs wit	dislikes REVIS
				at the end of a short story or other text R3.3B: Retell two events from a	of regular verbs with singular and	singular and plural nouns/pronouns W3.3D: Re-read own writing, improving it a	
				story or sequence in the correct order.	plural nouns/pronouns HA	A - sentence level.nouns/pronouns HA	
WEEK 17	WEEK 18	WEEK 9	WEEK 20	HA - Pets Peculiar Pet Shop: The WEEK 21	Pets Peculiar Pet Shop: The WEEK 22	Pets Peculiar Pet Shop: The Wrong Jumper	WEEK 24
WEEK I/	WEER IS	WEEKIY	WEEK 20	WEEK 21	WEEK 22	WEEK 25	WEEK 24
Y3U6F2	Y3U6F2	Y3U6F2	Y3U6F2	Y3U6F2	Y3U7NF4	Y3U7NF4	Y3U1P1
Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter 1)	Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter 2)	Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter3)	Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter 4)	Unit 3.8: Fiction:Ottoline and the	Unit 3.7: Non-fiction:All About	t Unit 3.7: Non-fiction:All About	Unit 3.3: Poetry: A Clos
R3.3A: Answer simple questions about a character, event or piece of information about which they	R3.4D: Listen and respond to stories of a level beyond that of independent reading.	R3.2D: Organise words into alphabetical order by their first two letters and use	R3.4D: Listen and respond to stories of a level beyond that of independent reading.	W3.3A: Compose and write a	SL3.2C: Participate in	R3.5A: Use contents pages and onlin	e SI 3.2C: Participate in discr
have read. R3.5C: Read simple reports and	SL3.2C: Participate in discussions when invited to do so by the teacher. R3.6A: Point out the conjunctions 'and', 'but' a	alphabetical order to find words in dictionaries and glossaries.	SL3.2C: Participate in discussions when invited to do so by the teacher.	sequence of three or more simple or	discussions when invited to do so	o menus to locate relevant pages and	invited to do so by the t
alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion.	ct 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'.	R3.5B: Use a simple contents page and index to locate information.	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	compound sentences. W3.2A: Use a range of adjectives	by the teacher SL3.2A: Give brief descriptions	find requested information. R3.5B: Use a simple contents page	R3.4A: Use context to infer of unfamiliar work
and opinion.	******** Say and then write compound semences using the co-ordinating conjunctions and and but.		Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion.	(around 20, in addition to colour and	using two or more linked	and index to locate information.	SL3.2A: Give brief descripti
				size) to add description.	sentences.	W3.3C: Select pictures and write	given in a poer
				W3.5D: Use adjectives in expanded noun phrases, in own writing of three		s simple report texts of up to 100 words W3.3A: Compose and write a	S
				or more simple or compound	of information about which they		
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Y3U1P1	Y3U6F2	Y3U6F2	Y3U6F2	Y3U6F2	Y3U8NF5	Y3U8NF5	READING, SPEAKING an
Unit 3.3: Poetry: A Closer Look at Poems (continued)	Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter 6 continued)	Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter 7 continued)	Unit 3.8: Fiction:Ottoline and the Yellow Cat (chapter 8 continued)	Unit 3.8: Fiction:Ottoline and the	Unit 3.9: Non-	Unit 3.9: Non-fiction:Newshounds	AND WRITING Revision of key skills - p
R3.3A: Infer the poems which they have read.	R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences.	R3.2D: Organise words into alphabetical order by their first two letters and use	R3.4D: Listen and respond to stories of a level beyond that of independent reading.	W3.3A: Compose and write a	R3 5C: Read simple reports and	R3.3A: Answer simple questions about	and non fiction texts for
R3.3B: Use imperative verbs to extend the poem.	W3.5A: Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'.	alphabetical order to find words in dictionaries and glossaries.	SL3.2C: Participate in discussions when invited to do so by the teacher.	sequence of three or more simple or	alphabetically organised texts,	an event or piece of information about	Examination- POETRY/ text features, words.
R3.5C: Read simple poems and understand them. R3.3B:Identify the poetic features in the poems A Collection of Poems by Christina Rossetti and Roge	_	R3.5B: Use a simple contents page and index to locate information.	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	compound sentences.	identifying key text features and beginning to distinguish between	which they have read. R3.4B: With support, infer a	meanings of words from
McGough	1		fact and coinion.	W3.2A: Use a range of adjectives (around 20. in addition to colour and	fact and opinion.	character's feelings from information	retrieval, inferen
				size) to add description.	SL3.2A: Give brief descriptions	given in a text.	prediction,expressing dislikes
				W3.5D: Use adjectives in expanded noun phrases, in own writing of three	using two or more linked sentences.	sentences. R3.2D: Organise words into	distines.
		VEAD A LONG TERM DIAN	AND ADDC/2022 2024)	1			
		YEAR 4 LONG TERM PLAN with CURRICULUM ST	ANDARD3(2023-2024)				
WEEK 1	WEEK 2	WEEK3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
POETRY (REINFORCEMENT)	POETRY REINFORCEMENT	FICTION REINFORCEMENT/IRON MAN CH1	iron Man - Chapter 1	Iron Man - Chapter 1	ron Man - Chapter 1& 2(up to pgs 25	5) FICTION Unit 4.1 THE QUIGLEYS: Wild Lif	e FICTION Unit 4.1 THE QUIGLEY
POETRY (REINFORCEMENT) Review knowledge of poetry; Identify some poetic features with examples from the poem / text; Ask relevant	POETRY REINFORCEMENT It Ask and answer questions from the poem to improve understanding Listen to and give personal response to poems read.	FICTION REINFORCEMENT/IRON MAIN CH1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw	Iron Man - Chapter 1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify	Iron Man - Chapter 1 Use a wider range of more descriptive	on Man - Chapter 1& 2(up to pgs 25 Recall the events and experiences;	5) FICTION Unit 4.1 THE QUIGLEYS: Wild Lif Retrieve information, events or main	e FICTION Unit 4.1 THE QUIGLE Infer characters' motives from
POETRY (REINFORCEMENT) Review knowledge of poetry; Identify some poetic features with examples from the poem / text; Ask relevant questions to extend their understanding and knowledge, Read sleinly, (to prepare for reading aloud with intonation, expression); Read poems aloud;	POETRY REINFORCEMENT Int. Ask and answer questions from the poem to improve understanding Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Prepare poems to retice or perform, showing	FICTION RENFORCEMENT/RON MAN CH1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence. Make predictions based on evidence in the text. Discuss words and phrase that acquire their interest and imagisation; identify and understand main iden; Torw inference and justify	Iron Man - Chapter 1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence; Male predictions based on evidence in the text; Discuss words and phrases that capture their interest and imagisation. Understand the importance of punctuations in the text. Develop per	Iron Man - Chapter 1 Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are	ron Man - Chapter 1& 2(up to pgs 25	5)FICTION Unit 4.1 THE QUIGLEYS: Wild Lif Retrieve information, events or main ideas from texts; Deduce, infer or interpret information, events or ideas	FICTION Unit 4.1 THE QUIGLE Infer characters' motives from given in a text; Retell three or r events from a story or sequence
POETRY (BEINFORCEMENT) Review knowledge of poetry; identify some poetic features with examples from the poem / text; Ask relevant questions to extend their understanding and knowledge; Read silently. (to prepare for reading alloud with intonation, expression): Read poems aloud; Recall some poetic features; Express likes and dislikes with evidence from the poem; identify words and	POETRY REINFORCEMENT It Ask and answer questions from the poem to improve undestanding islaen to and give personal response to poems read. Ask relevant questions to extend their undestanding and knowledge.	FICTION REINFORCEMENT/ROIN MAN CH1 Read aloud an unfamiliar text; Ack relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence; Make predictions based on evidence in the text; Discuss words and phrase that capture their interest and imagination; identify and understand main ideals; Draw inferences and justify with evidence; Make predictions based on evidence in the text; Discuss words and phrases that capture their with evidence; the start of th	ation Man - Charter I. Read about an unfamiliar text, Ask relevant questions to extend their orderstanding and incrededge. Draw inferences and justify with evidence: Make predictions based on evidence in the text. Discuss works and phrases that capture their interest and imagination, Understand the importance of punctuations in the text. Develop spelling and vocabulary, Use a wider range of more descriptive nouns, powerful veries, more phrases: Organize working so that ideas are sequenced or grouped; Use a range of advertis.	Iron Man - Chapter 1 Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped; Use a range of	on Man - Chapter 1& 2(up to pgs 25 Recall the events and experiences; Say out loud their experiences before they write about; To compose sentences orally before	5)FICTION Unit 4.1 THE QUIGLEYS: Wild Lif Retrieve information, events or main ideas from texts; Deduce, infer or interpret information, events or ideas from texts; Identify direct speech from	e FICTION Unit 4.1 THE QUIGLE Infer characters' motives from given in a text, Retell three or r events from a story or sequenc correct order; With some guida
POETRY (REINFORCEMENT) Review knowledge of poetry; Identify some poetic features with examples from the poem / text; Ask relevant questions to extend their understanding and knowledge; Read silently, to prepare for reading aloud with intonation, expression); Read poems aloud; Recall some poetic features; Spress likes and dislikes with evidence from the poem; Identify words and phrisess that express the main idea of the poem; Identify words and phrises that express the main idea of the poem; Identify words and phrises that express the main idea of the poem; Identify words and phrises that express the main idea of the poem; Identify words and phrises that express the main idea of the poem; Identify words and private the property of the poem; Identify words and private the property of the poem; Identify words and private the property of	POETRY REINFORCEMENT It Ask and answer questions from the poem to improve understanding Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Prepare poems to rectice or perform, showing understanding through intonation, tone, volume and action	FICTION RENFORCEMENT/ROTH MAN CH1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence. Make predictions based on evidence in the text. Discuss words and phrase that capture their interest and imagisation; identify and understand main idens; Town inference and justify with evidence; Make predictions based on evidence in the text, Discuss words and phrases that capture their interest and imagination; listent but and give personal response with evidence from the text; Discuss the opening	Iron Man - Chapter 1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence; Male predictions based on evidence in the text; Discuss words and phrases that capture their interest and imagination. Understand the importance of punctuations in the text; Develop perlig and vocabulary; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that dess are sequenced or grouped; Use a range of adverbs to add to description; Use words that appeal to the 5 series in jove description; Organizing paragraphs around a them	Iron Man - Chapter 1 Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverbs to add to descriptions; Use word:	on Man - Chapter 1& 2(up to pgs 25 Recall the events and experiences; Say out fould their experiences before they write about; To compose sentences orally before writing it; organise writing by	S) FICTION Unit 4.1 THE QUIGLEYS: Wild Lift Retrieve information, events or main ideas from texts; Deduce, infer or interpret information, events or ideas from texts; Identify direct speech from the text; Punctuate direct speech; Use a	le FICTION Unit 4.1 THE QUIGLE Infer characters' motives from given in a text; Retell three or events from a story or sequen correct order; With some guid, predictions based on clear evic
POETRY IBENIFORCEMENT] Review knowledge of poetry; identify some poetic features with examples from the poem / text; Ask relevan questions to extend their understanding and knowledge; Read silently, (to prepare for reading aloud with intonation, expression); Read poems aloud; Recall some poetic features; Express likes and dislikes with evidence from the poem; identify words and	POLITY REMODICEMENT Ask and answer questions from the poem to improve exdestinating Listen to and give personal response to poems read. Ask relevant recisions to extend the understanding and knowledge. Prepare poems to recite or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and	FICTION REMODECEMENT/IRON MAN CH1 Read aloud an unfamiliar bore, Are relevant questions to extend their undestanding and brownedge. Draw seferences and justify writh evidence and justify writh evidence and justify writh evidence with the second process and plants that capture their interest and imagination, identify and undestand main idea/k; Draw inferences and justify with evidence. Walke predictions based on evidence in the text. Discuss works and phrases that capture their interest and imagination, island to and give personal response with evidence from the text. Discuss with and and ending of Darbert 1: Review word class, punctuation and features of a finition text, kerkenerin questions to	Iron Man - Chapter 1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence; Male predictions based on evidence in the text; Discuss words and phrases that capture their interest and imagination. Understand the importance of punctuations in the text; Develop perlig and vocabulary; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that dess are sequenced or grouped; Use a range of adverbs to add to description; Use words that appeal to the 5 series in jove description; Organizing paragraphs around a them	Iron Man - Chapter 1 Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverbs to add to descriptions; Use word that appeal to the 5 senses in word.	on Man - Chapter 18. 2(up to pps 25 Recall the events and experiences; Say out loud their experiences before they write about; To compose sentences orally before writing it; organise writing by sequencing and structuring	PICTION Unit 4.1 THE QUIGLEYS: Wild LIB Retrieve information, events or main ideas from texts: Deduce, infer or interpret information, events or ideas from texts; Identify direct speech from the text: Punctuate direct speech; Use a wider range of more descriptive nouns,	E FICTION Unit 4.1 THE QUIGLI Infer characters' motives from given in a text; Retell three or events from a story or sequen correct order; With some guid predictions based on clear evi Use a range of verbs (instead
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POETRY (REINFORCEMENT) Review knowledge of poetry; identify some poetic features with examples from the poem / text; Ask relevant questions to extend their understanding and knowledge, Read slately. (to prepare for reading aloud with intonation, expression); Read poems aloud; Recall some poetic features; Express likes and dislikes with evidence from the poem; identify words and phrases that express the main dea of the poem; identify words and phrases that express the main dea of the poem; identify words and phrases that express the main dea of the poem; identify words and phrases that express the main dea of the poem; identify words and phrases that express the main dea of the poem; identify words and phrases that express the main dea of the poem; identify words and present expressions are presented to the poem; identify the presented to the poem; identify the presented to the poem; identify the presented to the presented to the poem; identify the presented to	POLITY REMODICEMENT Ask and answer questions from the poem to improve exdestinating Listen to and give personal response to poems read. Ask relevant recisions to extend the understanding and knowledge. Prepare poems to recite or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and	FICTION REMODECEMENT/IRON MAN CH1 Read aloud an unfamiliar bore, Are relevant questions to extend their undestanding and brownedge. Draw seferences and justify writh evidence and justify writh evidence and justify writh evidence with the second process and plants that capture their interest and imagination, identify and undestand main idea/k; Draw inferences and justify with evidence. Walke predictions based on evidence in the text. Discuss works and phrases that capture their interest and imagination, island to and give personal response with evidence from the text. Discuss with and and ending of Darbert 1: Review word class, punctuation and features of a finition text, kerkenerin questions to	Iron Man - Chapter 1 Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge; Draw inferences and justify with evidence; Male predictions based on evidence in the text; Discuss words and phrases that capture their interest and imagination. Understand the importance of punctuations in the text; Develop perlig and vocabulary; Use a wider range of more descriptive nouns, powerful verbs, noun phrases; Organize writing so that dess are sequenced or grouped; Use a range of adverbs to add to description; Use words that appeal to the 5 series in jove description; Organizing paragraphs around a them	tron Man - Chapter 1 Use a wider range of more descriptive nours, powerful verbs, noun phrases; Organie writing so that ideas are sequenced or grouped; Use a range of adverbs to add to descriptions; Use worth at appeal to the Seenses in your description; Organizing paragraphs around a theme; Read and Repond;	on Man - Chapter 18. 2(up to pgs 25 Recall the events and experiences; Say out loud their experiences before they write about; To compose sentences orally before writing it; organise writing by sequencing and structuring information appropriately and coherently. Use a range of powerfu	PICTION Unit 4.1 THE QUIGLEYS: Wild LIB Retrieve information, events or main ideas from texts: Deduce, infer or interpret information, events or ideas from texts; Identify direct speech from the text: Punctuate direct speech; Use a wider range of more descriptive nouns,	e FICTION Unit 4.1 THE QUIGI Infer characters' motives fror given in a text, Retell three o events from a story or seque correct order. With some gui predictions based on clear ev Use a range of verbs (instead adverbs to add to description e conversation (2-3 sentences)
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POETRY (REINFORCEMENT) Review knowledge of poetry, Identify some poetic features with examples from the poem / text, Ask relevant questions to extend their understanding and understanding and understanding and processors of the poem; Identify some poetic features with examples from the poem; Identify words and objects that express the main idea of the poem; Identify words and phrases that express the main idea of the poem; Identify words and phrases that express the main idea of the poem. WEEK 9 FICTION Unit 4.1 THE QUIGLETS: Wild Life Participate in discussions, building on contributions of previous speakers; Infer characters' motives from information given in act; To indentify the casual conjunctions; To join clauses using appropriate causal conjunctions, Recall the features of story writing. Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. WITING task - character description. WEEK 17 FICTION LINE 4.5THE HAPPEST PEOPLE of the HILLS FICTION LINE 4.5THE HAPPEST PEOPLE of the HILLS FICTION participate in discussions, building on contributions of previous speakers. Perform as a character in a both cause to their expense. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a both drawnits case meteral isgnificant events and pieces of Information.	POETRY REINFORCEMENT Ask and answer questions from the poem to improve understanding. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Ask relevant questions to extend their understanding and knowledge. Understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination Gently and understand main idealy. INDIFECTION UNITS 4.2 GLOBE CHALLINGE. 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Make predictions based on evidence in the text, Discuss words and phrase that capture their invested and imagination. Stenlify and understand main lade; Draw Inferences and justify with review and imagination. Stenlify and understand main lade; Draw Inferences and justify with stenes and imagination, Listen to and give personal response with evidence from the text; Discuss the opening and ending of padaget 1; Review and class, punctuation and features of a fiction text. Ask relevant questions to extend their understanding and knowledge. WEEK II Organise writing so that does are sequenced or grouped. Re-read own writing, improving it at paragraph level: Per Recognise on split common past stense verbs, including inregular verbs. Understand the purpose of a wider rang of textual features when directly asked to do so, Recognise adverbials of time and the conjunctions and talk about their improx. Sy and then with compound and complex sentences surgit the conjunctions and past tense verbs in (compound and complex) sentences. Identify the elements to a fetter; apply the elements to compous a letter. WIEEK 19 WEEK 19 FICTION Unit 4.5THE MAPPIEST FEDPLE of the HILLS In Witter short stories (of around 200 words) that include beried descriptions of characters or settings. Reread own sew writing, improving it at paragraph level.	Read aloud an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence, Male predictions based on evidence in the text, Discoss words and phrases that capture their interest and more descriptive nous, powerful verbs, now phrases. 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Say out load their experiences Compose sentences or ally before compose sentences or ally before writing it; organise writing by sequencing and structuring information appropriately and coherentry. Use a range of powerful verbs, strong adjectives, adverbs to WEEK 14 NFFICTION UNIT REAL LITE; DARE DE Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. AS C-Recognise irregular past-tense verb forms, including of the verb to be: Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation control with the control or the control or the control WEEK 22 TON Unit & BAWESOME ANNAL AT Recall significant events and pieces of information from texts and explain with they are important.	Sh'CTION Unit 4.1 THE QUIGLEYS. 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Writing: Composition - Organize writing so that ideas are sequenced or grouped[fur as storyboar into a presentation], Punctuation - Use capital letters and end punctuation consider, Present information on a given WEEK 33 PICTION Unit 4.8 AWYESOME ANIMAL ADV Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact an	FICTION Unit 4.1 THE QUIGE Infer characters' motives fro given in a text, fleetil three co- given in a text, fleetil three co- given in a text, fleetil three co- unit or the control of the co- unit of the control of the co- unit or the control of the co- unit or the control of the co- unit or the co-
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Wild LIF Retrieve information, events or main interpret information, events or main interpret information, events or least interpret information, events or least interpret information, events or ideas interpret information, powerful verbs, noun phrases, sensory details, Organize writing so that ideas are sequenced or grouped; the a pain ideas and end punctuation correctly when writing dictated sentences unaded; the present- and past-tenne forms of regular writing dictated sentences unaded; the present- and past-tenne forms of regular to grantee writing so that ideas are sequenced or grouped (Turn a storyboar to a presentation); Punctuation - Use capital letters and end punctuation or correctly when writing dictated sentence unaded; Present information on a given PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV Read and follow explanations and PATENDAL UNIT & ALVESTOME ANNIMAL ADV	E PICTION Limit 4.1 THE CRUIG infer characters' motives from infer characters' motives from infer characters' motives from infer characters' motives from events from a story or seque sometime from the sequence occurrents for a sequence events from a story or sequence events from a story or sequence from sequence persons events from a story or sequence events from sequence from sequence from sequence some and possess possessive apostrophe sequence events from sequence from sequence from sequence from and possess possessive apostrophe sequence events from sequence f
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Organising paragraphs around a theme, Read and Respond; Discuss words and phrases that capture this statement of the senses in your description. Organising paragraphs around a theme, Read and senses that capture this statement of the senses of the s	on Man - Chapter 18 2 liup to pag 25 Recall the events and experiences. Say out loud their experiences before they write about; To Before they write about; To writing it; organise writing by writing information appropriately and coherently. Use a range of powerful writing information appropriately and otherently. Use a range of powerful writing information appropriately writing information appropriately writing information appropriate writing information appropriate writing information appropriate writing information are seen are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaled, Use present. WIEE 22 USU LIUI LE ALMESONE ANIMAL AT WEEK 22 USU LIUI LIU are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of exteaul features of wider range of exteaul features of wider range of exteaul features of wider range of exteaul features	S)P.CTION Unit 4.1 THE QUIGLEYS. Wild LIF Retrieve information, events or main ideas from texts, Deduce, infer or interpret information, events or main ideas from texts, Deduce, infer or interpret information, events or deal interpret information, events or deal interpret information, events or deal the text purctuate direct speech; Use a wider range of more descriptive notion, powerful verbs, noun phrases, sensory, details, Organise writing so that ideas are sequenced or grouped; Use a range of widers are an expected or grouped. Use a range of widers are all to the sensor of widers and to the sensor of widers and the sensor of widers and the sensor of proper with the sensor of widers and punctuation correctly when writing dictated sentences unalded; Use present- and past-tense forms of regular events in writing. Writing: Composition organise writing so that ideas are sequenced or grouped[fur an storyboars into a presentation); Punctuation - Use capital letters and end punctuation correctly when writing dictated sentence unaded, Present information on a given with the property of the presentation of the presentation of with the presentation of the presentation of meanspaper reports, identifying key reat. Featlands of follow explanations and newspaper reports, identifying key reat. Textures and distinguish between fact an opinion with more east. Organise writing of the time free palnation texts of around 150 words. Reread own writing.	PICTION Unit 4.1 THE QUIGE infer characters' motives from given in a text, retent three or events from a story or seque events from a story or seque events from a story or seque predictions based on clear or predictions based on clear where the conversation of a sequence comman in sentences using predictions inference, deducting, persona of language, justification of er responses and vocabulary. I Word class:Nouns, Verbs and Adverbals of time ; Adjective forms of adjectives; Direct sy Purchaston Expanded nour colon, Pronours and Posses Possessive apostrophe s WEEK 24 ETTION UNIT CHARLE & ALICE Use a wider range of more of discussions, brinding on charl of discussions, brinding on charl of adjectives, brinding on charl of about 250 words, including
POETRY IRENPORCEMENT: Neview knowledge of poetry, identify some poetic features with examples from the poem / text, Ask relevant presents of the stand the understanding their understanding their understanding their understanding about with intonation, expression); Read poems aloud; texted some poet features. Express likes and dislikes with evidence from the poem; identify words and birases that express the main idea of the poem. WEEK 9 FICTION Unit 4.1 THE QUIGLEYS: Wild Life Participate in discussions, building on contributions of previous speakers; Infer characters' motives from normation given in a text; To indentify the casual conjunctions; To join clauses using appropriate causal conjunctions; Recall the features of story writings. Writer short stories (of around 200 words) that include brief exciptions of characters or settings, Reread own writing, improving it at paragraph level. WEEK 17 FICTION Unit 4.5 THE MAPPIEST PROPEL of the HILLS Collow detailed onal instruction on basis close to their experience. With support, give a logically connected testingtions with the present on the presence of the presenc	POLITY RENOTICEMENT All and aircraer questions from the poem to improve understanding. Listen to and give personal response to poems read. Ask relevant questions to sented their understanding and knowledge. Pripage poems to rick or perform, showing understanding through intensition, tone, volume and action Discuss words and phrases that capture their interest and imagination in the properties of the pro	FICTION REINFORCEMENT/ROIN MAN CH1 Read about an unfamiliar best, Ack relevant questions to extend their understanding and involvedge. Draw references and guilfly with "edies for any phrase where not an explaint," with "edies and phrase that capture their interest and imagination, identify and understand main idea/k, Draw inferences and justify with evidence. Wake predictions based on evidence in the text. Discuss with references and justify with evidence that pages and participate the capture their interest and imagination, isten to and give personal response with evidence from the text, Discuss the opening and ending of pragest 21 Review understanding and knowledge. WEEK II ***NON PICTION GLOBE CHALLENGE LOST BY REOFF** ***NON PICTION GLOBE CHALLENGE LOST BY REOFF** ***PROSpinise writing so that ideas are sequenced or grouped, Re-read own writing, improving it at paragraph level; help Recognise on sight common past server evels, including pregular verbs; Understand the purpose of a wider range of textual features when directly asked to do so, Recognise adverbals of time and the conjunctions and talk about their impacts, 5 and of the write compound and complex sentences sugge the conjunctions and talk about their impacts, 5 and with early economic past complex sentences using the conjunctions and but a support of the sentences of a letter; apoly the elements of a letter; apoly the elements to compose a personal letter **WEEK 19** **WEEK 29** **WEEK 39** **WEEK 29**	ton Man - Chapter 1. The disbut an unfamiliar text. Ask relevant questions to neted their adestrating and inovelege, Craw inferences and justify with evidence; Make predictions based on evidence in the sert. Discuss words and phrases that capitars their interest and imagniation. Understand the importance of punctuations in the text. Develop spelling and vicabulary, Use a wider range of more descriptive nous, powerful verbs, now phrases; Organica writing so that less are sequenced or grouped; Use a range of adverbs to add to descriptions; Use words that appeal to the 5 senses in your description; Organizing paragraphs around a theme WIEEK 12 MOM-PICTON GLOBE CHALINGE LOST WESTER Organise writing so that ideas are sequenced or grouped; Re-read one writing, improving it at paragraph level; Say and then write compound and complex sentences using the conjunctions and, but, or, so and because; Organise ideas from the text into a plan for writing an information text; WIEEK 30 NON-PICTON GLOBE CHALINGE LOST WESTER WITCH SAS AND ASSESSED ASSE	Iron Man - Chapter 1 Use a wider range of more descriptive course, powerful verbs, nour phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. Read and Respond; Discuss words and phrases that capture with the course of the c	on Man - Chapter 18 2 liup to pag 25 Recall the events and experiences. Say out loud their experiences before they write about; To Before they write about; To writing it; organise writing by writing information appropriately and coherently. Use a range of powerful writing information appropriately and otherently. Use a range of powerful writing information appropriately writing information appropriately writing information appropriate writing information appropriate writing information appropriate writing information are seen are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaled, Use present. WIEE 22 USU LIUI LE ALMESONE ANIMAL AT WEEK 22 USU LIUI LIU are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of exteaul features of wider range of exteaul features of wider range of exteaul features of wider range of exteaul features	S)P.CTION Unit 4.1 THE QUIGLEYS. Wild LIF Retrieve information, events or main ideas from texts, Deduce, infer or interpret information, events or main ideas from texts, Deduce, infer or interpret information, events or deal interpret information, events or deal interpret information, events or deal the text purctuate direct speech; Use a wider range of more descriptive notion, powerful verbs, noun phrases, sensory, details, Organise writing so that ideas are sequenced or grouped; Use a range of widers are an expected or grouped. Use a range of widers are all to the sensor of widers and to the sensor of widers and the sensor of widers and the sensor of proper with the sensor of widers and punctuation correctly when writing dictated sentences unalded; Use present- and past-tense forms of regular events in writing. Writing: Composition organise writing so that ideas are sequenced or grouped[fur an storyboars into a presentation); Punctuation - Use capital letters and end punctuation correctly when writing dictated sentence unaded, Present information on a given with the property of the presentation of the presentation of with the presentation of the presentation of meanspaper reports, identifying key reat. Featlands of follow explanations and newspaper reports, identifying key reat. Textures and distinguish between fact an opinion with more east. Organise writing of the time free palnation texts of around 150 words. Reread own writing.	ETCIDIO LIMIT 6.3. THE CAUSE Infler characters' motives for the control of the c
POETRY IRENFORCEMENT:	POETRY REINFORCEMENT 16. All and stroser questions from the poem to improve understanding. Listen to and give personal response to poems read. All relevant questions to rectare from understanding and knowledge. Prepare poems to rectar or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination Identify and understand main idea/s Identify some poetic features. WEEK 10 NON RCTION USE 4.2 GOING CHALLINGE LOST IN EINPT Participate in discussions, building on contributions of previous speakers, Identify a main pont after five to seven minutes of strength growth or classification of contributions of previous speakers, Identify a main pont after five to seven minutes of strength growth or classification of contributions of previous speakers, Identify a main pont after five to seven minutes of strength growth or classification of contributions of previous speakers, Identify a main pont after five to seven minutes of strength growth or classification of contributions of previous speakers, Identify a main pont after five to seven minutes of strength growth or classification of contributions of previous speakers, Identify a main pont after five to seven minutes of strength growth or classifications of previous speakers, Identify a main pont after five to seven minutes of strength growth or contributions of previous speakers, Identify and story WEIK 18 WEEK 18 RECTION LINE 4.5 THE HAMPHEST PEOPLE of the HELS. Retell three or more main events from a story or sequence in the correct oxide: Infer characters' motives from information gives a text. With owner galance, make predictions based on clear evidence in a text. Begin to form and explain preferences about typ of stories. Organies writing so that ideas are sequenced or grouped.	Read about an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw interences and justify with evidence. Make predictions based on evidence in the lexit, Discuss work and phrases that capture of the property of the pr	The date of a nurfamiliar text. Ack relevant questions to death of the control of	tron Man - Chapter 1 Use a wider range of more descriptive mounts, powerful works, nour phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around a theme; Read and Respond; Discuss words and phrases that capture with the sense of the sense	on Man - Chaeter 18 2 Jup to pag 25 necal the events and experiences; a necal the events and experiences; before they write about. To compose sentences orally before they write about. To compose sentences orally before writing ft; organise writing by sequencing and structuring information appropriately and coherently, the arrange of powerful works, strong adjectives, adverbs to which is a sentence or the control of the control order, Use headings and other features to locate a relevant paragraph. A C. Sheccole in regular part dente formation to locate a relevant paragraph. A C. Sheccole in the control order, Use headings and other features to locate a relevant paragraph. A C. Sheccole in regular part dente control or the control of	SPICHON LINIT 4.1. THE QUISILEYS. Wild LIF Retrieve information, events or main Retrieve information, events or main interpret information, events or ideas interpret information, powerful verbs, noun phrasss, sensory details, Organize writing so that ideas are sequenced or grouped; the a range of details, Organize writing so that ideas are sequenced or grouped; the a range of verbs, and interpret information or ideas and end punctuation correctly when writing dictated sentences unaded; the present and past sense from or fregular writing dictated sentences unaded; the present and past sense from or fregular organize writings orbat ideas are sequenced or grouped (Turn a storyboar tine a presentation). Punctuation - Use capital letters and end punctuation orrectly when writing dictated sentence unaded; Present information on a given writing present information on a given into a presentation; Jennity law or into a presentation; and media and follows explanations and media of follows explanations and mesouppor reports, identifying key text features and distinguish between fact an opinion with more ease. Organize key or o	FICTION LINE 4.1 THE QUIE Infer characters' motives fro Infer characters' motives from a story or seque Inference, feed under the story of seque Inference, deducing person Inference, deducing person of language, justification of adversible of language Inference from Inference Inference, deducing person of adversible of language Inference from Inference In
POETRY (REINFORCEMENT) Leview knowledge of poetry; Identify some poetic features with examples from the poem / text, Ask relevant purchases to extend their understanding and display of the poem; Identify some poetic features with examples from the poem; Identify some poetic features with examples from the poem; Identify words and brases that express the main idea of display display with extended from the poem; Identify words and brases that express the main idea of Mexicology and the poem. WEEK 9 FICTION Unit 4.1 The QUIGLETS: Wild Life Participate in discussions, building on contributions of previous speakers; Infer characters' motives from formation given in earty. To indentify the exasial conjunctions, To Join clauses using appropriate causal conjunctions, To Join clauses using appropriate causal conjunctions, Recall the features of story writing-Wire short stories (of around 200 words) that include brief exciptions of characters or settings. Reread own writing, improving it at paragraph level. Writing task - character description. WEEK 17 FICTION Unit 4.5 THE AMPREST PEOPLE of the HILLS FICTION LIGHT ASTHE HAPPREST PEOPLE of the HILLS FICTION LIGHT ASTHE HAPPREST PEOPLE of the HILLS FICTION LIGHT ASTHE HAPPREST PEOPLE of the HILLS FICTION LIGHT Character description contributions of previous speakers, Perform as a character in a short dramatic scene. Revail singificant events and pieces of information rom texts and explain why they are important; Use a wider range of more descriptive nouns, powerful vets, components and explain why they are important; Use a wider range of more descriptive nouns, powerful vets, components and explain why they are important; Use a wider range of more description on the excriptions; Writing task - Describe the setting Reinforcement) Wiring task FICTION UNIT CHARLER & AUCE: FRONING A FRIEND Infert the meaning of similes using contributed, filed the meaning of similes using contributed the filed that active and were similed and an active and the setting the state o	POETRY REINFORCEMENT It Add and answer questions from the poem to impose understanding. Listen to and give personal response to poems read. Add relevant questions to extend their understanding and knowledge. Add relevant questions to be tested their understanding and knowledge. Understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination deteritify and understand main idea/s Identify some poetic features. WEEK 10 NON-ECTION Uses 4.2 GLOBE CHALLENGE: LOST IN EXPTY Participate in discussions, building on contributions of previous speakers, identify a man point after five to seven minutes of istening to to exhert-all supported by pictures; Recal ignificant events and pieces of information from texts, and explaint by if are important, To indentify the main clause and subordinate clause from a sentence; To know the past tense of irregular verbs; Reinforcement of casual conjunctions. Discuss features of a story. WRITING TASK: Plan and write a short story. WRITING TASK: Plan and write a short story or sequence in the correct order. Infer characters' motives from information gives a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about typ of stories. Organize writing so that ideas are sequenced or grouped. WEEK 26 REVISION	Read aloud an unfamiliar text, Rok relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence. Make predictions based on evidence in the text, Discuss words and phrase with evidence; Make predictions based on evidence in the text. Discuss words and phrase with evidence; Make predictions based on evidence in the text. Discuss words and phrases that configure their interest and imagination; Listen to and give personal response with evidence from the text. Discuss the opening and ending of padages 1: Review and class, punctuation and features of a fiction text, Rok relevant questions to extend their understanding and knowledge. WEEK II Organise writing so that ideas are sequenced or grouped, Re-read own writing, improving it at paragraph level; Recognize on spitch common past-terms evers, including regular verbs, Understand the purpose of a wider range of textual features when directly asked to do soy. Recognize adverbials of time and the conjunctions and talk about their impacts. Say and then write compound and complex sentences suggest the conjunctions and talk about their impacts. Say and then write compound and complex sentences using the conjunctions and past tests with the elements of a letter; apply the elements to compose a personal letter Writing task - Letter Writing and email writing(optional) WIEEK 17 WIEEK 17 WITHER short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own swriting, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions complex sentences using the conjunctions do complex sentences using the conjunctions complex sentences using the conjunction wite compound and complex sentences using the conjunction wite compound and complex sentences using the conjunction of the sentence, where the speaker is identified at the end of the sentence, prima and write a story. WITHER STORY. NONNICTION With egiphy, joining some letters; Organise writing	Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify. Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify with evidence. While predictions based evidence of evidence is the text. Develop spelling and vocabulary, Live a wider range of more descriptive nous, powerful werks, now phrases; Organism extiting so that ideas are sequenced organism; Live a wider range of soverbis to add to descriptions; Use words that appeal to the 5 senses in your description; Organising paragraphs around a theme. WHEK 12 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT Organism writing so that ideas are sequenced or grouped; Re-read one writing, improving it at paragraph level; Say and then write compound and compiles sentences using the conjunctions and, but, or, so and because; Organism cleans from the text into a plan for writing an information text; WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GL	tron Man - Chapter 1 Use a wider range of more descriptive counts, powerful works, nour phrases; Organize within 1900 and the service of the service of the service of advertes to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around a theme, Read and Respond; Discuss words and phrases that capture this case of the service of	on Man - Chapter 18 2 Jup to pag 25 Recall the events and experiences. Say out foul their experiences. Say out foul their experiences. Say out foul their experiences. Say out four their experiences or say be before writing by sequencing and structuring information appropriately and coherentry. Use a range of powerful verbs, strong adjectives, adverbs to whether their experiences of the say of their experiences. NFEITER MATERIAL IFFE DARE DE Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph. Say of their experiences of the control of their experiences of their experiences of their experiences or their experiences unaided; Use present—WEER 22 TION Unit 8 AWESOME ANNMAL ACT Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make periedictions based on clear evidence in a text. Understand the purpose of an explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of an explain why they are important. With some guidance, make the control of the say o	ShTCION Unit 4.1 THE QUIGLEYS. Wild Lift Retrieve information, events or main idealize information, events or main idealize information, events or main idealize information in the control of the control idealize information in the control of the control information information information in the control information information information information, powerful verbs, noun phrases, sensory idealists, Organize writing so that ideas are sequenced or grouped; the a range of idealize information information information in the control information information information information in the control information informat	FICTION Unit 4.1 THE QUISI Infer characters' motives fro infer characters' motives fro press of the press of the press of the press per content of the press of the press per content of the press of the press predictions based on clear et use a range of versity instead adverbs to add to description conversation (2.3 entences comman in sentences using a predictions based on clear et inference, deducing person of language, justification of responses and vocabulary. Word class: Nouns, Verbs and Adverbala's of time: Adjective forms of algettives. Direct sy forms of algettives. **TOTAL TURNS OF All TUR
PRETRY IRENFORCEMENT Evident knowledge of postry, identify some pice. Features with examples from the poem / text, Ask relevant yeartions to extend their understanding and postry in the state of their understanding and presents of their present of their understanding and provided presents of their present of their presents of their present of their presents of their pr	POLITY RENOTICEMENT All and aircraer questions from the poem to improve understanding. Listen to and give personal response to poems read. All relevant questions to rectar their understanding and knowledge. Pripage poems to rectar or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination deentify and understand main idea/s Identify from the properties of the properti	FICTION REINFORCEMENT/ROIN MAN CH1 Read about an unfamiliar best, Ack relevant questions to extend their understanding and knowledge. Draw where more and criffing with evidence for any phrase where more and criffing with evidence for any phrase where the standing and interest and imagination, islentify and understand main idea/ty. Draw inferences and justify with evidence Make predictions based on evidence in the test. Discuss with references and justify with evidence from the test, Discuss the opening and ending of chapter 12 Review under class, punctuation and features of a fiction text, Ask relevant questions to extend their understanding and knowledge. WEEK II ***NOW PICTION GLOBE CHALLINGE: LOST IN EIGHT** Organise writing so that ideas are sequenced or grouped, Re-read one writing, improving it at paragraph level; help recommended to the compound and complex entences using the conjunctions and talk about their impacts. She and these write compound and complex entences using the conjunctions and talk about their impacts. She and these write compound and complex entences using the conjunctions and talk about their impacts. She and these write compound and complex entences using the conjunctions and talk the elements of a letter; apply the elements to compose a personal letter WIELK 19 ***WEEK 19** ***WEEK 20** ****REVISION* ***NONICTION** ***REVISION* ***	ton Man - Charter 1 Read aloud an uniformilar text. Ask relevant questions to extend their orderstanding and innovelege. Draw inferences and justify with evidence: Make predictions based on evidence in the text. Discuss works and phrases that capitals the histories and imagination. Understand the importance of punctuations in the text. Devices yesfelling and vocabulary, the a vider range of more descriptive nous, powerful verta, more phrases: Organize writing so that ideas are sequenced organed; the a range of adverts to add to descriptions; Use words that appeal to the 5 senses in your description; Organizing paragraphs around a theme Writing task - Descriptive writing WEEK 12 MON FICTION GLOBE CHALISMS: LOST N EIGHT MON FICTION GLOBE CHALISMS: LOST N EIGHT Organize writing so that ideas are sequenced or grouped, Re-read own visiting, improving it at paragraph level; Say and then write compound and comprise sentences using the conjunctions and, but, or, and the conformation report WEEK 29 NON-FICTION LINES 4.5 A VOICAND WARES UP Follow detailed oral instructions on tasks close to their especience. Selecting having point after the to seven minutes of listening to teacher-talk supported by pictures. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Present information a given subject have not in a group. Read about as unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. WEEK 28 NON-FICTION Units 4.11 IN THEIR SHOES: My Life as Roman Slave	iron Man - Chapter 1 Use a wider range of more descriptive onurs, powerful works, nour phrases; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use work that appeal to the S senses in your description; Organizing paragraphs around a theme; Read and Respond; Discuss words and phrases that capture that appeal to the S senses in your description; Organizing paragraphs around a theme; Read and Respond; Discuss words and phrases that capture that appeal to the Senses in your description; Organizing paragraphs that the past tensor of well- the that the past tensor of well- significant events and pieces of information from tests, and explain why they are important. Retell three or more main events from a story or sequence in the correct order. Use headings and other features to locate a relevant paragraphinfer characters' motives from information from a story or sequence in the correct order. Use headings and other features to locate a relevant paragraphinfer characters' motives from information from tests and explain why they are important. Retell three or more main events from a story or sequence in the correct order. Use headings and other information from a story or sequence in the correct order. Use headings and other information from a story or sequence in the correct order. Use headings and other features to locate a relevant paragraph. Understand the purpose of a wider rape in recent order. Use headings and other features to locate a relevant paragraph. Understand the purpose of a wider rape for textual features when directly paragraph. NON-FICTION Link 4.1 In Threfts SHOES: Recall significant events and pieces of information from tests and explain why for the story and the story and the story and the information from the 4.1 In Threfts SHOES: Recall significant events and pieces of information from the 4.1 In Threfts SHOES: Recall significant events and pieces of i	In Man Chapter 18. Jiun to pa 27 Recall the events and experiences, Sy out load the experiences before they write about. To compose sentences orally before writing it; organise writing by sequencing and structuring information appropriately and coherentry. Use a range of power writing and structuring information appropriately and coherentry. Use a range of power weeks at a range of power Retel three or more main events from a story or sequence in the Tom I unit a SMATCHING COM NETERN 30 N-ECTION Unit 4 SMATCHING COM N-ECTION LOIN 4 SMATCHING COM N-ECTIO	SINCHON LINIS 4.1. THE QUIGLEYS. WIRL LINIS LINI	E. EICHON Linit 4.1. THE CLUSS infer characters' motives for inference, deductions based on clear e use a range of versity instead adverbs to add to description to see a conversation (2.3 sentences, commans in sentences, using in- inference, deducing person, of language, justification of e WEEK 16 WEEK 16 WOOR disast-Noons, Verbs an Adverbals of time , Adjector froms of adjectors, Direct s, of Punctuation , Expanded noun colon, Pronouns and Posses Possessive apostrophe WEEK 26 WEEK 26 WEEK 26 FETION LINIT CHARLE & ALICE Use a wider range of more of and powerful verbs. Particip of discussions, building on com and powerful verbs. Particip of discussions, building on com previous speakers. Perform as a chara dramatic scene. Read aloud of a door 150 words, including reference, devering full stor weeks. FETION LINIT CHARLE & ALICE Use a wider range of more of and powerful verbs. Particip of discussions, building on com previous speakers. Perform as a chara dramatic scene. Read aloud of a door 150 words, including extentions, Observing full stor weeks. FETION LINIT CHARLE & ALICE WEEK 23 SETION LINIT CHARLE & ALICE Verbs. 25 FETION LINIT CHARLE & ALICE Verbs. 25 FETION LINIT CHARLE & ALICE LINIT CHARLE & ALICE Verbs. 25 FETION LINIT CHARLE & ALICE Verbs. 25 FETION LINIT CHARLE & ALICE LINIT CHARLE
POETRY (REINFORCEMENT) review knowledge of poetry; identify some poetic features with examples from the poem / text, Ask relevant usestions to extend their understanding and usestions poetic features; Express likes and dislikes with evidence from the poem; identify words and harses that express the main idea of the poem; identify words and harses that express the main idea of the poem; identify words and harses that express the main idea of the poem; identify words and harses that express the main idea of the poem; identify words and harses that express the main idea of the poem; identify words and insight in discussions, building on contributions of previous speakers; infer characters' motives from formation given in extr. To indentify the casual conjunctions; To join clauses using appropriate causal anjunctions, Recall the features of story writing. White short stories (of around 200 words) that include brief scriptions, she although the features of story writing. Improving it at paragraph level. WEEK 17 WEEK 17 FICTION Unit 4.5THE MAPPIEST PROPES of the HILLS PROTON Init 4.5THE MAPPIEST PROPES of the HILLS FICTION Unit 4.5THE MAPPIEST PROPES of the HILLS Dillow detailed oral instructions on tasks dose to their experience. With support, give a logically connected excription and explain in discussions, building on contributions of previous executed and explain why they are important; toes a wider range of more descriptive nours, powerful veto, unit phrase; Organise writing so that ideas are sequenced or grouped; Use a rapine of adverts to add to excription; Writing task - Describe the setting elemforcement) Writing task - Describe the setting elemforcement of the main of a text. Begin to form and explain preferences. FICTION UNIT CHARILE & ALICE: FRIDING A FRIEND Infer the meaning of similes using control standard in a short of manner and talk about their impact. Organin	POLITY RENOTICEMENT All and aircraer questions from the poem to improve understanding. Listen to and give personal response to poems read. All relevant questions to rectar their understanding and knowledge. Pripage poems to rectar or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination deentify and understand main idea/s Identify from the properties of the properti	FICTION REINFORCEMENT/ROIN MAN CH1 Read about an unfamiliar best, Ack relevant questions to extend their understanding and knowledge. Draw where more and criffing with evidence for any phrase where more and criffing with evidence for any phrase where the standing and interest and imagination, islentify and understand main idea/ty. Draw inferences and justify with evidence Make predictions based on evidence in the test. Discuss with references and justify with evidence from the test, Discuss the opening and ending of chapter 12 Review under class, punctuation and features of a fiction text, Ask relevant questions to extend their understanding and knowledge. WEEK II ***NOW PICTION GLOBE CHALLINGE: LOST IN EIGHT** Organise writing so that ideas are sequenced or grouped, Re-read one writing, improving it at paragraph level; help recommended to the compound and complex entences using the conjunctions and talk about their impacts. She and these write compound and complex entences using the conjunctions and talk about their impacts. She and these write compound and complex entences using the conjunctions and talk about their impacts. She and these write compound and complex entences using the conjunctions and talk the elements of a letter; apply the elements to compose a personal letter WIELK 19 ***WEEK 19** ***WEEK 20** ****REVISION* ***NONICTION** ***REVISION* ***	Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify. Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify with evidence. While predictions based evidence of evidence is the text. Develop spelling and vocabulary, Live a wider range of more descriptive nous, powerful werks, now phrases; Organism extiting so that ideas are sequenced organism; Live a wider range of soverbis to add to descriptions; Use words that appeal to the 5 senses in your description; Organising paragraphs around a theme. WHEK 12 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT Organism writing so that ideas are sequenced or grouped; Re-read one writing, improving it at paragraph level; Say and then write compound and compiles sentences using the conjunctions and, but, or, so and because; Organism cleans from the text into a plan for writing an information text; WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GL	tron Man - Chapter 1 Use a wider range of more descriptive counts, powerful works, nour phrases; Organize within 1900 and the service of the service of the service of advertes to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around a theme, Read and Respond; Discuss words and phrases that capture this case of the service of	on Man - Chapter 18. Jillus to ppg 23 execution to events and desperiences; and the events and desperiences; and of the common of the compose sentences or any before they write about. To compose sentences or ally before they write about. To compose sentences or ally before writing by sequencing and structuring information appropriately and conferentity, the arrange of powerful verbs, strong adjectives, adverbs to be a sentence of the conference of the confer	SPICHON LINIS 4.1. THE QUISILEYS. Wild LIF Refrieve information, exercit of main flexifieve information, better of main flexifieve information, better of main flexifiere information, better of main flexifiered information, better of main flexifiered information, events or ideas interpret information, better of metals, the consistency towards and the consistency of the consistency towards and	ESTIDIALISM E.A. 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NON-INCTION USES 2 GLOSE CHALLENGE: LOST IN EIGHT Participate in discussions, building on contributions of previous speakers; Identify a main point after five to seven minutes of istening to scake-ral als supported by pictures; Recall significant events and pieces of information from texts, and explain for a reinportant, To indentify the main clause and subordinate clause from a sentence; To know the past tesse of irregular verbs; Reinforcement of casual conjunctions. Discuss features of a story. WRITING TASK- Plan and write a short story. WRITING TASK- Plan and write a short story or sequence in the correct order. Infer characters' motives from information gives a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about typ of stories. Organize writing so that ideas are sequenced or grouped. WEEK 26 REVISION REIOTON Reinforcement or: Questions basing on inference, deducing, personal opinion, usage of language, justification of explanation of responses and vocabulary. Gramma Topics: Word class-verbs and adverbs, Adverballs of time; Adjectives, efferent forms of responses and wocabulary. Gramma Topics: Word class-verbs and adverbs, Adverballs of time; Adjectives, efferent forms of responses and wocabulary.	FICTION REINFORCEMENT/ROIN MAN CH1 Read about an unfamiliar best, Ack relevant questions to extend their understanding and knowledge. Draw where more and criffing with evidence for any phrase where more and criffing with evidence for any phrase where the standing and interest and imagination, islentify and understand main idea/ty. Draw inferences and justify with evidence Make predictions based on evidence in the test. 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Use a range of powerful verbs, strong adjectives, adverbs to which their experiences of the control of their experiences. Say of S	Shirtinon unit 4.1 THE QUIGLEYS. Wild Lift Retrieve information, events or main ideas from texts, Deduce, infer or income to the control of t	FICTION LINE 4.1 THE QUIK Infer characters' motives fire given in a teat, feeled three given in a teat, feeled three given in a teat, feeled three correct order, with some ga predictions based on clear ga predictions based on clear ga predictions based on clear ga developed to the conversation (2.3 sentences adwerbs to add to description developed to the conversation (2.3 sentences comman in sentences using minerance, deudering person of language, justification of responses and vocabulary. Word class:Nouns, Verbs an Adverbals of time: Adjectuh forms of adjectures; Direct a Punctuation faste Adjectuh forms of adjectures; Direct a presentation of adjectures; Directures;
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To compose sentences orally before writing it; organise writing by sequencing and structuring information appropriately and coherentity, title a range of powerful werbs, strong adjectives, adverbs to the structuring information appropriately and coherentity, title a range of powerful werbs, strong adjectives, adverbs to the structuring MEER 18. N-FICTION UNIT REAL LIFE DARE DE Rectal titler cohere to the control order, title headings and other features to bocate a relevant and some strong and the structuring and and the structuring so that ideas are sequenced or grouped: Use capital elters and end punctuation correctly when writing dictated sentences unaided; Use present- were the structuring and the structuring dictated information from texts and explain why they are important. Whits some guidance, make predictions based on clear evidence in a text. Understand the purpose of a vider range of textual features when directly asked to do so. Use WEER 30 N-FICTION UNIT A SAVINCTIONE CON Police detailed oral improvisions on tidentify a main point after five to seven minutes of intenting to intended.	SPICHON LINIT 4.1. THE QUISILEYS. Wild LIF Retiree information, events or main Retire in increasion, events or main Retire information, events or main interpret information, events or ideas wider range of more descriptive noise, powerful verbs, noun phrases, sensory details, Organize writing so that ideas are sequenced or grouped; the a pain ideas interpret information events or ideas with the sequenced or groups (be capital letters and end punctuation correctly when writing dictated sentences unaided, the events in writing, Writing, Composition- Organize writing so that ideas are sequenced or groupsel (trum a storyboar tinc a presentation). Punctuation - Use capital letters and end punctuastion orrectly when writing dictated sentence unaided; Present information on a given more correctly when writing dictated sentence unaided; Present information on a given present information on a given DECTION LINIT & ALANYSOME ANIMALAD. Reda and follow explanation texts of around 150 words. Reread own writing, improving it a targargaph level. Use WEEK 31 ENDANGETION COMPANIES COMP Use heading and office features to be purpose of a wider range of textual eventures when directly asked to do so. Reda and follow explanations and newspaper reports, identifying key text eventures and distinguish between fact in given the company of the company of textual eventures when directly asked to do so. Reda and follow explanations and newspaper reports, identifying key text	ETCION LINE 4.1. THE GLUI Infer characters' motives for inference, deuters from a story or seque events from a story or seque solves from a story or seque solves from the story or seque adverts to add to description economism is sentences using manals in sentences using economism is sentences using manals in sentences, used and discussions, building on con conformatic scenarios and powerful works. Particip di discussions, building on con conformatic scenarios from as a chause entences, observing full six eventences, observing ful
POETRY IRENFORCEMENT	POETRY REINFORCEMENT 16. All and stroser questions from the poem to improve understanding Listen to and give personal response to poems read. All relievant questions to rective or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination detentify and understand main idea/s Identify some poetic features. **NEEK 18** **NON RCTION USE 4.2 GOING CHALLENGE: LOST IN EXPTY Participate in discussions, building on contributions of previous speakers; identify an ampoint after five to seven minutes of statening to teacher-trail supported by pictures; Read iligatinat events and gives see information from texts, and explain why if are important, To indentify the main clause and subordinate clause from a sentence; To know the past tense of irregular verto; Reinforcement of casual conjunctions. Discuss features of a story. WITING TASK: Plan and write a short story. **WEEK IS** **PICTION UNIT A.STHE HAPPIEST PEOPLE of the HILLS Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information gives a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about by order to the correct order. Infer characters' motives from information gives a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about by order to the correct order. Infer characters' motives from information gives a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about by order to the correct order. Infer characters' motives from information gives a text. With some guidance, make predictions because of or grouped. **WEEK 36** **REVISION** FICTION** Reinforcement on: Questions basing on inference, deducing personal opinon, usage of language, justification of explanation of an adjective. Direct speech; Punctuation; Expanded	FICTION RENODECEMENT/ROOM MAN CH1 Read aloud an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence. Make predictions based on evidence in the text, Discuss words and phrases with evidence; Make predictions based on evidence in the text. Discuss words and phrases that control with the evidence in the text. Discuss the opening and ending of ordapet 1: Review and collection that the text. Discuss the opening and ending of ordapet 1: Review and class, punctuation and features of a fiction text, Ask relevant questions to extend their understanding and knowledge. WEEK II NON RICHON GLOBE CHALLINGE: LOST IN STOPT Organise writing so that ideas are sequenced or grouped, Re-read own writing, improving it at paragraph level; help Recognize on ship for common past-terms everbs, including inregular verbs; Understand the purpose of a wider range of textual features when directly asked to do so, Recognize adverbals of time and the conjunctions and talk about their impacts, Say and the write compound and complex sentences sugget the conjunctions and talk about their impacts, Say and the write compound and complex sentences using the conjunction and apast tense verbs in (compound and complex) sentences, identify the elements of a stert, apply the elements to compous a personal letter WITCH 15 FICTION Unit 4.STEL HAPPIEST PEOPLE of the HILLS IN WITCH SAY, "Or "Or "Or "Or and "Dissentences using the conjunctions" and past sentences where the speaker is objectively and the conjunctions." And "Or	Read about an unfamiliar text. 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WEEK IB Retell three or more main events from a story or sequence in the cornect order, Index characters' motives from information gives a text.With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about typ of Sorgians ewrifus so that ideas are sequenced or grouped. WITHING TASK: Plan and write a story story. WEEK 18 Retell three or more main events from a story or sequence in the cornect order, Index characters' motives from information gives a text.With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about typ of stories. Organies writing so that ideas are sequenced or grouped. WEEK 26 REVISION BICTION BICTION	FICTION RENODECEMENT/ROOM MAN CH1 Read aloud an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence. 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WEEK II NON RICHON GLOBE CHALLINGE: LOST IN STOPT Organise writing so that ideas are sequenced or grouped, Re-read own writing, improving it at paragraph level; help Recognize on ship for common past-terms everbs, including inregular verbs; Understand the purpose of a wider range of textual features when directly asked to do so, Recognize adverbals of time and the conjunctions and talk about their impacts, Say and the write compound and complex sentences sugget the conjunctions and talk about their impacts, Say and the write compound and complex sentences using the conjunction and apast tense verbs in (compound and complex) sentences, identify the elements of a stert, apply the elements to compous a personal letter WITCH 15 FICTION Unit 4.STEL HAPPIEST PEOPLE of the HILLS IN WITCH SAY, "Or "Or "Or "Or and "Dissentences using the conjunctions" and past sentences where the speaker is objectively and the conjunctions." And "Or	Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify. Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify with evidence. While predictions based evidence of evidence is the text. Develop spelling and vocabulary, Live a wider range of more descriptive nous, powerful werks, now phrases; Organism extiting so that ideas are sequenced organism; Live a wider range of soverbis to add to descriptions; Use words that appeal to the 5 senses in your description; Organising paragraphs around a theme. WHEK 12 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT Organism writing so that ideas are sequenced or grouped; Re-read one writing, improving it at paragraph level; Say and then write compound and compiles sentences using the conjunctions and, but, or, so and because; Organism cleans from the text into a plan for writing an information text; WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT WHEK 29 NON-FICTION GLOBE CHALLENGE: LOST IN SERVIT NON-FICTION GL	tron Man - Chapter 1 Use a water range of move exceptive works, your privates; Organize within, your privates; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. 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Wild Life writigate in discussions, building on contributions of previous speakers, Infer characters' motives from formation given in a text, To indentify the casal conjunctions; To join clauses using appropriate causal implications, Recall the features of story writing.Wite short stories (of around 200 words) that include brief strategies from formation given in a text, To indentify the casal conjunctions; To join clauses using appropriate causal implications, Recall the features of story writing.Wite short stories (of around 200 words) that include brief strategies from the features of story writing.Wite short stories (of around 200 words) that include brief strategies from the features of story writing.Wite short stories (of around 200 words) that include brief strategies from the features of story writing. Wite short stories (of around 200 words) that include brief strategies from a features of the strategies of information on texts and explain why they are important; Use a wider range of more description counts, powerful verbs, un phrases, Organize writing so that ideas are sequenced or grouped, Use a range of adverts to add to surceptions. Writing task - Describe the setting enforcement) Writing task. BICTION UNITE CHARLE & ALCE: FINDING A PIERDO Infer the meaning of similar writing and tasks explained writing so that ideas are sequenced or grouped. Use a range of adverts (a south type of stories, description on the importance writing is at paragraph level.	Ask and answer questions from the poem to improve understanding Listen to and give personal response to poems read. Ask relevant questions to excite or perform, showing understanding lustents or section by the understanding and knowledge. Prepare poems to rectice or perform, showing understanding through intensition, lone, volume and action Discuss words and phrases that capture their interest and imagination Identity and understand main idea/s Identity score petitic features. WEEK 10 **NON-RECTION UNIL 2.5 GLOBE CHALLENGE. LOST W BERTY** Participate in discussions, building on contributions of previous speakers, identity a man point after the to seven minutes of steening to teacher-talk supported by pricture, Seed significant events and present of information from texts, and explain why of steening to teacher-talk supported by pricture, Seed significant events and present seed information from texts, and explain why of Steening to teacher-talk supported by pricture, Seed significant events and present of information from texts, and explain why of Steening to teacher-talk supported by pricture, Seed significant events and present of information from texts, and explain why of Steening to teacher-talk supported by pricture, Seed significant events and present of the pres	FICTION RENORCEMENT/IRON MAN CH1 Read aloud an unfamiliar text, Polk relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence. 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Re-read own writing, improving it at paragraph level; **PRECORNIC on SIGNIC CONTROLLED AND ASSESS ASSESSESS ASSESS ASSESS ASSESS ASSESS ASSESS ASSESSESS ASSESSESSESS ASSESSESS ASSESSESS ASSESSESSESSESS ASSESSESS ASSESSESS ASSESSESSESS ASSESSESSESS ASSESSESSE	Read aloud an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence, Male predictions based on evidence in the text, Discoss words and phrases that capture their interest and more descriptive norse, powerful verbs, non-phrases; Organical words and phrases that capture their interest and more descriptive norse, powerful verbs, norse phrases; Organical words, normalized powerful verbs, none of adverbs to add to descriptions, Use words that appeal to the 5 senses in your description; Organizing paragraphs around a theme Witting task - Descriptive writing WEEK 12 NOR-PICTOR GOBE CHALENGE: LOST IN SEVIET Organize writing so that ideas are sequenced or grouped, Re-read one writing, improving it at paragraph level; Say and then write compound and complex sentences using the conjunctions and, but, or, so and because; Organical least from the text into a plan for writing an information text; WEEK 29 NON-PICTOR LOST A VOICAND WARES UP Follow detailed oral instructions on tasks close to their experience. Identify a male point after five to seven minutes of listening to teacher-tails supported by picture. Participate in discussions, building on contributions of privious speakers. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group. NON-PICTOR LINE 4.1 IN THEIR SHOSS. My Life as Roman Sizer Follow attended or a instructions tracks close to their experience. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group. WEEK 29 NON-PICTOR LINE 4.1 IN THEIR SHOSS. My Life as Roman Sizer Follow attended or a instructions or tasks close to their experience. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group.	tron Man - Chapter 1 Use a water range of move exceptive works, your privates; Organize within, your privates; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. Read and Respond; Discuss words and phrases that capture thicknesses. Head and Respond; Discuss words and phrases that capture thicknesses of the control of theme. And a sense of the control of theme, Read and discussed that the past tense of webs is formed thicknesses. NON+FICTION UNIT EAR LIFE: DARE DEVIL Read and understand a text; Recognise that the past tense of webs is formed indicated by the suffix -e-6, Recall significant events and pieces of information from texts, and explain why they are important, Retell there or more main events from a story or sequence in the correct order. 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Say and then write compound and complex sentences using the conjunctions and, but, or, so that exists pulp the elements to compose a personal letter Writing task - Letter Writing and email writing(poptional) WEEK 17 WIEEK 17 WIEEK 17 WITHE Short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. WEEK 27 WEEK 27 WEEK 27 WEEK 27 NONPICTION WITH Esgibly, joining some letters; Organise writing so that ideas sequenced or grouped; Reread own writing, improving it at paragraph level; Perform as a character in a short dramatic scene. WEEK 27 Organise and the story exitant Sherr sword Organise in No Mark V.Lead	Read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify read about an unfamiliar text. Ask relevant questions to extend their understanding and knowledge, Draw inference and justify with evidence. 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POETRY (RENIFORCEMENT) Priew knowledge of poetry, identify some poetic features with examples from the poem / text, Ask relevant existing state of the desired state of the control of th	POCETY REINFORCEMENT At A and answer questions from the poem to improve understanding. Listen to and give personal response to poems read. At relevant questions to extend their understanding and knowledge. And relevant questions to extend their understanding and knowledge. Understanding through intonation, tone, volume and action Discuss words and phrases that captive their interest and imagination Retire to the property of the property	Read aloud an unfamiliar text; Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidence. Make predictions based on evidence in the text, Discuss words and phrase with evidence. Walke predictions based on evidence in the text, Discuss words and phrase with evidence. Walke predictions based on evidence in the text. Discuss words and phrase with evidence with a predictions based on evidence in the text. Discuss words and phrase state evidence with evidence from the text. Discuss the opening and ending of pages 1; Review and class, punctuation and features of a fiction text, Ask relevant questions to extend their understanding and knowledge. WEEK II NOR RECONG GLOBE CONLESSED CON INTERPRETATION OF THE PROPERTY OF THE PROP	Read aloud an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidences Make predictions based on evidence in the text, Biocost words and phrases that capture their interest and more descriptive norse, powerful verbs, non-phrases; Organics withing so that ideas are expected organically of the property of the property of adverbs to add to descriptions; Use words that appeal to the 5 senses in your description; Organising paragraphs around a theme writing task - Descriptive writing WEEK 12	tron Man - Chapter 1 Use a water range of move exceptive course, year water range of move exceptive course, year privates; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. Read and Respond; Discuss words and phrases that capture thicknesses. WEEK 5 NON-FICTION UNIT EAR LIFE: DARE DEVIL Read and understand a text; Recognise that the past tense of webs is formed indicated by the suffix -ed-, Recall significant events and pieces of information from texts, and explain why they are important, Retell there or more main events from a story or sequence in the correct order. In the content of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order. The property of the correct order in a text of years of the correct order. Retail there or more main events from a story or sequence in reformation given in a text, Organize and other text of the property of the past important. Retail there or more main events from a story or sequence in the correct order. Retail significant events and pieces of information from texts and explain why they are important. Retail there or more main events from a story or sequence in the correct order. But he purpose of a wider range of textual features when directly assect to formation from texts and explain and other features to locate a relevant paragraph. NON-RICTION Unit 4.1 IN THER SHOES of information from texts and explain why they are important. Recognise irregular events and pieces of information from texts and explain why they are important. Recognise irregular events and pieces of information from texts and explain why they are important. Recognise irregular events and pieces of information from	on Man - Chapter 18 2 liup to pag 25 Recall the events and experiences. Say out load their experiences. Say out load their experiences. Say out load their experiences of the compose sentences or saily before writing it; criganise writing by sequencing and structuring information appropriately and coherentry, Live a range of powerful verbs, strong adjectives, adverbs to writing its construction of the control	Shirtinon unit 4.1 THE QUIGLEYS. Wild Lift Retrieve information, events or main idess from texts, Deduce, infer or income to the control of t	PICTION LINIT 4.3 THE QUIJ Infer characters' motives fin given in a text, feetel three greaters with some given in a text like a range of wrote finite to adverbs to add to description tike a range of wrote finite adverbs to add to description description feetel adverbs to add to description feetel adverbs to add to description description feetel adverbs to add to description feetel adverbs to
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WEEK 36 RECTION REVISION Reformered on: Questions basing on inference, deducing, personal opinon, usage of language, justification of explanation or se responses and vocabulary. Crammar Topics: Wrord class/verbs and adverbs. Adverbalis of time; Adjectives, different forms of streams of the second or proper seco	Read about an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw interences and justify with evidence. Make predictions based on evidence in the text, Discuss words and phrases that capture in the text of the properties of th	too Man - Chaster 1 The date of a number limit rest. As relevant questions to estand the chaster limit and considers. The chaster limit and chaster	tron Man - Chapter 1 Use a water range of move exceptive course, year water range of move exceptive course, year privates; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. Read and Respond; Discuss words and phrases that capture thicknesses. WEEK 5 NON-FICTION UNIT EAR LIFE: DARE DEVIL Read and understand a text; Recognise that the past tense of webs is formed indicated by the suffix -ed-, Recall significant events and pieces of information from texts, and explain why they are important, Retell there or more main events from a story or sequence in the correct order. In the content of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order. The property of the correct order in a text of years of the correct order. Retail there or more main events from a story or sequence in reformation given in a text, Organize and other text of the property of the past important. Retail there or more main events from a story or sequence in the correct order. Retail significant events and pieces of information from texts and explain why they are important. Retail there or more main events from a story or sequence in the correct order. But he purpose of a wider range of textual features when directly assect to formation from texts and explain and other features to locate a relevant paragraph. NON-RICTION Unit 4.1 IN THER SHOES of information from texts and explain why they are important. Recognise irregular events and pieces of information from texts and explain why they are important. Recognise irregular events and pieces of information from texts and explain why they are important. Recognise irregular events and pieces of information from	on Man - Chapter 18 2 liup to pag 25 Recall the events and experiences. Say out load their experiences. Say out load their experiences. Say out load their experiences of the compose sentences or saily before writing it; criganise writing by sequencing and structuring information appropriately and coherentry, Live a range of powerful verbs, strong adjectives, adverbs to writing its construction of the control	Shirtinon unit 4.1 THE QUIGLEYS. Wild Lift Retrieve information, events or main idess from texts, Deduce, infer or income to the control of t	PICTION LINIT 4.1 THE QUIK Infer characters' motives fire given in a text, feeled three given in the seed on clear a given in the seed on clear given in th
POETRY [REINFORCEMENT] Review knowledge of poetry, identify some poetic features with examples from the poem / text, Ask relevant questions to enter defect understanding and questions are settled in the poem of text, Ask relevant questions are settled in the poem of text, Ask relevant questions are settled and particles and self-less and self-less and self-less with intonation, expression); Read poems aloud; Recall some poetic features. Express likes and silskes with evidence from the poem; identify words and phrases that express the main idea of the poem. WHEN 9 FICTION Unit 4.1 THE QUIGLEYS: Wild Life Participate in discussions, building on contributions of previous speakers; Infer characters' motives from information given in a text. To indentify the casual conjunctions. To join clauses using appropriate causal conjunctions. Recall the features of story writing. Writing short in a text. To indentify the casual conjunctions. To join clauses using appropriate causal conjunctions. Recall the features of story writing. Writing insproving it at paragraph level. WITHING TEXT TO A TO	POETRY REINFORCEMENT It All and strater questions from the poem to improve understanding Listen to and give personal response to poems read. All relevant questions to rectar for understanding and knowledge. Prepare poems to rectar or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination Identify and understand main idea/s Identify some poetic features. WEEK 10 NON RCTION uses 4.2 GOBIC CHALLENGE: LOST IN EXPTY Participate in discussions, building on contributions of previous speakers, identify a main pont after five to seven minutes of strenging to teacher-alls supported by pictures; Real significant events and gives of information from texts, and explain why if are important, To indentify the main clause and subordinate clause from a sentence; To know the past tense of irregular verto; Reflectment of causal conjunctions. Discuss features of a story. WITING TASK. Plan and write a short story. WITING TASK. Plan and write a short story. WITING TASK. Plan and write a short story. Refell three or more main exents from a story or sequence in the correct order. Infec characters' molives from information gives a task. With some gladance, make periodictions based on clear orderice in a text. Begin to form and explain preferences about typ of stories. Organies writing so that ideas are sequenced or grouped. WEEK 36 RECTION REVISION Reformered on: Questions basing on inference, deducing, personal opinon, usage of language, justification of explanation or se responses and vocabulary. Crammar Topics: Wrord class/verbs and adverbs. Adverbalis of time; Adjectives, different forms of streams of the second or proper seco	Read about an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw interences and justify with evidence. Make predictions based on evidence in the text, Discuss words and phrases that capture in the text of the properties of th	Read aloud an unfamiliar text, Ask relevant questions to extend their understanding and knowledge, Draw inferences and justify with evidences Make predictions based on evidence in the text, Biocost words and phrases that capture their interest and more descriptive norse, powerful verbs, non-phrases; Organics withing so that ideas are expected organically of the property of the property of adverbs to add to descriptions; Use words that appeal to the 5 senses in your description; Organising paragraphs around a theme writing task - Descriptive writing WEEK 12	tron Man - Chapter 1 Use a water range of move exceptive course, year water range of move exceptive course, year privates; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. Read and Respond; Discuss words and phrases that capture thicknesses. WEEK 5 NON-FICTION UNIT EAR LIFE: DARE DEVIL Read and understand a text; Recognise that the past tense of webs is formed indicated by the suffix -ed-, Recall significant events and pieces of information from texts, and explain why they are important, Retell there or more main events from a story or sequence in the correct order. In the content of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order. The property of the correct order in a text of years of the correct order. Retail there or more main events from a story or sequence in reformation given in a text, Organize and other text of the property of the past important. 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Say out load their experiences of the compose sentences or saily before writing it; criganise writing by sequencing and structuring information appropriately and coherentry, Live a range of powerful verbs, strong adjectives, adverbs to writing its construction of the control	Shirtinon unit 4.1 THE QUIGLEYS. Wild Lift Retrieve information, events or main idess from texts, Deduce, infer or income to the control of t	P. PICTION Link 4.1 THE QUIGE Infer characters' motives from given in a tool, Retell three or given in a tool, Retell three or given in a tool, Retell three or Link of the control of the control of the control given in a tool, Retell three or Live a range of with some pair predictions based on clear vet Live a range of worth (Instead adverts to add to description commersian IO-Sareteness) commens in sentences using pa advaluable conversation of the control Retell of the control R
ROCTEV (REINFORCEMENT) Review knowledge of poetry, identify some poetry clearlies with examples from the poem / text, Ask relevant outsticns to enter their understanding poetry (setures with examples from the poem / text, Ask relevant outsticns to enter their understanding poetry (setures with examples from the poem; dentify words and knowledge, Read silently, top organe for reading aloud with intonation, expression); Read poems aloud; Recall some poetric features Express likes and dislikes with evidence from the poem; identify words and phrases that express the main idea of the poem. WEEK 9 FICTION Unit 4.1 THE QUIGLEYS: Wild LIFE Participate in discussions, building on contributions of previous speakers; infer characters' motives from information given in a text, To indentify the casual cologivations. To plain clauses using appropriate causal description and characters or settings. Bread own writing, improving it at paragraph level. WITHING THE PROPRIES OF THE PROPRIES	Ask and answer questions from the poem to improve explanational plain and give personal response to poems read. Ask relevant questions to rectice or perform, showing understanding lesses to rectice or perform, showing understanding through intendition, lone, volume and action Discuss words and phrases that capture their interest and imagination Identify and understand main idea/s Identify and understand main idea/s Identify some poetic features. WEEK 10 **NON RETION UNIT 4.2 GLOBE UNALEDME: LOST W BOPPT Participate in discussions, building on contributions of previous speakers, identify a main point after five to seven minutes of straining to beacher talk supported by pertures, Real significant events and prescent of information from texts, and explain why of straining to beacher talk supported by pertures, Real significant events and prescent of information from texts, and explain why of straining to beacher talk supported by pertures, Real significant events and prescent of information from texts, and explain why of straining to beacher talk supported by pertures, Real significant events and prescent of information from texts, and explain why of straining to beacher talk supported by pertures, Real significant events and prescent of information from texts, and explain why of Reinforcement of casual conjunctions. Discuss features of a story. WEEK 18 **RETION UNIT TASK- Plan and write a short story. **WEEK 18 **RETION Unit 4.5 THE HAPPIEST PEOPE of the HILLS Retell three or more main events from a story or sequence in the correct order, infer characters' motives from information gives a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about typ of stories. **Organies writing so that ideas are sequenced or grouped. **WEEK 26 **REVISION** **PICTION** **REVISION** **PICTION** **P	FICTION RENFORCEMENT/RION MAN CH1 Read aloud an unfamiliar bord, Air relevant questions to extend their undestanding and involvedige. Draw references and putify with evidence graphs of the property of the	The date of an uniformitar text. Ask relevant questions to extend their orderstanding and inoveledge. Draw inferences and justify with evidence. Wather predictions based on evidence in the text. Discuss works and phrases that capitar their interest and imagination. Understand the importance of punctuations in the text. Develop spelling and vocabulary, the a vider range of more descriptive nous, powerful vertex, now phrases: Organize writing so that ideas are sequenced organized, the a range of adverts to add to descriptions; Use words that appeal to the 5 senses in your description, Organizing paragraphs around a theme Writing task - Descriptive writing WEEK 12 NON-ECTION CORE CONLINES: LOST W REPORT MON-ECTION CORE CONLINES: LOST W REPORT NON-ECTION LOST A SAME AS A VOICEMEN WARES UP Follow detailed oral instructions on tasks close to their experience. Jeckently a main point after five to severe minutes of listening to teacher-talk supported by picture. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group. NON-ECTION Unit 4.11 IN THEIR SHOES: My Life as Romans Save Follow detailed oral instructions on tasks close to their experience. Present information on a given subject, alone or in a group. NON-ECTION Unit 4.11 IN THEIR SHOES: My Life as Romans Save Follow detailed oral instructions on tasks close to their experience. Present information on a given subject, alone or in a group. NON-ECTION Unit 4.11 IN THEIR SHOES: My Life as	tron Man - Chapter 1 Use a water range of move exceptive course, year water range of move exceptive course, year privates; Organize writing so that ideas are sequenced or grouped; Use a range of adverts to add to descriptions; Use word that appeal to the 5 senses in your description; Organizing paragraphs around at theme. Read and Respond; Discuss words and phrases that capture thicknesses. WEEK 5 NON-FICTION UNIT EAR LIFE: DARE DEVIL Read and understand a text; Recognise that the past tense of webs is formed indicated by the suffix -ed-, Recall significant events and pieces of information from texts, and explain why they are important, Retell there or more main events from a story or sequence in the correct order. In the content of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order in a text of years of the correct order. The property of the correct order in a text of years of the correct order. Retail there or more main events from a story or sequence in reformation given in a text, Organize and other text of the property of the past important. Retail there or more main events from a story or sequence in the correct order. 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Say out load their experiences of the compose sentences or saily before writing it; criganise writing by sequencing and structuring information appropriately and coherentry, Live a range of powerful verbs, strong adjectives, adverbs to writing its construction of the control	Shirtinon unit 4.1 THE QUIGLEYS. Wild Lift Retrieve information, events or main idess from texts, Deduce, infer or income to the control of t	ETCTION Libra 4.1 THE CRUGAL infler characters' motives from a story or sequence in cornect order. With some guid predictions based on clear evi were the conversation 1.2 Seatenerses) in command in sentences using por command in sentences using por command in sentences using por makes in sentences using por ma

WEEK 12 WEEK 15 WEEK 15 WEEK 15 WEEK 15 WEEK 16 NO.P.F.CTION Why Does Light Before Beddine Beddine Beddine Beddine

WEEK 9
Non-Fiction
Non-Fiction: How to be an Explorer

YEARS YEARS	Explore the subject and verb of a sentence - Understand basic rules of subject-verb agreement - Practice choosing a verb that agrees with the subject of a sentence (* Watch value of subject of a sentence) of watch value interview of an explorer sentence of watch value of sentence of value of va	ISS.1A. Read about an unfamiliar text from text, and explain how they are linked. IS 38 in their a character's responses to events and other characters. IS 38 in their a character's responses to events and other characters. IS 38 in their a character's responses to events and other characters. IS 35 in their character's responses to events and other events of their characters of	IS.2.3.R. Recall details of characters, events or pieces of information IS.5.5 (dentify relative pronous and know they introduce relative dissules. IS.5.5 (Receptive demonstrative determiners and understand how they identify nouns as treasure. IS.5.5 (Receptive demonstrative determiners and understand how they identify nouns as treasure. IS.5.5 (Receptive demonstrative determiners) or the control of the cont	SLS.D.C. Ask questions, make suggestions and make predictions during structured discussions. RS.L.C. Recognise on sight common words, including those with various prefixes and suffaces RS.A.C. Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find specific information RS.D.E. Summarties a text or sequence by retelling	during structured discussions. S.S.2.E Rehears and revise a presentation on a given topic RS.1.A Read aloud an unfamiliar text of about 400 words, observing RS.1.B read aloud an unfamiliar text of about 400 words, observing fluid stops, question marks and speech marks of strategies, including destinization of princip and sufficies. S.S.E. Decode unfamiliar words using a range of strategies, including destinization of princip and sufficies convey information. G.S.C. Read personals the state fluid strategies of strategies and sufficient principal strategies G.S.C. Read personals the state fluid strategies of strategies MS.G.D Use commans to show parenthesis, demarcasting relative	IS.4A: Use contents page, headings, sub-headings, sub-head	full stops, question marks and speech marks. S& Bunderstand and esplain how different text features can convey information. S.S. Lin fedition a sequence of oral instructions to S.S. Lin fedition a sequence of oral instructions to S.S. Lin fedition a sequence of oral instructions to S.S. Lin fedition a sequence of oral instructions to S.S. Lin fedition a sequence of oral instructions to S.S. Lin fedition and continued to S.S. Lin f	Read off a range of purpose; Unidentarial what was read; Give well-structured descriptions and explanations; Give well-structured descriptions and explanations; Revision of let grammatical vocabulary rous, adjective-pronoun, wetb, adverb, preposition; Revision feet grammatical vocabulary rous, adjective-pronoun, verb, adverb, preposition; Revision feet grammatical vocabulary rous, adjective-pronoun, verb, adverb, preposition; Revision feetures of district the providence of the proposition; Revision feetures of district the previous and description writing Non-feticion: In Their Shores My, Life as a Tudor Schoolboy RS.1.8. Revision districts, letters, persuasive and description writing RS.1.B. Decode unitarillar words using a range of strategies, including identification of prefises and sufflexs. S.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life contents pages, headings, sub-hadings and other features to identify relevant RS.4.6. Life pages and
	WEEK 25	WEEK 26	WEEK 27	WFFK 2R	WEEK 24	WFFK 20	WEEK 31	WFFK 22
	WEEK 23		WEEK	WEEK 20	WEEK 23	HECK 30		WEER 32
	In Their Shoes: My Life as a Tudor Schoolboy RS.4B: Understand and explain how different text features	In Their Shoes: My Life as a Tudor Schoolboy RS.48: Understand and explain how different text	Fiction: Mixed-up Myths: The Mint Choc Touch RS.1C: Recognise on sight common words, including those with various prefixes and	Fiction: Mixed-up Myths: The Mint Choc Touch R5.1B Decode unfamiliar words using a range of	Fiction: Mixed-up Myths: The Mint Choc Touch WS.3A Begin to use paragraphs in longer pieces of writing.	Non-fiction: Real Life: Story Tellers RS 1A Read aloud an unfamiliar text of about 400	REVISION Read differently-structured texts:	REVISION Retrieve record and present information from pon-fiction:
	RS.4B: Understand and explain how different text features can convey information. RS.1B: Decode unfamiliar words using a range of strategies,	RS.4B: Understand and explain how different text features can convey information. RS.4C Read information texts, identifying key text	RS.1C: Recognise on sight common words, including those with various prefixes and suffixes. RS.2A: Recall details of characters, events or pieces of information from texts, and explain	strategies, including identification of prefixes	W5.38: Write short stories (of 300-400 words) where each end links	words, observing full stops, question marks and	Read differently-structured texts; Read for a range of purposes; Identify and summarise main ideas of fiction and	Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations;
	including identification of prefixes and suffixes.	features and distinguishing between fact and opinion.	how they are linked.	and suffixes. RS.3A Infer the meaning of similes using context.	to the beginning. WS.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. WS.5D: Use prepositional	speech marks. RS.1C: Recognise on sight common words,	non-fiction texts;	Reinforcement on:
	RS.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly to	SL5.1B: Identify the main points of an eight-to-ten- minute, well-structured talk on a familiar topic.	RS.2B: Summarise a story or sequence by retelling the main events in order. RS.3B: Infer a character's responses to events and other characters.	R5.3C Make predictions based on more obscure evidence in a text.	phrases to add detail to expanded noun phrases. W5.6C: Use inverted commas where the speaker is identified in the middle of the	including those with various prefixes and suffixes. SL5.2C: Ask questions, make suggestions and make	Draw inferences; Find evidence in a text to support opinions.	Questions basing on inference, deducing, personal opinon, usage of language, justification of explanation of responses and vocabulary.
2	answer questions. RS.2B: Summarise information by retelling the main ideas.	RS.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	R5.38: Infer a character's responses to events and other characters.	sentence. WS.3D: Evaluate and edit own writing to improve consistency.	predictions during structured discussions. RS.SE: Recognise demonstrative determiners and	Discuss impact of authors' use of language on reader;	Grammar Topics:
Term	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	information quickly and make notes of key points. W5.3A: Begin to use paragraphs in longer pieces of	W5.18 Spell another 100 everyday words in the context of teacher-led dictation.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	WS.3E: Read aloud short sections of own writing with some preparation.	understand how they identify nouns as known. RS.2B: Summarise or sequence by retelling the	Identify how language, structure and presentation contribute to meaning; Provide reasoned	Word class: Adjectives, Conjunctions, Pronouns and Possessive pronouns, Determiners, Possessive apostrophe, use of comma, irregular verbs, subordinate clauses, present and
	W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short	writing W5.38 Write a Non-Chronological Report (of 300–400	W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.	SL5.2D Maintain and rehearse the role of a character in a dramatic	WS.4A Write in a legible and partially joined style, with evenly sized and	main information in order. W5.58: Use demonstrative determiners	justifications for their views; Identify intended audience/purpose of writing	past tense verbs
	sections of own writing with some preparation.	words) where each end links to the beginning. W5.4A Write in a legible and partially joined style, with		scene.	spaced letters.	appropriately in writing.	and write using appropriate form; Revision of key grammatical vocabulary;	Writing tasks: Informal letters, Persuasive Writing, Short Story, Information /Non- Chronological Report, Recount, Diary/Blog entries, Writing Instructions, Explanation Text.
		evenly sized and spaced letters. SL5.2E:Rehearse and give a presentation to an audience					Revise Spelling rules	
Year 6	WEEK 1	WEEK 2	YEAR 6 ENGLI	SH LANGUAGE LONG TERM PLAN V WEEK 4	with CURRICULUM STANDARDS 2023 - 2024 WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Fiction- Review	Fiction- Review	Fiction/Non-fiction - Review	Y6/U2/NF1 Non-fiction 6.2	YSU2INF1 Non-fiction 6.2	Y6U2NF1 Non-fiction 6.2	Y6/U2NF1 Non-fiction 6.2	Y6U3DR(F) Fiction 6.3
9.7	Read fiction texts;Identify and summarise main ideas of fiction texts;	Read poems independently and use strategies to decode and	Identify the purpose of a poem and evaluate its success; Express personal responses supported by reference to the poem; Develop techniques for answering questions; Write a short poem.	Globe Challenge: Creatures in Danger R6.1A Read aloud an unfamiliar text of 500–600	Globe Challenge: Creatures in Danger RE2A identify words and phrases from more than one place in the texts, to support answers. SLE2C: Give an opinion in a structured discussion or	Globe Challenge: Creatures in Danger W6.3C: Write a non-chronological report, using appropriate structural and language features and	Globe Challenge: Creatures in Danger Research & Presentation of their own choice of any creature in danger: SL5.2C: Ask questions, make	Drama -Find a Way Out R6.1A Read about an unfamiliar text of 500–600 words, observing all punctuation including commas
	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	comprehend.Understand poetic devices; Identify and understand the language and structure of poems. Identify the purpose of a poem and evaluate its success;	reference to the poem; Develop techniques for answering questions; Write a short poem.	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:	support answers. SL.6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. SL.6.2D: Polish and present a memorised performance to an audience.	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		SLE 2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions R6.1B: Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.R6.1C:
	justifications for their views; Revision of key grammatical vocabulary; Revise spelling rules.	Express personal responses supported by reference to the poem; Develop techniques for answering questions; Write a short poem.		Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key		(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	discussions.R5.AA-Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.W5.5G:Understand the difference between formal	Recognise on sight high-frequency words, including homophones and near-homophones R6.34-line hearing of identification and control of the co
				points.SL6.2E:Rehearse and give a presentation to an audience.R5.5D: Identify relative pronouns and know they introduce relative clausesW5.5E: Use relative pronouns to introduce relative clauses in writing		correct spelling errors.W6.3E: Read aloud own writing with growing confidence.	and informal language, and maintain formal language where necessary, \$1.5.20: Rehearse and revise a presentation on a given topic \$1.5.2E-Rehearse and give a presentation to an audience	Interpreting a sequence of class in the text.W6.5G-Understand the difference between formal and informal language, and maintain formal language where necessary.SL6.2D: Polish and present a memorized performance to an audience.
	WEEKS	WEEK 10	WEEK 11	WEEK 12	MEEK 13	WEEK 14	WEEK 15	MEEN 16
	Y6/U3/DR(F) Fiction 6.3	Y6/U3/DR(F) Fiction 6.3	Y6/U4/NF2 Non-fiction 6.4	Y6/U4/NF2 Non-fiction 6.4	Y6IU4INF2 Non-fiction 6.4	Y6USIF1 Fiction 6.5	Y6USF1 Fiction 6.5	
ji -	Drama -Find a Way Out		A Famous Castaway	A Famous Castaway	A Famous Castaway	Jess and Layla's Astronomical Assignment	Jess and Layla's Astronomical Assignment	REVISION
		Drama - Find a Way Out			0.441.01 0.11 1.11 1.11 1.11 1.11 1.11			
	R6:38: Infers a character's intentions from their actions and dialogue.	Drama -Find a Way Out! R6.3B: Infers a character's intentions from their actions and dialogue.W6.5G: Understand the difference between formal and	R6.4C: Read biographical texts, distinguishing between fact and opinion SL6.2C: Give an opinion in a structured discussion or debate limiting and responding to others' opinions R6.2A: identify words and	R6.3B: Infers a character's intentions from their actions and dialogue.R6.5A: Recognise a range of	purposes, including for expressing feelings and giving opinions.R6.1A Read	R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas R6.1B:	 SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.4A: 	Identify and understand the language and organisation features of fiction & non-fiction text types. Identify the purpose of a text and evaluate its success; Express personal responses supported by
	R6.38: Infers a character's intentions from their actions and dialogue. 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. R6.2D: Discuss preferences with others, expressing	R6.3B: Infers a character's intentions from their actions and 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 develop the production of the pr	R6.4C: Read biographical texts, distinguishing between fact and opinion SL6.2C: Give an opinion in a	R6.38: 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.R6.58: Explain how adverbs and adverbials impact on the verb in a	SLE.2.A: Give wel-structured descriptions and expansations for omerent purposes, including for expressing feelings and giving opinions. R6.1A. Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas W6.5C. Write a dany entry, using appropriate structural and language features and considering their audience. R6.4A: Use titles, contents pages,	Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.R6.2A: Identify words and	Use titles, contents pages, search engines, headings, sub headings and other features to retrieve information quickly and make notes of key points. R6.34: Infer the	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 texts; Choose among different non-fiction text these the circl skile and form to suit autience and number. Benives smelling
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YEAR 7	7 WEEK 1 Non-Fiction				Non-Fiction Non-Fiction		WEEK 3 Non-Fiction			WEEK!
п	UNIT1 - A LI Learning C To understand the terms bis	FE'S STORY Dijectives	UNIT1 - A LIFE'S STORY Learning Objectives To identify and to note down key points.		UNIT1 - A LIFE'S STI Learning Objectiv To decide where you might find relevant informat	e	What makes the next	Non-Fiction UNIT 2 NEWS Learning Objectives ews, the different forms it takes, and how we choose to get it.	UNIT 2 NE Learning Obje	
Term	Sharpen skills : I	Noun and verbs	To distinguish between fact and opinion. To distinguish between fact and opinion.	ting Evaluation	Sharpen your skills: The To sequence text logically and us	past tense e topic sentences		Sharpen your skills: noun and verb phrases to of a newspaper front page and to write an effective headline. ticle is organized by exploring the structure of an article and planning on your own.	How newspaper stories a their readers and how diffi	
	To find informs Sharpen skills: Capital letters and full stops	READING QUESTION - AO1.AO2 BASELINE	READING QUESTION - A01.A02,A04		Sharpen your skills : A ASSESSMENT – WRITING-Biogr		How the information in a newspaper art	iticle is organized by exploring the structure of an article and planning on your own. READING QUESTION - AO1.AO2 Page No:32-37	tell the same stories in di Sharpen your skills : se	
YEAR 7	WEE 19th Centu UNIT 3 GO	IK 9 ary Fiction	WEEK 10 19th Century Fiction UNIT 3 GOTHIC TALES		WEEK 11 19th Century Ficti	on		WEEK 12 19th Century Fiction UNIT 3 GOTHIC TALES	19th Century F UNIT 3 GOTHIC	
72	Learning Objectives To understand the main features of gothic stories		Unit 3 GOTHIC TALES Learning Objectives To learn make the ending of a story relate to its bi	eginning	Learning Objectiv How a writer creates su	8	To use a range of narrative devices to involve th	UNIT 3 GOTHIC TALES Learning Objectives er reader, and to recognize how writer's convey setting, character and mood through word	Learning Obje To involve a reader by	
Tem	To understand how a writer structu Sharpen your s		How to create an effective setting and atmosp Sharpen your skills :adjectives	here	how dialogue can make a sto Sharpen your skills: speech			choice and sentence structure. our skills: Simple, complex and compound sentences eates expectations in a reader and gets readers interested in characters.	imaginative d How publicity is written to	
	READING QUEST Page No		READING QUESTION - AO1.AO2 WRITING-Imaginative Task-AO5,AO6		READING QUESTION - A01.A02, Page No:66-69		TO appreciate now a writer of	Sharpen your skills: commas READING QUESTION - AO1.AO2	READING QUESTION READING ASSESSMENT	
YEAR 7	WEI Non Fi	EK 1	WEEK 2 Non Fiction		WEEK 3 20th and 21st Century No	on Fiction		WEEK 4 Non Fiction	WEEK 5	
~	OUR W. Learning C To recognize some key features	Objectives	OUR WORLD Learning Objectives To understand the difference between first and third person narrative and why a	where shoots a possitive point of view	SURFER USES SURFBOAF Learning Objectiv Understand the text and respond app	E		UR WORLD Reviewing a text Learning Objectives o organize idea in a sequence of paragraphs.	OUR WOR Learning Obje To decide on your own po	
Term	To select relevant e Sharpen your skills:	vidence from a text Parts of a sentence	Sharpen your skills: Auxiliary verb settlement of the state of the sta	ng and character.	Infer key ideas from t Identify specific words and phrases which are	he text effective in a text and explain	S	harpen your skills: the subject complement READING ASSESSMENT-AO1. AO2. AO4	reasons for that v	
	READING QUESTIO Page No	o:84-87		ent	why they are effect Comment on language use Evaluate a text	tive. of features		Page No:94-97	possessiv Writing-Argument Page No:98-	
YEAR 7		EK 9	READING QUESTION - AO1.AO2,AO4 WEEK 10 Revision		WEEK 11 Revision	e-we-		WEEK 12 PROJECT WORK OUR WORLD	PROJECT W	
20	To follow an argument by	rection main points Dijectives identifying the key points	Non Fiction - Reading and Transactional Wri Learning Objectives To read and understand the purpose of the text To infer	key ideas from words and phrases in the text	Fiction - Reading and Imagir Learning Objectiv To read and understand the purpose of the text	res To infer key ideas from words and phrases		Learning Objectives s to summarise information and help your understanding	Developing your a Learning Obje To develop your writing to	
Tem	Sharpen your		To explore language and structural features used by Explore similarities between two texts and support with relevant evidence. Understand information.	the writer d how to write using a range of features to convey	in the text To explore language and structural feat To organize and develop a story using a range of relevant info	tures used by the writer	To pla	an and sequence your ideas for extended writing READING QUESTION - AO1.AO2	connectives, a counter- rhetorical der Sharpen your skills: First	
	To identify persuasive language Sharpen your skills: Homophor Sharpen your ski	nes and words often confused ills :Prepositions			organization of ideas in paragraphs; coherent org Accurate use of sentence structure, spelling	anization of ideas to suit the form.		Page No:150-153	To turn your plan into a su writing to an	
					with CURRICULUM STANDARD	1				
YEAR 8	WEEK 1 REVIEW	WEEK 2 NON-FCTION	WEEK 3 NON-FCTION	WEEK 4 NON-FCTION	WEEK 5 FICTION	WEEK 6 FICTION	WEEK 7 FICTION	WEEK 8 FICTION		
_	REVIEW OFNON-FICTION TEXTS	UNIT 1 ADVERTISING -What is advertising?	UNIT 1 ADVERTISING 5. target audience	UNIT 1 ADVERTISING - Developing an arguement Formal and informal language Planning a letter	UNIT 3 DETECTIVE STORIES	UNIT 3 DETECTIVE STORIES	UNIT 3 DETECTIVE STORIES	SPOKEN LANGUAGE		
Term	Recognise the purpose of different Non-fiction texts- autobiography and biography and the effect it has on the target audience.	To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience.	To understand how an advertisement is made to appeal to his target audience. Presenting a Product with awareness of audience and persuasive language. Resourcefile-Summer in The Alps.	To respond to the opinions of others and develop an argument. To tell the difference between informal and	To identify the key features of the detective genre To read between the lines of a murder mystery and investigate	To investigate the character of the detective To identify techniques for building tension in	To understand how a writer plots and effective detective story. To grab the readers attention from the	Poetry Project: Unleash Your Imagination: Poetry Voyage To inspire and engage students in the the world of poetry. Through creative exploration, develop their writing skills, expand their vocabulary, and		
	Resource file: Extract from autobiography WINGS	2. Persuasive language- 10-13		formal language and understand when each is appropriate.	the rules of detective fiction. Pgs58-61	the detective story. Pgs62-67	beginning of a story. To plan and write a detective story featuring all	express their emotions through the power of words.		
	WEEK 9 19th CENTURY FICTION	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	AA 20 and 21st century MON SICTION		
-	Dracula	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Flennes and a newspaper article	NON-FICTION Autobiography - explorer Ranulph Fiennes and a newspaper article	NON-FICTION UNIT 4 COMMUNICATION	NON-FICTION UNIT 4 COMMUNICATION	NON-FICTION UNIT 4 COMMUNICATION	REVISION- FICTION	20 and 21st century NON-FICTION REVISION- NON FICTION		
Tem	To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be	To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with	To identify and explore range of specific similarities in two texts, supported with a range of avidance synthesis of from both	To recognise how different types of communication are organised and understand how ICT has influenced the style	To recognise how writers organise features of a text. To identify the features of formal and informal texts.	Formal and informal texts.	Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen	Guidance on interpreting questions, mind mapping key points timing answers. Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and		
	conveyed through events and dialogues.	appropriate textual references.	To identify and explore range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both.	of language. Safety and communication-to select key	Pgs88-94 Reading Questions. AO 1, AO 2,AO4 Grammar:Active and	Pgs 95-99(7a ,&7b) Reading Questions. AO1, AO2,AO3	extractss - retrieval, Critical analysis of language and structure, Evaluation of ideas,	comparion of ideas, events; language techniques and structure, viewpoints and perspectives from across texts.		
YEAR 9	WEEK 1 NON FICTION	WEEK 2 NON FICTION	WEEK 3 NON FICTION	WEEK 4 NON FICTION	WEEK 5 NON FICTION	WEEK 6 NON FICTION	WEEK 7 NON FICTION	WEEK 8 FICTION		
	UNIT 4 COMMUNICATION	UNIT 4 COMMUNICATION	UNIT 4 COMMUNICATION	UNIT 6 PLACES AND PERSPECTIVES	UNIT 6 PLACES AND PERSPECTIVES	UNIT 6 PLACES AND PERSPECTIVES	SPOKEN LANGUAGE	The Woman in White by Wilkie Collins		
Tem 3	To plan writing and develop ideas to suit a specific audience. Write a book review.	To consider different view points on a topic. Research information in different formats- Present information in different formats.	To present a balanced analysis of an event or issue. Pgs106-108	To understand the main features of Travel Writing.	To analyse how writer's use language to express a viewpoint , their ideas and emotions about a place or an experience.	To write a Travel article to recommend or review	To identify persuasive language to deliver a speech effectively. v To make notes for a speech; review rhetorical	To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events . Reading Questions -AO1,AO2,AO4 Imaginative Writing		
	Pgs100-101 Grammar:Speech Punctuation	Pgs102-105 Grammar:Apostrophe for possession	Reading Questions -AO1,AO2 Grammar: Paragraphs Writing-Letter of advise.AO-5 and AO-6 ASSESSMENT 3 WRITING	To recognise recount texts and write your own.	Pgs146-149 Reading Questions -AO1,AO2	a destination. Writing about a real place using photographs	devices; review types of sentences.			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16		
	NON FICTION Author Clive James - memoirs about his life in Australia	19th CENTURY FICTION REVISION OF FICTION	20 and 21st century NON-FICTION REVISION OF NON FICTION	19th CENTURY FICTION 'Great Expectations 'by Charles Dickens	NON FICTION Notes from a Small Island: Bill Bryson and an article	PROJECT WORK- NON FICTION DIGITAL MAGAZINE	PROJECT WORK- NON FICTION DIGITAL MAGAZINE	PROJECT WORK- NON FICTION GROUP PRESENTATION		
	Reading for meaning	key points,timing answers .	g Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on Imaginative writing - focusing on experiences,	structured and sequenced.	Evaluate texts critically and support this with appropriate textul references.	To develop ideas, evaluate and decide on what each member of the group will contribute to the Group Project Work.	To understand role and responsibilities To understand assessment criteria	To provide opportunity to synthesize knowledge from various areas of learning, and critically and creatively		
	Retreive details from texts. Explore writer's use of language and structure.	Revise exam style questions on unseen extractss- retrieval, Critical analysis of language and structure Evaluation of ideas, events, settings, themes.	Resource fileNewspaper article about a Trip to a theme park and article	Understand how character and perspective can be conveyed through events and dialogues.		To interpret the task and plan relevant research activities and questions	century ICT skills.	Conveying ideas effectively, observing critically, and listening actively. Spoken -A07 and A08		
Term 2	Synthesise information from across texts with evidence.	Revise exam style questions on Imaginative writing focusing on experiences, using images as stimulus.	g - from the New York Daily News on the opening of the first Disneyland Theme Park. Revision for Final	Reading Questions -AO1,AO2,AO4	To identify and explore range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both.	Developing strategies to find the information. Reading Questions. AO 1, AO 2,AO4	Spoken -AO7 and AO8 Writing -AO-5 and AO-6			
	Compare viewpoints and perspectives from a range of texts Reading Questions -AO1, AO 2, AO3, AO4	Resource file -extract from 'Villette' by Charlotte Bronte.	Term Exam - Reading and Writing - AO1-AO6		Reading Questions. AO 1, AO 2,AO3,AO4					
		Revision for Final Term Exam - Reading and Writing - AO1-AO6								
		Wilding - X01-X00] .	
YEAR 9			YEAR 9 LA	ANGUAGE LONG TERM PLA	N with CURRICULUM STANDARDS 202	3-24				
LANGUAGE LONG TERM PLAN with	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEKS		
CURRICULU M STANDARDS										
YEAR 2021-22	20th and 21st CENTURY NON-FICTION KICKZ BY CAMILLA NEVILL, MATT VAN POORTVLIET	19th CENTURY FICTION JANE EYRE BY CHARLOTTE BRONTE	19th CENTURY FICTION THE HOUND OF BASKERVILLES BY SIR ARTHUR CONAN DOYLE	20th and 21st CENTURY NON-FICTION REALITY	20th and 21st CENTURY NON-FICTION REALITY	20th and 21st CENTURY NON-FICTION REALITY	20th and 21st CENTURY NON-FICTION REALITY	SPOKEN LANGUAGE		
	To identify some relevant information in the text To identify organisational features and explain their purpose using	To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using	To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation.	REALITY TV To select short and precise, references to support own ideas and opinions that are highly relevant.	REAL LIVES/ EXTRAORDINARY LIVES To compare how the media present real people and celebrities. To explore wide range of similarities from both the texts.	WHAT REALLY HAPPENED, TAKING SIDES To analyse how language and image can be manipulate a television documentary audience's response	UNDERSTANDING THE AUTHOR'S CRAFT To evaluate how well an idea or atmosphere created. To explore the writer's possible intention and comment	Speaking and listening skills: • demonstrate presentation skills in a formal setting		
-	visuals and sentence frames. Explain, comment on and analyse how writers use language and structure to achieve effects	punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character	Understand how writers select ideas and events to manipulate the reader's empathy for a character e READING-Questions 1.2.3.4 [A01.A02.A04]	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	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	To use repertoire of reading strategies to analyse and explore different layers of meaning To analyse how texts are shaped by audience's	on how language choice contributes to it.	Bisten and respond appropriately to spoken language, including to questions and feedback to presentations was spoken Standard English effectively in		
Tem	Review of Assessment Objectives AO1-AO6 READING-Questions 1, 2, 3 [AO1,AO2] Baseline (Non-Fiction)	Review of Assessment Objectives AO1-AO6 READING-Questions 1,2,3 [AO1,AO2] Introduction of Poetry Project	WRITING ASSESSMENT-IMAGINATIVE TASK (AOS, AO6)	media, incorporating useful new vocabulary relevant to this topic To identify and explain the purpose of reality	fiction writing by drawing on techniques used by writers. READING-Questions 1,2,7a [AO1,AO2] WRITING-SHORT ARTICLE [AO5,AO6]	preferences and opinions To select words carefully from within and beyond their own vocabulary	READING-Question (AO4) Page No20-23 PAPER 2-	speeches and presentations		
	Describe (PROF TELEST)	inconcion of rocky rioject		television READING-Questions (AQ1.AQ2)	Grammar-Speech Punctuation Page No: 10-13	READING-Questions (AO1,AO2) Writing Task: Biased Report	READING ASSESSMENT (AO1-AO4)			
				READING-Questions (AO1,AO2) Grammar-Clauses Page No: 6-9		Writing Task- Blased Report Page No:14-17				
	WEEK 9 20th and 21st CENTURY NON-FICTION	WEEK 10 20th and 21st CENTURY NON-FICTION	WEEK 11 20th and 21st CENTURY NON-RICTION	WEEK 12 20th and 21st CENTURY NON-FICTION	WEEK 13 20th and 21st CENTURY NON-FICTION	WEEK 14 20th & 21st CENTURY NON-FICTION	WEEK 15 19th CENTURY FICTION	WEEK 16 20th & 21st CENTURY NON-PICTION		
	REALITY UNDERSTANDING THE AUTHOR'S CRAFT	REALITY UNDERSTANDING THE AUTHOR'S CRAFT	REALITY EXPRESSING YOUR POINT OF VIEW	MAGAZINE VISUAL LANGUAGE IN MAGAZINES/FRONT COVERS OF MAGAZINES	MAGAZINE EXPLORING PURPOSE AND AUDIENCE/ PLANNING A MAGAZINE ARTICLE	MAGAZINE	REVIEW FICTION (S)	REVIEW NON-FICTION (5)		
E	To explore the writer's possible intention and comment on how language choice contributes to it. Explore links and connections between writers' ideas and	Explore links and connections between writers' ideas and viewpoints. To explore the writer's possible intention and comment on	To develop and explore arguments To structure and link paragraphs cehesively To include a range of varied and accurate sentence structures To include a range of interesting ideas To plan, structure and write an argument	How print and images combine in texts to emphasise the witer's point of view and influence the reader. How text and images are used on the front covers of	How magazine articles are structured and written to suit their purpose and audience. Plan and write a magazine article	To read with insight and engagement, understanding the writer's use of linguistic and structura devices.	Understand how characterisation can be developed if 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 extracts; communicate clearly and write using linguistic devices		
P	viewpoints. READING-Question (AO3 - 7a)	how language choice contributes to it. Understand how to structure and write a complete information text	READING NON-FICTION -AO1 AO2 WRITING -Informal Letter (AOS, AO6) Grammar-	magazines to attract their target audience. READING-Questions AO1. AO2	READING Questions-AO1, AO2, AO3 Grammar-Simple, Compound and Complex Sentences Page No: 44-49	Explore links and connections between writers' ideas and viewpoints. WRITING -Magazine article AOS, AO6	Writing an account Fiction/non-fiction writing Be able to create character through careful choice and	Paper 2 Reading Questions 1-76 [AO1,AO2,AO4] Writing Questions 8 and 9 [AO5, AO6]		
	Page No20-23 PAPER 2- READING ASSESSMENT (AO1-AO4)	READING-Question (AO3-7b) WRITING-Information Guide	Sequencing Paragraphs Page No: 24-29	Page No: 32-41		Practice Question 7a and 7b Page No: 50-56	review of vocabulary and sentence structures Paper 1 Reading Questions 1-4 [AO1,AO2,AO4] Writing Questions -5 and 6 [AO5,AO6]			
YEAR 9 LANGUAGE		Page No20-23 PAPER 2-								
LONG TERM PLAN with	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK S	WEEK 6	WEEK 7	WEEK 8		
STANDARDS YEAR 2021-22				100.000	No. of Man of Ma	MA NAGO				
	FICTION SHORT STORIES STRUCTURE/OPENINGS/STORIES FROM OTHER CULTURES	FICTION SHORT STORIES CONFLICT AND CLIMAX/ENDINGS/UNIVERSAL THEMES	D SHORT STORIES PLANNING YOUR OWN SHORT STORY	19th CENTURY FICTION A Christmas Carol: Charles Dickens	20th and 21st CENTURY NON-FICTION DESCRIBING A WAR/WAR SPEECHES	20th & 21st CENTURY NON-FICTION JOHN F. KENNEDY'S PEACE SPEECH	SPOKEN LANGUAGE SPOKEN ENDORSEMENT	20th and 21st CENTURY NON-FICTION WEB ARTICLE ON NIDDERDALE (TRAVEL WRITING)		
	How to structure short stories To identify some of the ways in which writers begin short stories To explore the opening of an entire short story	To understand how writers develop their stories To understand how writers create an effective ending for a short story	To plan and write your own short story and present to an audience. Listen and respond appropriately , including to questions and feedback to presentations	To analyse, explore and evaluate the author's craft. To analyse and evaluate language and structure. To understand how choice of language influences	To understand how choice of language influences meaning and effect. To analyse, and explore persuasive techniques used in speech-writing READING Questions-	To explore the writer's intention and analyse how key ideas are presented To analyse in some depth how the writer's choice of	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language,	To read with insight and engagement, understanding the writer's use of linguistic and structural devices. Express critical response to writer's use of ideas, events, themes and setting		
3m 2	Understand how characterisation can be developed through dialogue. Understand ideas, events, themes and writers'viewpoint	To understand how stories from different cultures and traditions often explore the same themes.	WRITIING -Short Story [AOS, AO6] Grammar- Subject-verb Agreement Page No: 80-82 WRITING ASSESSMENT- RICTION/ NON FICTION TASK	meaning and effect. READING Questions- AO4 PAPER-1 -READING ASSESSMENT- AO1, AO2, AO4	AO1, AO2 Page No: 100-103	whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key	including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations	Explore links and connections between writers' ideas and viewpoints. READING AO2, AO2, AO3		
ř	READING Questions-AO1, AD2 WRITING -Opening of a shor story (AO5, AO6) Grammar-Tense, Paragraphs	climax and ending of a short story [AOS, AO6] Grammar-Prepositions	[AOS, AO6]			ideas are presented To write accurately and fluently, choosing content and adapting style		Practice Question 7a and 7b		
	Page No: 58-63	Page No: 64-73				and language to a wide range of forms, media, contexts, audiences and purposes.				
	WEEK 9	WEEK10	WEEK 11	WEEK 12	WEEK 13	READING Questions - AO1, AO2 WEEK 14	WEEK 15	WEEK 16		
	20th and 21st CENTURY NON-FICTION TRAVEL WRITING	NON-FICTION REVIEW NON FICTION (5)	WEEN LE FICTION REVIEW FICTION(S)	20th and 21st CENTURY NON-RICTION GATHERING INFORMATION/DEVELOPING A	20th and 21st CENTURY NON-FICTION DESCRIBING A PRODUCT/ PLANNING A PRESENTATION	20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION	20th and 21st CENTURY NON-RICTION PRESENTATION	WEEK AU 20th and 21st CENTURY NON-FICTION PRESENTATION		
				PAUDUCI					•	

8	To communicate clearly and imaginatively, using and adapting forms for different readers and purposes.	To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing;	To analyse and interpret the fiction extracts and review exam style questions in Reading and Writing	To make notes and gather information from a variety of sources. To brainstorm ideas, evaluate and decide on what	To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.	To read and analyse extracts of presentation; To structure and write a presentation.	To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their	To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.				
Term	To write a Travelogue using the appropriate form, structure and language.		Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 (AO5, AO6)	each member of the group will contribute to the Group Project work. To interpret the task and plan relevant research	To define the problem and its variables. To use multiple sources for information, determine credibility, reliability, relevance and accuracy.	To plan and create a successful presentation Conveying ideas effectively, observing critically, and listening actively.	presentation as effective as possible. PRESENTING AND RESPONDING TO QUESTIONS	PRESENTING AND RESPONDING TO QUESTIONS (A07, A08)				
	WRITING- AOS, AO6	Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and Question 8, 9 (AO5, AO6)		activities and questions To develop strategies to find the information (AO1, AO2, AO3)	To synthese information, classifying the points, prioritizing the information to achieve the purpose. (AO1, AO2, AO3)	to understand roles and responsibilities To understand assessment criteria (AO1, AO2, AO3)	(AO7, AO8)					
			YEAR 10 LANGUAG		URRICULUM STANDARDS YEAR 2023 -							
YEAR 10	WEEK 1 19th CENTURY FICTION-REVIEW	WEEK 2 21st CENTURY NON-FICTION-REVIEW	WEEK 3 19th CENTURY FICTION	WEEK 4 20th CENTURY NON-RICTION	WEEK 5 19th CENTURY FICTION	WEEK 6 20th AND 21st C	WEEK 7 ENTURY NON-FICTION	WEEK 8 21st CENTURY NON-FICTION				
	THE MAYOR OF CASTERBRIDGE (EXTRACT OF A NOVEL) (5) • Identify how key events in a narrative are structured and	LOVE IS NOT ALL YOU NEED IN A MARRIAGE (NEWSPAPER REPORT / ARTICLE) (5) Identify how key points in an article are selected and	THE HANDMAID'S TALE (EXTRACT OF A NOVEL) (5) (ACCOUNT / PROJECT: BLOG) • Be able to identify key narrative clues and understand how to make inferences about setting from	AN EVIL CRADLING (5)	PRIDE AND PREJUDICE (EXTRACT OF A NOVEL) (5)	REVIEW OF GRAVITY (MOVIE REVIEW) & LETTERS OF / LETTER - FORM • Understand how implied meaning is established throu	NOTE: IN THE EVENT OF A MOON DISASTER (OPEN LETTER AL & INFORMAL) (5)	LOVELY PROM DRESS, ANGEL, YOUR CARRIAGE TO ABSURDITY AWAITS (MAGAZINE ARTICLE) (S) • Identify and explain how the writer conveys an opinion by using facts				
-	sequenced	sequenced to express a personal point of view	• De aber to identify key instrudive closes and disclessand now to make interested about seeing from them • Understand that writers consciously make a choice of tense and viewpoint • Evaluate texts	selects ideas to convey a vivid picture of personal	Inderstand how the writer's perspective can be conveyed through it only and short statement sentences Understand how character and perspective can be conveyed through	Understand flow implied meaning is established through Understand that using nouns in apposition renames the Understand how implied meaning is established through	e first noun to provide greater detail	 Understand and explain how one writer conveys an opinion by using tacts Understand and explain how opinion is emphasised through use of the colon and short statement sentences 				
E P	Understand how writers structure events in a narrative for dramatic impact	opinions clear and convincing Be able to sequence and connect key points clearly	critically and support this with appropriate textual references WRITING- Account [AOS, AO6]	 Understand how a writer builds detail about their experience through shifts in tense 	dialogue • Evaluate texts critically and support this with appropriate textual references	and abstract nouns Understand how implied meaning is intensified through		Be able to express critical perspectives on text through the use of the colon and short statement sentences				
	structure to achieve effects	WRITING- Newspaper Report / Article READING-Questions 1,2,3,4[AO1,AO2]	PROJECT WORK- Poetry	Be able to comment on the writer's possible intention and evaluate how successfully it has been	Paper 1, Questions 1, 2 and 4 [AO1,AO2,AO4]	contrast ideas Be able to use parallel structures in sentences which contracts.	an contrast ideas to comment on writers' language choice	WRITING- Magazine Article (AOS-AO6)				
	Diagnostic Test Questions 1, 2, 3 [AO1,AO2] Reading for Pleasure- 1984 - Orwell			READING-Evaluation (AO1, AO4) (PAPER I READING ASSESSMENT) AO1-AO4		Paper 2, Questions 3, 8 and 9 [AO1,AO2,AO5,AO6] ASSESSMENT - PAPER 2 WRITING WRITING: Open Letter / Letter- Formal and Informal						
	WEEK 9	WEEK 10	WEEK 11 20th AND 21st CENTURY NON-FICTION	WEEK 12	WEEK 13 21st CENTURY NON-FICTION	WEEK 14 19th CENTURY FICTION	WEEK 15	WEEK 16 20th AND 21st CENTURY NON-FICTION				
	3 Okta Devidence Endondement	JOALIN DINGGAGE ENDOISEMENT	A LETTER FROM JOHN STEINBECK TO HIS SON (LETTER) & WHEN YOU SHOULD LEAVE Y	OUR FIRST LOVE (NEWSPAPER ARTICLE) (5)	SANE NEW WORLD (PERSONAL ACCOUNT/ STORY WRITING) (5)	JANE EYRE (EXTRACT FROM A NOVEL) (S) IMAGINATIV WRITING - IMAGE BASED)	A YEAR IN PROVENCE (PERSONAL ACCOUNT) 8	& MY FAMILY MOVED FROM PAKISTAN TO THE UK 40 YEARS AGO- HOW FAR WE'VE COME (5) REVIEW NON-FICTION				
_	Speaking and listening skills: • demonstrate presentation skills in a formal setting	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken	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		 Understand how the writer's perspective can be conveyed through irony and short statement sentences 	explored in previous topics	Be able to explore how the writer's choice of whole to	ext structure, sentence structure and vocabulary supports the writer's intention				
Term	listen and respond appropriately to spoken language, including to questions and feedback to properlylings.	Issten and respond appropriately to spoken language, including to questions and feedback to presentations.	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 character and perspective can be conveyed through dialogue Evaluate texts critically and support this with appropriate textual references	 Understand how to express ideas concisely and precisely through careful choice of nouns through careful choice of nouns and verbs without 	Be able to identify and explore a range of specific sim Fiction/non-fiction writing [AOS-AOS]	illarities and differences in two texts, supported with a range of evidence synthesised from both				
	use spoken Standard English effectively in speeches and presentations WRITING-Speech [AO7,	use spoken Standard English effectively in speeches and presentations			WRITING-Story Writing (AOS AND AO6)	modification • Be able to explore the writer's possible intention and	Paper 2, Question 7a AND 7b [AO1,AO2,AO3,AO4]					
	408, A09]					comment on how language choice contributes to it Paper 1, Questions 3, 5 and 6 [AO1, AO2, AO5 AO6] WRITING- IMAGINATIVE WRITING - image based						
YEAR 10	WEEK 1	WEEK 2	WEEX 3	WEEK 4	WEEK S	WRITING-IMAGINATIVE WRITING - Image based WEEK 6	WEEK 7	WEEK 8				
-	MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAV	VELOGUE) & THE LAST ASCENT OF ALISON HARGREAVES. WHY	21st CENTURY NON-FICTION 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)	21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO HAUNT US (5)	LOST HEARTS (EXTRACT OF A NOVEL) (5)	SPUKEN LANGUAGE ENDUKSEMENT	SPUKEN LANGUAGE ENDUKSEMENT				
-	Be able to summarise and synthesise key points	CAME OFF KZ? (NEWSPAPEK AKTICLE) (5)	Be able to select, summarise and synthesise the key ideas in a text		Be able to identify and explore the implications and connotations of the		Speaking and listening skills:	Speaking and listening skills:				
~	Know what is meant by chronological and non-chronological order Understand how writers can engage readers using a non-chronolog Be able to summarise and synthesise key points	er logical structure	 Understand how a humorous and conversational tone can be intensified by using minor sentences. Exam-style questions 	events in a text and explain how connections between these create humour • Understand how a humorous tone can be	writer's choices of vocabulary • Be able to explore layers of meaning at word level	connotations of the writer's choices of vocabulary • Be able to explore layers of meaning at word level	demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to	demonstrate presentation skills in a formal setting listen and respond appropriately to spoiken language, including to questions and feedback to				
٤	Understand how writers can engage the reader through their sente Be able to evaluate how a writer emphasises the excitement and da	tences, selection and sequencing of ideas dangers of mountaineering through vocabulary and structural	Paper 2, Questions 1, 2 and 4,5 [AO1, AO2]	intensified through deliberate use of coordination Be able to link ideas using coordination,	Understand how word choices signal the writer's purpose and tone Paper 2, Question 3 or 6 [AO2, AO4]	Be able to identify and explore the writer's choices of vocabulary and how these signal the conventions of the	presentations • use spoken Standard English effectively in	presentations use spoken Standard English effectively in				
	choices Paper 2, Questions 8 and 9	y and the terms		subordination and non-finite clauses Understand that minor sentences create an informal		 ghost story genre Be able to express a precise response to a text through 	speeches and presentations WRITING-	speeches and presentations				
	WRITING- Newspaper Article [AOS.AO6] Reading for Pleasure-A Child Called 'It'. by Dave Pelzer			tone Fiction/non-fiction writing		careful selection of vocabulary IMAGINATIVE WRITING- [AO5, AO6]						
				WITING- Travellogue (AOS, AO6) (PAPER II ASSESSMENT) [AO1-AO4] WEEK 12								
	WEEK 9 19th CENTURY FICTION	WEEK10 21st CENTURY NON-FICTION	WEEK 11 19th CENTURY FICTION	20th CENTURY NON-RICTION	WEEK 13 20th AND 21st CENTURY N	WEEK 14 ION-FICTION	WEEK 15 21st CENTURY NON-FICTION	WEEK 16 19th CENTURY FICTION				
	FRANKENSTEIN (EXTRACT OF A NOVEL) (5)	GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE) (5)	THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW FICTION (5)	ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON-FICTION (5)	MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS S	SELFIES OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)	NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)					
	Be able to identify and explore patterns of vocabulary and imagery	ARTICLE) (5) Be able to identify and explore patterns of vocabulary Be able to identify how	Be able to identify and explain connotations in a text Understand how characterisation can be developed through dialogue using informal register	text	Be able to explore the writer's intention and analyse how key ideas are pre Be able to analyse in some depth how the writer's choice of whole text stru	esented oucture, sentence structure and vocabulary supports the	and feelings	s • Understand how language choice can convey tone and atmosphere • Understand how writers use figurative language to explore unexpected and unusual				
2		persuasive emphasis is conveyed by choice of noun phrases and verbs Be able to express a precise response to a text through	Be able to use formal register in critical writing Writing an account	Understand how characterisation can be developed through dialogue using informal register	writer's intention Be able to explore the writer's intention and analyse how key ideas are pre		Understand how the writer uses figurative language to explore unexpected and unusual	 Understand how writers introduce a striking and unusual character by using figurative language Be able to analyse how writers use language to bring alive for the reader unusual experiences and 				
Tem	Exam-style question Paper 1, Questions 4, 5 and 6 [AO1, AO4] WRITING:	Be able to express a precise response to a text through careful selection of vocabulary	Riction/non-fiction writing - Understand how characterisation can be developed through dialogue using formal register - Be able to create character through careful choice and review of vocabulary and sentence structure	Be able to use formal register in critical writing Writing an account Es Fiction/non-fiction writing	Be able to analyse in some depth how the writer's choice of whole text struwriter's intention Be able to identify points of comparison in the writers' ideas and perspecti		Understand how the writer creates an impression of danger, threat or suffering using figurative language	encounters				
	PICTURE WRITING	Non-fiction writing WRITING- Review: Letter/Travelogue [AOS, AO6]	Paper 1 Questions 1-4 (AO1,AO2,AO4)	 Understand how characterisation can be developed through dialogue using formal register 	and text level, and their impact on the reader		Non-fiction writing					
				and review of vocabulary and sentence structures	Non-fiction writing Paper 2, Question 7a and 7b [AO1,AO2,AO3,AO4] ARTICLE/ REPORT	WRITING- NEWSPAPE	WRITING: Article/Journal writing/ Diary entry (AOS, AO6)					
				1 spec 2 specialis 1-0 (no.1, no.2, no.3, no.4)	Project- Digital Blog							
					YEAR 11 - LONG TERM PLAN	with CURRICULUM ST	ANDARDS 2023-2024					
YEAR 11	WEE	EK 1	WEEK 2		WEEK3			WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
-	21st CENTURY N WHY TEACHING TABLE MANNERS CAN DO N		20th CENTURY NON-FICTION CLINGING TO THE WRECKAGE (AUTOBIOGRAP)	HY) (4)	19th CENTURY FICE TREASURE ISLAND (EXTRACT (19th CENTURY FICTION OLIVER TWIST (EXTRACT OF A NOVEL) (4)	20th CENTURY NON-FICTION THE LADY IN THE VAN (RECOUNT) (4)	SPOKEN LANGUAGE ENDORSEMEN ARGUMENTATIVE/ DISCURSIVE	SPOKEN LANGUAGE ENDORSEMENT ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	21st CENTURY NON-FICTION COULD YOU BE A VOLUNTEER WITH
	Be able to explore the writer's intention and analyse how key is Be able to analyse in some depth how the writer's choice of w		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	Explore how the writer has selected narrative events to manipulate t Understand how writers use tense and viewpoint to position the rea	the reader's response der and manage their response	Be able to explore patterns of inference and their Understand how writers can create emphasis and	manage tone through sentence structure	Be able to summarise, synthesise and connect key ideas in the narrative.	Speaking and listening skills: • demonstrate presentation skills in a	Speaking and listening skills: • demonstrate presentation skills in a formation.	Be able to summarise, synthesise and connect key points in the text
	supports the writer's intention Be able to explore the writer's intention and analyse how key is Be able to analyse in some depth how the writer's choice of w		intention Be able to explore the writer's intention and analyse how key ideas are presented		REVIEW AOS 1-6		Be able to express a precise critical response throung REVIEW AOS 1-6	ugh careful choice of sentence structure	Understand how writers structure a text to achieve their intention: to develop character and create humour.	formal setting • listen and respond appropriately to spoken language, including to	Issten and respond appropriately to spoke language, including to questions and	Understand how writers structure a text to achieve their intention: to persuade the reader Be able to identify the writer's possible intention
	supports the writer's intention REVIEW AOS 1-6 (DIAGNOSTIC TEST)	whole text structure, sentence structure and vocabulary	Be able to analyse in some depth how the writer's choice of whole text structure, sentence intention Be able to identify points of comparison in the writers' ideas and perspectives, exploring ho		Paper 1 Questions 1&2		Exam Style Question Paper TERM I ASSESSMENT 2 (PAPER 2 READING 56 MA	er 1 Question 4	Exam Style Question	questions and feedback to presentations	feedback to presentations use spoken Standard English effectively in	and analyse closely some of the writer's choices that contribute to achieving it.
-	Exam Style Question		level, and their impact on the reader REVIEW AOS 1-	6	, , , , , , , , , , , , , , , , , , , ,				Paper 2- Q6 (The writer attempts to engage the reader through the description of Miss	use spoken Standard English effectively in speeches and	speeches and presentations	Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention
Te.	Paper 2 Question 1-3 1. From lines 2-4, identify one detail that shows the behavior		Exam-style question: Paper 2 Q 7a and 7b 7a. The two texts revolve around childhoo	ood experiences. How is the article of 3rd October					Shepherd. Evaluate how successfully this is achieved. 15 Marks)	presentations		Exam Style Question
	2.From lines 10-13, identify two phrases that describe the wr 3. How does the writer use language and structure to engage		2013 and John Mortimer's text similar? 7b. Comapre how the writers of Text 1 and Text 2 present the ideas and opinions about gr	rowing up? (20 Marks)					WRITING: Writing a recount (40 Marks)	WRITING SPEECH		Paper 2 Question 8 & 9 WRITING-Writing a leaflet (40 Marks)
	(Reading for Pleasure- Book 1 Literary Non-Fiction "Between a Rock and a Hard Place" by Aron Ralston)											
	WEEK 19th CENTUR	ЕК 9	WEEK 10		WEEK II			TTEN A				
	19th CENTUR' THE DIARY OF A NOBODY (E							WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	To summarise and synthesise key ideas in the text, exploring or Understand how writers manipulate the reader's response the		21st CENTURY NON-FICTION THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF J	OKES (ARTICLE) (4)	21st CENTURY NON-F YOU CAN'T FORCE A TEENAGER TO TAI	LK TO YOU (ARTICLE) (4)		WEEK 12 20th CENTRY NON-FICTION THE PLOWDEN REPORT (REPORT) (4)	WEEK 13 19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A	20th CENTURY NON-FICTION	WEEK 15 19th CENTURY FICTION HEART OF DARKNESS (EXTRACT OF A	20th AND 21st CENTURY NON-FICTION FUKUSHIMA HORSE BREEDER BRAVES HIGH
	To analyse some of the writer's choices and their impact on the	connections and their likely impact on the reader	THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF JO Be able to summarize and synthesize key ideas in the narrative, exploring connections and to	their likely impact on the reader	YOU CAN'T FORCE A TEENAGER TO TAI Be able to summarise and synthesise key ideas in the narrative, exploreader.	LK TO YOU (ARTICLE) (4) oring connections and their likely impact on the	Be able to use a range of reading for meaning skill Understand how writers select modification to act	THE PLOWDEN REPORT (REPORT) (4)	THE WOMAN IN WHITE (EXTRACT OF A Be able to summarise and synthesise key ideas in the narrative, exploring connections	20th CENTURY NON-FICTION NEITHER HERE NOR THERE Be able to explore the writer's intention and analyse how key ideas	HEART OF DARKNESS (EXTRACT OF A Be able to use a range of reading for meaning skills explored in previous topics	FUKUSHIMA HORSE BREEDER BRAVES HIGH 10 explore the writer's intention and analyse how key ideas are connected and presented
rm1		hrough paragraph structure	THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF J	their likely impact on the reader	YOU CAN'T FORCE A TEENAGER TO TA	LK TO YOU (ARTICLE) (4) oring connections and their likely impact on the	Understand how writers select modification to act Exam Style Question Paper 2 Questions 8 & 9	THE FLOWDON REPORT (REPORT) (4) is septioned in previous topics in septioned in previous topics in the precision and connotation to support their intention.	THE WOMAN IN WHITE (EXTRACT OF A Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to	20th CENTURY NON-FICTION NEITHER HERE NOR THERE Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how	HEART OF DARKNESS (EXTRACT OF A Be able to use a range of reading for meaning skills explored in previous topics	FUKUSHIMA HORSE BREEDER BRAVES HIGH ng To explore the writer's intention and analyse how key ideas are connected and presented n To analyse with increasing depth and selected details how the writer's choice of whole text
F	Exam-style question: Paper 1-Q4 (In this extract the writer tries to portray the life	hrough paragraph structure the reader in some detail e of Charles Pooter and his wife Carrie. Evaluate how	THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF JI Be able to summarize and synthesize key ideas in the narrative, exploring connections and t Be able to analyse some of the writer's choices and their impact on the reader in some deta	their likely impact on the reader all	YOU CAN'T FORCE A TEENAGER TO TAI Be able to summarise and synthesise key ideas in the narrative, exploreader. Understand how writers structure an argument to manage the reade Exam Style Question	LK TO YOU (ARTICLE) (4) oring connections and their likely impact on the	Understand how writers select modification to act	THE FLOWDON REPORT (REPORT) (4) is septioned in previous topics in septioned in previous topics in the precision and connotation to support their intention.	THE WOMAN IN WHITE (EXTRACT OF A Be able to summarise and synthesize key ideas in the 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.	20th CENTURY NON-FICTION NEITHER HERE NOR THERE Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how	HEART OF DARKNESS (EXTRACT OF A Be able to use a range of reading for meani skills 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	FURUSHIMA HORSE BREEDER BRAVES HIGH ng To explore the writer's intention and analyse how key ideas are connected and presented 10 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 To identify and explore in some detail a range of
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