

[illegible]

Phonics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phoneme		Phonics: Final blends with K, P, T		Phonics: Compound Words, Words that begins with K, Suffixes FUL, LESS, ER, EST, Words with similar patterns and meanings.		Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends with M and N, Plural Nouns Revision												
YEAR 3	WEEK 11- Dec 1 and 2nd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	WEEK 19- Feb 4th Week	WEEK 20- March 1st Week								
TERM 2	Unit 3.5 Fiction:NIMS ISLAND (Chapter 13) R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.S3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3D: Re-read own writing, improving it at sentence level. Compose and rehearse sentences orally. Organise paragraphs around a theme. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome : write sentences with proper punctuation and speech marks, join class discussions, and improve their own writing by checking grammar and organizing ideas. Write answers to short questions Guided Reading: LA -White B (F) The Pirate and the Potter family : Set Sail for School /JA- Lime B Meddlers : Lickety Kwick and the Mixed-Up Fix / AA - LIME B (F) Mae in the Middle : Super Sleuth	Unit 3.5 Fiction:NIMS ISLAND (Chapter 5: chapter 6/ Page 29 -- Page 41) R3.3A:Answer simple questions about a character, event or piece of information about which they have read. R3.4A:Use context to infer the meaning of unfamiliar words. R3.4C:Use 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.R3.3D: Identify subject and object pronouns and link them to the head noun phrase they replace. Compose and rehearse sentences orally. Organise paragraphs around a character. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Speaking AF5 - AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content; AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions;AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues. Outcome: answer questions about stories, guess word meanings, predict endings, retell events, spot pronouns, practice speaking sentences, write about characters, and check their work for mistakes. Speaking Activity: Hot seating, Narration of the events so far/ Interviewing the main character Guided Reading: LA -White B (F) The Pirate and the Potter family : Set Sail for School /JA- Lime B Meddlers : Lickety Kwick and the Mixed-Up Fix / AA - LIME B (F) Mae in the Middle : Super Sleuth	Unit 3.5 Fiction:NIMS ISLAND (Chapter 7) 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. S3.2A: Give brief descriptions using two or more linked sentences. S3.2C: Participate in discussions when invited to do so by the teacher. Compose and rehearse sentences orally. Organise paragraphs around a plot. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Speaking AF5 - AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content; AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions;AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues. Outcome: Students will arrange pictures to tell stories, guess characters' feelings, describe ideas in sentences, participate in discussions, practice speaking sentences, organize story sentences and check their writing for mistakes. Writing Task: Write answers to short questions. Description of character using expanded noun phrase -Write sentences using correct verb tenses, descriptive adjectives and proper pronouns while creating short stories about characters, settings and events. Speaking Activity: Hot seating, Narration of the events so far/ Interviewing the main character	Unit 3.2 Fiction: A Closer Look at Poems R3.3A: Infer the poems which they have read. R3.3B: Use imperative verbs to extend the poem. R3.3B: Read simple poems and understand them. R3.3B:Identify the poetic features in the poemsA Collection of Poems by Christina Rossetti and Roger McGough Outcome: understand poems, identify poetic features, and create their own verses. Guided Reading:LA -White B The Adventures of Sindbad the Sailor: The Valley of Diamonds /JA- Poetry (F) Wizards, Spiders and Castles /AA- Lime B (F) Poetry - Animal Crackers	Unit 3.5 Fiction:NIMS ISLAND (Chapter 9) R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.3A:Answer simple questions about a character, event or piece of information about which they have read. R3.4A:Use context to infer the meaning of unfamiliar words. R3.4C:Use 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. Organise paragraphs around a theme. Proofread grammar and vocabulary to improve consistency in spelling and punctuation.Outcome: answer questions about stories, infer word meanings, predict endings, retell events in order, organize their writing, and check for mistakes. Write answers to short questions Guided Reading:LA -White B(F) Meddlers : The Not-So-Merry-Go-Round /JA- Brown B Pizza At the Double/AA-Lime B: Rocky Runs Away	Unit 3.5 Fiction:NIMS ISLAND Chapter 11/ (Chapter 12) Page S3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. Organise paragraphs around a characters. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation, participate in discussions, organize story ideas, and check their work for mistakes. Guided Reading:LA -Lime B:Meddlers: Lickety Kwick and the Mixed-Up Fix /JA- Grey A (F) Pet Finders Underground /AA-Brown A (F) How Do Lobsters Stay Young?	Unit 3.5 Fiction:NIMS ISLAND Chapter 13/ (Chapter 14) Page S3.3F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.S3.2C: Participate in Discussions when invited to do so by the teacher. Organise paragraphs around the plot. Proofread grammar and vocabulary to improve consistency in spelling and punctuation. Outcome: Write answers to short questions/ write sentences with correct grammar and punctuation, participate in discussions, organize story ideas, and check their work for mistakes. Guided Reading:LA - Lime A: Meddlers:Tick,Tock Unfix the Clock /JA- Brown B Learning the Ropes/AA-Brown A (F) Changing Places	Unit 3.5 Fiction:NIMS ISLAND (Chapter 15: chapter 16) L3.2C: 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 read. W3.1C: Add the suffixes '-s', '-ed', '-ing', '-er' and '-est', and the prefix 'un-' to words where the root word does not change. R3.3C: Recognise that the past tense of verbs is often indicated by the suffix '-ed'.R3.3C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more linked sentences. Use suffixes/prefixes correctly, recognize past tense verbs, read reports, describe Writing an instruction text. Guided Reading:LA - Lime A: Meddlers:Tick,Tock Unfix the Clock /JA- Brown B Learning the Ropes/AA-Brown A (F) Changing Places	Unit 3.6 Non-Fiction:Trickling Our Eyes Unit 3.6F: Use a simple contents page and index to locate information. W3.3D: Re-read own writing, improving it at sentence level. S3.1A: Follow three-step instructions, when these are given slowly and clearly. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. S3.1A: Follow three-step instructions, when these are given slowly and clearly. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3C: Compose and write a sequence of three or more simple or compound sentences. Outcome Find information in books, write an Explanation text. Guided Reading:LA - Lime A (NF) Bugs in our Homes /JA- Brown B (NF) Dead Gorgeous /AA-Brown A (F) How do they make costumes?									
	Phonics: Short Vowel Phonemes, Long I with GHT, Long A, E, O, U Phoneme																	
YEAR 3	WEEK 21- March 3rd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 -June 1st Week								
TERM 2	Unit 3.8 Fiction:Outline at Sea Chapter 1 R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.3C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome:Introducing Outline and setting the scene / Answer questions about stories and tell if something is a fact or opinion when reading Guided Reading:LA /Lime A: Mae in the Middle: Music Master /JA- Brown A (F) The Quigleys Have Got Talent /AA-Brown A (F) Come Down Golden	Unit 3.8 Fiction:Outline at Sea Chapter 2 / chapter 3 Page 18 - Page 59 R3.4D: Listen and respond to stories of a level beyond that of independent reading. S3.2C: Participate in discussions when invited to do so by the teacher. 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'. Outcome:Building of characters using descriptive language and exploring their feelings.Listen to stories, join discussions, and use 'and/but/because' to make longer sentences. Guided Reading:LA /Lime A: Mae in the Middle: Music Master /JA- Brown A (F) The Quigleys Have Got Talent /AA-Brown A (F) Come Down Golden	Unit 3.8 Fiction:Outline at Sea chapter 4/ chapter 5: Page 59 R3.4D: Organise words into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries. W3.5A: Use a simple contents page and index to locate information. S3.2C: Participate in discussions when invited to do so by the teacher. Writing Task: Explore language and description; Writing questions and answers focussing on -character,setting,sequencing events,theme,personal response. Guided Reading:LA /Lime A (F) Rocky and the Wolf Cub/JA- Brown B The Pirates in an Adventure with Scientists : A Daring Rescue /AA-Brown A (F) Double Trouble	Unit 3.8 Fiction:Outline at Sea chapter 6/ chapter 7: Page 90 R3.3B: Retell two events from a story or sequence in the correct order. Identify the key themes. R3.4D: Listen and respond to stories of a level beyond that of independent reading. S3.2C: Participate in discussions when invited to do so by the teacher. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'(s) R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. Outcome:Listen to stories, identify describing words, and identify facts from opinions; Focus on plot development and inference. Activity:Making a Postcard. Guided Reading:LA /Lime A (F) Rocky and the Wolf Cub/JA- Brown B The Pirates in an Adventure with Scientists : A Daring Rescue/AA-Brown A (F) Double Trouble	Unit 3.8 Fiction:Outline at Sea Ch 8: Ch 9: Page 122 - Page 123 W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.Outcome:Write sentences with describing words, using capitals and full stops correctly. Writing Task: Respond to the text and plan to create own story. Guided Reading:LA -Lime B:Meddlers: Lickety Kwick and the Mixed-Up Fix /JA- Grey A (F) Pet Finders Underground /AA-Brown A (F) How Do Lobsters Stay Young?	Unit 3.8 Fiction:Outline at Sea Ch 10: Page 142 - Page 143 W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences.Outcome:Write sentences with describing words, using capitals and full stops correctly. Writing Task: Writing a story Guided Reading:LA -Lime B:Meddlers: Lickety Kwick and the Mixed-Up Fix /JA- Grey A (F) Pet Finders Underground /AA-Brown A (F) How Do Lobsters Stay Young?	Unit 3.1: Poetry:A Closer Look at Poems R3.3A: Infer the poems which they have read. R3.3B: Use imperative verbs to extend the poem. R3.3C: Read simple poems and understand them. R3.3B:Identify the poetic features in the poems. S3.2D (Poem): With some guidance, perform a poem in front of the whole class. A Collection of Poems by Roger McGough : Poem Title - Fight of the Year	Unit 3.10: Non-fiction:How to Be a Sports Star R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, identify key information about athletes and infer their feelings, experiences and perspectives from the text. W3.5C: Use present- and past-tense forms of regular verbs in writing. S3.2A: Give brief descriptions using two or more linked sentences. Guided Reading:LA - Lime A: Meddlers: Lickety Kwick and the Mixed-Up Fix /JA- Grey A (F) Pet Finders Underground /AA-Brown A (F) How Do Lobsters Stay Young?	Unit 3.10: Non-fiction:How to Be a Sports Star W3.3C: Select pictures and write simple report texts of up to 100 words. S3.1B: Follow information during two to three minutes of listening to teacher talk supported by pictures. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.3D: Re-read own writing, improving it at sentence level. S3.2E: Present information to the class when prompted. Guided Reading:LA - Looking for Invisible Clues /JA- Grey A (F) Dog Alert /AA-Brown B (NF)101 Ways to Beat Boredom	Revision of Poetry/ Presentational, structural and language features Deducing and inferring ideas, events, characters, thoughts and feelings, information to answer questions Vocabulary- deducing and inferring meanings of words through context clues Sequencing events in the correct order Predicting ideas, actions, feelings from the text with reasons. Summarizing texts Identifying Facts and Opinions Justifying reasons with evidence from the text Expressing opinions (likes and dislikes) about a character; character's feelings; settings; ideas in stories and information texts / Review of writing skills in various text types for -Variety of ideas/information/facts, descriptive details • Awareness of why they are writing								
	Phonics: Synonyms, Antonyms, Plural Nouns, Adding Y, Prefixes, Words that ends in LE, Final blends with M and N, Plural Nouns Revision																	
Phonics: Alphabetical Order, Syllables, Words that describes ways of speaking, various long vowel phonemes, final blends with D, Prefixes DE, RE, PRE, Suffixes -FUL, -LY																		
YEAR 4	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6- Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week								
TERM 1	FICTION Unit 4.1. THE QUIGLEYS: Wild Life Read fiction text, identify features of the text; Retrieve information, events or main ideas from texts; Deduce, infer or interpret information, events or ideas from text; Identify direct speech and indirect speech from the text; Punctuate direct speech; Use a wider range of more descriptive nouns, powerful verbs, noun phrases, sensory details; Organize writing so that ideas are sequenced or grouped; Plan and write descriptive sentences; Use a wider range of more descriptive nouns and powerful verbs and a range of adverbs to add to description Hot Seating - Character (Will) Writing task - Descriptive Writing - Plan and describe a setting Spelling and Vocabulary worksheets- Unit 1 (Wordlist, Fill missing letters, syllables, Match word to its meaning, words that contain small words , spell correctly) Handwriting - Syllables (Two syllable words)	FICTION Unit 4.1. THE QUIGLEYS: Wild Life Infer characters' motives from information given in a text; Use a range of verbs (instead of 'said') and adverbs to add to descriptions; Write a conversation (2-3 sentences) using inverted commas in sentences using powerful verbs and adverbs and correct punctuations; Evaluate and edit conversations; Read conversations aloud in pairs and group; Recall significant events and pieces of information from texts and explain why they are important; Infer characters' motives from information given in a text with the evidence. Writing task - Describe your favourite character. Spelling and Vocabulary worksheets- Unit 1 (Word search, Unjumble the words, use to, too, two correctly, crossword, contraction) Handwriting- Syllables (Three syllable words)	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 identify the causal conjunctions; To join clauses using appropriate causal conjunctions; identify fronted adverbials; Use present- and past-tense forms of regular and irregular verbs in writing; Participate in discussions, building on contributions of previous speakers; Plan and write a story. Writing task - Story Writing and Fiction comprehension(Reinforcement) Spelling and Vocabulary- Unit 2 (Wordlist - contractions) Handwriting - Syllables (Multisyllable words)	NON-FICTION UNIT GLOBE CHALLENGE: LOST IN EGYPT Participate in discussions, building on contributions of previous speakers; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Recall significant events and pieces of information from texts and explain why they are important; To identify the main clause and subordinate clause from a sentence; Identify simple, complex and compound sentences; To know the present and past tense of regular and irregular verbs; Reinforcement of causal conjunctions. Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level. COMPREHENSION Spelling and Vocabulary- Unit 2 (Unjumble the words and place apostrophe correctly, put apostrophe correctly, circle the letters that have to be left out of contractions, apostrophes to show possession Handwriting - Apostrophe	NON-FICTION UNITGLOBE CHALLENGE: LOST IN EGYPT Recognise on sight common past-tense verbs, including irregular verbs; Understand the purpose of a wider range of textual features when directly asked to do so; Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact; Say and then write the compound and complex sentences using the conjunctions and, but, or, so and because; Use adverbials, conjunctions and past tense verbs in (compound and complex) sentences. Identify the elements of an email and a letter; apply the elements to compose a personal letter Writing task - Email writing(optional) and Letter Writing (informal) Spelling and Vocabulary- Unit 2 (Word search, fill missing letters, draw line to break the words into syllables) Handwriting - It's an apostrophe	NON-FICTION GLOBE CHALLENGE: LOST IN EGYPT Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level; Say and then write compound and complex sentences using the conjunctions and, but, or, so and because; Write present- and past-tense forms of irregular verbs in writing; Use capital letters and end punctuation correctly when writing dictated sentences. [Identify] how language, structure, and presentation contribute to meaning. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. HOTSEATING- In role of the Daredevil COMPREHENSION Spelling and Vocabulary- Unit 3 (Wordlist, Fill missing vowels, Guess the word by its shape)	NON-FICTION UNIT REAL LIFE: DARE DEVILS Read and understand a text. Recognise that the past tense of verbs is often indicated by the suffix -ed; Recall significant events and pieces of information from texts, 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 paragraph. Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact. Recognise irregular past-tense verb forms, including complex sentences, observing full stops and question marks. Role Play as the newspaper Spelling and Vocabulary - Unit 5 (wordlist search, unjumble the letters to make a word)	NON-FICTION UNIT REAL LIFE: DARE DEVILS 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. R4.5C: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 correctly when writing dictated sentences; Use capital letters and end punctuation correctly when writing dictated sentences. [Identify] how language, structure, and presentation contribute to meaning. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. HOTSEATING- In role of the Daredevil COMPREHENSION Spelling and Vocabulary- Unit 3 (Wordlist, Fill missing vowels, Guess the word by its shape)	NON-FICTION UNIT AWESOME ANIMAL ADVENTURE Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences; Use capital letters and end punctuation correctly when writing dictated sentences. [Identify] how language, structure, and presentation contribute to meaning. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. HOTSEATING- In role of the Daredevil COMPREHENSION Spelling and Vocabulary- Unit 3 (Word search, Unjumble the words, use to, too, two correctly, crossword, contraction) Handwriting- Syllables (Three syllable words)	NON-FICTION UNIT AWESOME ANIMAL ADVENTURE Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences; Use capital letters and end punctuation correctly when writing dictated sentences. [Identify] how language, structure, and presentation contribute to meaning. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. HOTSEATING- In role of the Daredevil COMPREHENSION Spelling and Vocabulary- Unit 3 (rhyming words, antonyms, complete the sentences, unjumble)	NON-FICTION UNIT AWESOME ANIMAL ADVENTURE Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences; Use capital letters and end punctuation correctly when writing dictated sentences. [Identify] how language, structure, and presentation contribute to meaning. With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. 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YEAR 5 English Language LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 5	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1 Non-Fiction: How to be an Explorer R5.1B: Decode unrecognized words using a range of strategies, including identification of prefixes and suffixes. R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. R5.4B: Understand and explain how different text features can convey information. R5.5B: Identify adjectives and prepositional phrases used to modify nouns. R5.4B: Understand and explain how different text features can convey information. R5.5B: Identify adjectives and prepositional phrases used to modify nouns.	UNIT 2 Non-Fiction: How to be an Explorer R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. R5.4B: Understand and explain how different text features can convey information. R5.5B: Identify adjectives and prepositional phrases used to modify nouns. R5.4B: Understand and explain how different text features can convey information. R5.5B: Identify adjectives and prepositional phrases used to modify nouns. Writing Task: Diary entry Practice choosing a verb that agrees with the subject of a sentence.	UNIT 3 Non-Fiction: How to be an Explorer R5.1C:Recognise on sight common words, including those with various prefixes and suffixes. Identify Fronted adverbials used to begin paragraphs. R5.1D: Maintain and rehearse the role of a character in a dramatic scene. Collect ideas and plan a blog of an expedition. Plan and write a blog.Redraft blogs W5.3E: Read aloud short sections of own writing with some preparation Writing Task: Blog	UNIT 4 Fiction: The Silver Sword R5.1C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.3B: Infer a character's responses to events and other characters. Plan and write a short story. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short sections of own writing with some preparation. Writing Task: Short story	UNIT 5 Fiction: The Silver Sword W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing. W5.5F: Show grammatical agreement of irregular verbs (including the verb, to be) with singular and plural nouns/pronouns with some accuracy across a piece of writing. Plan and write a short story. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short sections of own writing with some preparation. Writing Task: Short story	UNIT 6 Non-Fiction: 101 Ways to Save the Planet R5.1B: Give simple definitions of familiar words. R5.1C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find specific information R5.2B: Summarise a text or sequence by retelling the main ideas in order. R5.5C: Recognise the suffix '-ing' as the progressive form of verb, and look for the auxiliary verb 'to be' to indicate the tense. W5.3B Write instructions (of 200–250 words) where each end links to the beginning. Writing Task: Simple set of instructions	UNIT 7 Non-Fiction: 101 Ways to Save the Planet R5.5B: Identify causal conjunctions to explain cause and effect. Identify main clauses and subordinate clauses. Types of conjunctions. R5.4C: Read persuasion texts, identifying key text features and distinguishing between fact and opinion. W5.3C: Write Explanation texts/explaining in around 250 words. W5.6A: Use upper-case letters and end punctuation correctly in independent writing of one or two paragraphs. Writing Task: Explanation text	UNIT 8 Non-Fiction: 101 Ways to Save the Planet R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer W5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic. W5.3C: Write persuasive texts/giving advice of around 250 words.(Plan, design and write a poster) W5.3A: Begin to use paragraphs in longer pieces of writing. W5.4A Write in a legible and partially joined style, with evenly sized and spaced letters. W5.6A: Use upper-case letters and end punctuation correctly in independent writing of one or two paragraphs. R5.1C: Ask questions, make suggestions and make predictions during structured discussions. W5.2D: Maintain and rehearse the role of a character in a dramatic scene. W5.1B Spell another 100 everyday words in the context of teacher-led dictation Writing Task: Design a poster	UNIT 9 Fiction: Coming Home: Two Left Feet R5.1A: Read aloud an unfamiliar text from texts, and explain how they are linked. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3B: Infer a character's responses to events and other characters. R5.3C Make predictions based on more obscure evidence in a text. R5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2D: Maintain and rehearse the role of a character in a dramatic scene. W5.1B Spell another 100 everyday words in the context of teacher-led dictation Writing Task: Personal Recount	REVISION FICTION/ NON-FICTION Read differently-structured texts; Read for a range of purposes; Understand what was read; Find evidence in a text; Identify how language, structure and presentation contribute to meaning; Give well-structured descriptions and explanations; Revision of key grammatical vocabulary: noun, adjective,pronoun, verb, adverb, preposition; Revise prepositional phrases, Subject verb agreement, suffixes, prefixes, causal conjunctions, punctuation of direct speech Revise features of diary entries, elements of story writing, persuasive and explanation texts. W5.3E: Write a recount (of 300–400 words) where each end links to the beginning and focusing language skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. Writing Task: Personal Recount
YEAR 5	WEEK 11- Dec 1 and 2nd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	UNIT 6 Fiction: Coming Home: Two Left Feet R5.2A: Recall details of characters, events or pieces of information R5.5D Identify relative pronouns and know they introduce relative clauses. R5.5E Recognise demonstrative determiners and understand how they identify nouns as known. R5.2B: Summarise a story in sequence by retelling the main events in order. W5.6G: Understand where formal language is required. W5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation Writing Task: Semi-formal Letter (Letter to the author of the book)	UNIT 7 Non-Fiction: How Do They Make Bikes? R5.4A:Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. R5.4C Read arguments and persuasion texts, identifying key text features and distinguishing between fact and opinion. R5.4B Understand and explain how different text features can convey information. R5.1B: Identify the main points of an eight-to-ten minute, well-structured talk on a familiar topic. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.5B: Identify adjectives and prepositional phrases used to modify nouns. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. W5.1B: Spell another 100 everyday words in the context of teacher-led dictation. W5.1E: With support, proof-read text and correct spelling errors.	UNIT 8 Non-Fiction: How Do They Make Bikes? R5.4A:Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. R5.4C Read arguments and persuasion texts, identifying key text features and distinguishing between fact and opinion. R5.4B Understand and explain how different text features can convey information. R5.1B: Identify the main points of an eight-to-ten minute, well-structured talk on a familiar topic. R5.1A: Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks. R5.2A Recall details of characters, events or pieces of information from texts and explain how they are linked. R5.3D Begin to form and explain preferences about types of text other than fiction. W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing. W5.5G: Understand where formal language is required.	UNIT 9 Non-Fiction: How Do They Make Bikes? R5.1C: Rehearse and revise a presentation on a given topic. W5.3C Write persuasive/descriptive texts of around 250 words. W5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. Writing Task: Descriptive writing and presentation	UNIT 10 Fiction: Mixed-up Myths: The Mint Choc R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infer a character's responses to events and other characters. R5.1C: Ask questions, make suggestions and make predictions during structured discussions. W5.1B Spell another 100 everyday words in the context of teacher-led dictation. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. Use modal verbs appropriately in writing.	UNIT 11 Fiction: Mixed-up Myths: The Mint Choc R5.1B Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of similes using context. W5.3A Begin to use paragraphs in longer pieces of writing. W5.4A Write in a legible and partially joined style, with evenly sized and spaced letters. W5.3D: Evaluate and edit own writing to improve consistency. W5.3B: Read aloud short sections of own writing with some preparation. W5.3B: Write a recount (of 300–400 words) where each end links to the beginning and focusing language skillsW5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. W5.4A Write in a legible and partially joined style, with evenly sized and spaced letters. W5.3D: Evaluate and edit own writing to improve consistency. W5.3E: Read aloud short sections of own writing with some preparation. Writing Task: Short story Writing Task: Personal Recount	UNIT 12 Non-Fiction: In Their Shoes: My Life as a ... R5.4B: Understand and explain how different text features can convey information. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly to answer questions. R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and other punctuation. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. W5.3E: Read aloud short sections of own writing with some preparation. R5.4B: Understand and explain how different text features can convey information. R5.1C: Ask questions, make suggestions and make predictions during structured discussions.	UNIT 13 Non-Fiction: In Their Shoes: My Life as a ... R5.4B: Understand and explain how different text features can convey information. R5.2B: Summarise information by retelling the main ideas. W5.6B Use apostrophes to show plural possession and contractions of 'have'. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3E: Read aloud short sections of own writing with some preparation.	UNIT 14 Non-Fiction: In Their Shoes: My Life as a ... R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion. R5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic. R5.4A:Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. W5.3A: Begin to use paragraphs in longer pieces of writing. W5.3B Write a Non-Chronological Report (of 300–400 words) where each end links to the beginning. W5.4A Write in a legible and partially joined style, with evenly sized and spaced letters. R5.1C: Rehearse and give a presentation to an audience Writing Task: Non chronological Report	UNIT 15 Non-Fiction: Real Life: Story R5.4C Read information texts, identifying key text features and distinguishing between fact and opinion. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.
YEAR 5	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - June 1st Week	WEEK 28 -June 3rd Week	WEEK 29 -June 3rd Week	WEEK 30 -June 4th Week
TERM 2	UNIT 16 Non-Fiction: Real Life: Story Tellers L5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.	UNIT 17 Non-Fiction: Real Life: Story Tellers W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3A: Begin to use paragraphs in longer pieces of writing. W5.3D: Evaluate and edit own writing to improve consistency. W5.4B: Compose texts on-screen, editing and improving when redrafting. (Additional Activity only) R5.1E Rehearse and revise a presentation on a given topic. Writing Task: Biography	UNIT 18 Non-Fiction: Why Does Lightning Flash? R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks. R5.4B: Understand and explain how different text features can convey information. R5.1A: Follow a sequence of oral instructions to make or draw something. R5.1C: Ask questions, make suggestions and make predictions during structured discussions. W5.1B Spell another 100 everyday words in the context of teacher-led dictation. W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing. Use Reported speech in formal writing.	UNIT 19 Non-Fiction: Why Does Lightning Flash? R5.2A Recall details of characters, events or pieces of information from texts and explain how they are linked. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. R5.5D: Identify relative pronouns and know that they introduce relative clauses. W5.5A Use a range of adverbials, including fronted adverbials, to join ideas. W5.5B Use demonstrative determiners appropriately in writing. R5.1B: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic. W5.6A: Use capital letters and end punctuation correctly in independent writing of one or two paragraphs. W5.6A: Use capital letters and end punctuation correctly in independent writing of one or two paragraphs. W5.6C: Use inverted commas where the speaker is identified in the middle of the sentence. W5.6B Use apostrophes to show plural possession and contractions of 'have'. Writing Task: News paper Article.	UNIT 20 Non-Fiction: Why Does Lightning Flash? Writing, including oral rehearsal Evaluate own and others' writing Review and edit. 2E Rehearse and revise a presentation on a given topic.	UNIT 21 Fiction: Polar Bear R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.3A Infer the meaning of metaphors using context. R5.3B: Infer a character's responses to events and other characters. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.5A Identify fronted adverbials and talk about their impact. W5.3A Begin to use paragraphs in longer pieces of writing.	UNIT 22 Fiction: Polar Bear Explore the structure of a story Identify the main story components Plan and write Write fictional stories – plan and discuss Plan and write Writing, including oral rehearsal Evaluate own and others' writing Review and edit. Writing Task:	UNIT 23 Non-Fiction: Great White Sharks: Creatures of ... R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.2A Recall details of characters, events or pieces of information from texts and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. Infer the meaning of metaphors using context. R5.5B Identify adjectives and prepositional phrases used to modify nouns. Writing Task: Information Text	UNIT 24 Non-Fiction: Sally Ride: Scientist and Space ... R5.1A Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes. R5.2A Recall details of characters, events or pieces of information from texts and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.4A Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. Infer the meaning of metaphors using context. R5.5B Identify adjectives and prepositional phrases used to modify nouns. Writing Task: Information Text	FICTION/ NON-FICTION Read differently-structured texts; Read for a range of purposes; Identify and understand the language and organisation features of fiction & non-fiction texts; Draw inferences; Find evidence in a text to support opinions. Discuss impact of authors' use of language on reader Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing, personal opinion, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class: Adjectives, Conjunctions, Pronouns and Possessive pronouns, Determiners, Possessive apostrophe, use of comma, irregular verbs.
YEAR 5	WEEK 9									
YEAR 6 English Language LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 6	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1 - NON-FICTION 6.1 Main Objective: To develop students' ability to research, retrieve, analyse, and present information about endangered creatures, while communicating their understanding effectively through non-fiction reading, report writing, discussion, and oral presentation. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 2 - NON-FICTION 6.2 Main Objective: To develop students' ability to research, retrieve, analyse, and present information about endangered creatures, while communicating their understanding effectively through non-fiction reading, report writing, discussion, and oral presentation. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 3 - NON-FICTION 6.3 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 4 - NON-FICTION 6.4 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 5 - NON-FICTION 6.5 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 6 - NON-FICTION 6.6 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 7 - NON-FICTION 6.7 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 8 - NON-FICTION 6.8 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 9 - NON-FICTION 6.9 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	REVISION - FICTION / Non-fiction Read differently-structured texts; Read for a range of purposes; Identify and understand the language and organisation features of fiction & non-fiction texts; Draw inferences; Find evidence in a text to support opinions. Discuss impact of authors' use of language on reader Retrieve, record and present information from non-fiction; Give well-structured descriptions and explanations; Reinforcement on: Questions basing on inference, deducing, personal opinion, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class: Adjectives, Conjunctions, Pronouns and Possessive pronouns, Determiners, Possessive apostrophe, use of comma, irregular verbs.
YEAR 6	WEEK 11- Dec 1 and 2nd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	UNIT 10 - NON-FICTION 6.10 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 11 - NON-FICTION 6.11 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 12 - NON-FICTION 6.12 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 13 - NON-FICTION 6.13 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 14 - NON-FICTION 6.14 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 15 - NON-FICTION 6.15 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 16 - NON-FICTION 6.16 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 17 - NON-FICTION 6.17 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 18 - NON-FICTION 6.18 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 19 - NON-FICTION 6.19 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.
YEAR 6	WEEK 21- Dec 1 and 2nd Week	WEEK 22- Jan 1st Week	WEEK 23- Jan 2nd Week	WEEK 24- Jan 3rd Week	WEEK 25- Jan 4th Week	WEEK 26- Feb 1st Week	WEEK 27 - Feb 2nd Week	WEEK 28- Feb 3rd Week	Week 29- Feb 4th Week	WEEK 30- March 1st Week
TERM 2	UNIT 20 - NON-FICTION 6.20 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D: Identify relative pronouns and know they introduce relative clauses W5.5E: Use relative pronouns to introduce relative clauses in writing.	UNIT 21 - NON-FICTION 6.21 Main Objective: To develop students' ability to read, understand, and analyse an unfamiliar fiction text, and to apply this understanding to a range of different purposes, including for expressing feelings and giving opinions. Sub Objectives: R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.2A:Identify words and phrases from more than one place in the texts, to support answers. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. R5.1E:Rehearse and give a presentation to an audience. R5.5D:								

YEAR 6	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24- April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27- June 1st Week	WEEK 28 -June 3rd Week	WEEK 29- June 3rd Week	WEEK 30- June 4th Week
TERM 2	Main Objective: To develop students' ability to locate, evaluate, discuss, and present information about rainforest conservation while writing effective non-fiction texts. Sub Objectives: R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. S16.2A: S16.2C: Give an opinion in a structured discussion or debate inviting and responding to others' opinions. S16.2E: Rehearse and give a presentation to an audience. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.5E: Identify all determiners and explain how they add accuracy to and aid cohesion in a text. W6.3C: Write around 400 words in a range of non-fiction genres(balanced argument), using appropriate structural and language features and considering their audience. W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning. W6.5B: Use a range of determiners to add accuracy and aid cohesion in writing. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. WRITING TASK: Write a balanced argument	UNIT 8 - Non-Fiction 6.8 Sub Objectives R6.4C: Read discussion, biographical and auto-biographical texts, distinguishing between fact and opinion. R6.2B: Distinguish between the order in which events are written and the order in which they occurred. W6.3C: Write around 400 words in a range of non-fiction genres (biography), using appropriate structural and language features and considering their audience. W6.3A: Generally use paragraphs in longer pieces of writing. W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. W6.1E: Proofread text and correct spelling errors. W6.3E: Read aloud own writing with growing confidence. WRITING TASK: Write a biography	Main Objective: To develop reading, writing, speaking and listening skills through textual analysis, creative writing, discussion, research and presentation using accurate and effective language. Sub Objectives R6.2A: Identify words and phrases from more than one place in texts, to support answers. S16.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.3C: With some guidance, make predictions by interpreting a sequence of clues in a text. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.3B: Infer a character's intentions from their actions and dialogue. R6.3C: Infer a character's intentions from their actions and giving recommendations. W6.3C: Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.(Writing a conversation) W6.6A: Use capital letters, end punctuation, speech marks and commas correctly in independent writing of more than three paragraphs. S16.2E: Rehearse and give a presentation to an audience. WRITING TASK: Imaginative Writing	UNIT 9 - FICTION 6.9 Sub Objectives R6.2A: Identify words and phrases from more than one place in texts, to support answers. S16.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.3C: With some guidance, make predictions by interpreting a sequence of clues in a text. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.3B: Infer a character's intentions from their actions and dialogue. W6.3A: Generally use paragraphs in longer pieces of writing.(Description of a chase) W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning. W6.5C: Maintain tense consistency throughout a text when using all verb tenses. W6.3E: Read aloud own writing with growing confidence. WRITING TASK: Imaginative Writing	Sub Objectives Research & Presentation of their own choice of any legendary creature. S15.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. W5.5G: Understand the difference between formal and informal language, and maintain formal language where necessary. S15.2D: Rehearse and revise a presentation on a given topic. S15.2E: Rehearse and give a presentation to an audience. PROJECT WORK: A Legendary Creature	Main Objective: To develop students' ability to read, analyse, discuss, and create non-fiction texts by exploring the features of informative writing and applying effective language, structure, and presentation. Sub Objectives R6.1A: Read about an unfamiliar text of 500-600 words, observing all punctuation including commas. S16.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points. S16.1B: Identify the main points of an 8-to-10 minute talk or audio-visual presentation, and add own opinions. W6.5F: Sustain grammatical agreement between nouns/pronouns and verbs to aid cohesion in a text. W6.5G: Understand the difference between formal and informal language, and maintain formal language where necessary. R6.2A: Identify words and phrases from more than one place in texts, to support answers.	UNIT 10 - Non-Fiction 6.10 Sub Objectives S16.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. S16.2E: Rehearse and give a presentation to an audience. R6.4B: Understand the relationship between prose and page features in a variety of contexts. R6.5C: Recognise all verb tenses, including future-tense and modal verbs indicating degrees of possibility. W6.6D: Use commas to clarify meaning and avoid ambiguity. Select the best word from a range of synonyms to convey more subtle differences in meaning. W6.3C: Write around 400 words in a range of non-fiction genres(leaflet), using appropriate structural and language features and considering their audience. W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined. W6.4B: Compose texts on-screen, editing and improving throughout the process. W6.1E: Proofread text and correct spelling errors. W6.3E: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. S16.2D: Polish and present a memorised performance to an audience. WRITING TASK: Design a leaflet.	Sub Objectives W6.2A: Select the best word from a range of synonyms to convey more subtle differences in meaning. W6.3C: Write around 400 words in a range of non-fiction genres(leaflet), using appropriate structural and language features and considering their audience. W6.4A: Use a fast and fluent handwriting style that is legible and at least partially joined. W6.4B: Compose texts on-screen, editing and improving throughout the process. W6.1E: Proofread text and correct spelling errors. W6.3E: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. S16.2D: Polish and present a memorised performance to an audience. WRITING TASK: Design a leaflet.	UNIT 11 - Non-Fiction 6.11 Main Objective: To retrieve and organise relevant information from clues, statements and other sources. Analyze evidence and use logical reasoning to reach a conclusion. Express and justify opinions using appropriate evidence and vocabulary. Plan and rehearse a clear, well-structured spoken presentation. Present confidently to an audience and respond appropriately to questions.	REVISION- Fiction / Non-Fiction Sub Objectives Read for a range of purposes; Identify and summarise main ideas of non-fiction texts; Draw inferences; Find evidence in a text to support opinions; Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning; Provide reasoned justifications for their views; Identify intended audience/purpose of writing and write using appropriate form; Revision of key grammatical vocabulary; Revise Spelling rules

YEAR 7	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1- A LIFE'S STORY To decide where you might find relevant information and then select what you need Sharpen your skills : The past tense To sequence text logically and use topic sentences Sharpen your skills : Adverbs ASSESSMENT –WRITING-Biography- A05,A06 Page No:16-21 Review of AO1,A02 using extract -LIFE IS SWEET: THE STORY OF MILTON HERSCHEY (Resource file)	FICTION FICTION:- Red Room by H.G.Wells Review of Fiction extract- Understand the text and respond appropriately to questions. Infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text - organization of ideas in paragraphs; coherent organization of ideas to suit the form. READING QUESTION - AO1,A02,A04 Page No:12-15 Poetry Project Work	UNIT 2-NEWS Presenting news What makes the news, the different forms it takes, and how we choose to get it. Sharpen your skills : noun and verb phrases To explore the layout of a newspaper front page and to write an effective headline. How the information in a newspaper article is organized by exploring the structure of an article and planning on your own. READING QUESTION - AO1,A02 Page No:32-37	UNIT 2-NEWS Aiming at a target audience How newspaper stories are chosen to suit their readers and how different newspapers tell the same stories in different ways. Q7s Sharpen your skills : sentence types How to retrieve information by scanning for facts, identifying opinions and reading between the lines. To explore a television news report and practice your recent skills WRITING-Report-A05,A06 READING ASSESSMENT - AO1,A02, AO4 Page No:38-43	UNIT 2-NEWS Point of view How writer's express a point of view, developing your understanding can imply an opinion Sharpen your skills: Exclamations marks How writer's choose language and content to influence reader's opinion Sharpen your skills: Brackets READING QUESTION - AO1,A02 WRITING-Formal Letter-A05, AO6 Page No:46-51	UNIT 2-NEWS Arguing a case How to write to argue Sharpen your skills: Apostrophes of possession Explore the arguments made by the writer in the texts. Analyse the persuasive devices used by the writer to put forward his arguments. READING QUESTION - AO1,A02(7a) WRITING- News article-A05,A06 Page No:52-56	Spoken language POETRY Unleash Your Imagination: Poetry Voyage To inspire and engage students in the world of poetry. Through creative exploration, develop their writing skills, expand their vocabulary, and express their emotions through the power of words. ASSESSMENT Task : Spoken Language Speaking and presenting	UNIT 3-GOTHIC TALES 19th Century Fiction -Features of the gothic stories To understand the main features of gothic stories To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1,A02 Page No:58-61	WEEK 9- Nov 1st Week 19th Century Fiction-Beginnings and endings Setting and Revision To learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills :adjectives READING QUESTION - AO1,A02 WRITING-Imaginative Task-A05,A06 Page No:62-65	WEEK 10- Nov 2nd Week 19th Century Fiction Understand the text and respond appropriately to questions. Infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text. Writing a story -To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary READING QUESTION - AO1,A02,A04 WRITING-Imaginative Task-A05,A06

YEAR 7	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	UNIT 3-GOTHIC TALES 19th Century Fiction- Character and suspense How a writer creates suspense, how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1,A02,A04(Evaluation) Page No:66-69	UNIT 3-GOTHIC TALES 19th Century Fiction- Narrative Devices To use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: commas READING QUESTION - AO1,A02 Page No:70-73	UNIT 3-GOTHIC TALES 19th Century Fiction -Attention to detail To involve a reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1,A02 READING ASSESSMENT - AO1,A02, AO4 Page No:74-77	UNIT 3-GOTHIC TALES 19th Century Fiction- Planning a story To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to suit the form. Accurate use of sentence structure, spelling, grammar and punctuation WRITING ASSESSMENT- Imaginative Task-A05, AO6 Page No:80-82	UNIT 4-OUR WORLD To recognize some key features of texts from different cultures. To select relevant evidence from a text Sharpen your skills: Parts of a sentence READING QUESTION - AO1,A02,A04 Page No:84-87	UNIT 4-OUR WORLD Narrative point of view To understand the difference between first and third person narrative, and why authors choose a narrative point of view. Sharpen your skills: Auxiliary verbs To understand how writer's use language to describe setting and character. Sharpen your skills: Subject – verb agreement READING QUESTION - AO1,A02,A04 Page No:88-93 READING QUESTION - AO1,A02,A04 Page No:88-93	UNIT 4-OUR WORLD Linking Ideas To organize idea in a sequence of paragraphs. To decide on your own point of view giving reasons for that viewpoint. Sharpen your skills: the subject complement READING ASSESSMENT-A01, AO2, AO4 Sharpen your skills: Pronouns - personal and possessive Writing-Argument A05,A06 Page No:94-101	UNIT 4-OUR WORLD Releving a text To compare and contrast pairs of ideas about one issue. Sharpen your skills: Connectives To use a variety of connectives to convey a personal viewpoint. Sharpen your skills: Paragraphs ASSESSMENT –WRITING-Balanced Argument -A05, AO6 Page No:102-108	Week 19- Feb 4th Week 19th Century Fiction Understand the text and respond appropriately to questions. Infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text. Writing a story -To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary READING QUESTION - AO1,A02,A04 WRITING-Story A05,A06	WEEK 20- March 1st Week 19th Century Fiction Understand the text and respond appropriately to questions. Infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text. organization of ideas in paragraphs; coherent organization of ideas to suit the form.

YEAR 7	WEEK 21- March 2nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 -June 1st Week
TERM 2	UNIT 6-TAKE ACTION To understand how information can be presented and find the information you need. Sharpen your skills: Colons and semi-colons To direct your writing and presentation to appeal to a specific audience Sharpen your skills: Active and passive voice To follow an argument by identifying the key points Sharpen your skills: Prefixes READING QUESTION - AO1,A02,A04 Page No:136-143	UNIT 6-TAKE ACTION To identify persuasive language - to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills: Prepositions To make notes to summarise information and help your understanding To plan and sequence your ideas for extended writing Sharpen your skills: Paragraphs READING QUESTION - AO1,A02 Page No:144-153	UNIT 6-TAKE ACTION Developing your argument To develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to argue. Sharpen your skills: Simple, Compound and Complex sentences. Page No:154-159	SPOKEN LANGUAGE ARGUMENTATIVE/ DISCURSIVE SPEECH To identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices; review types of sentences. Deliver a speech effectively. SPOKEN LANGUAGE-A07, AO8	19th Century Fiction How My Shore Adventure Began' By Robert Louis Stevenson Read, understand and respond to texts Identify and understand key words Explore the texts. Understand writer's purpose 'How My Shore Adventure Began' By Robert Louis Stevenson Reading Questions - AO1, AO2 PROJECT WORK- A Documentary on the natural world Introduction to the PROJECT WORK- A Documentary on the natural world To develop ideas, evaluate and decide on what each member of the group will contribute to the Group Project Work.	19th Century Fiction How My Shore Adventure Began' By Robert Louis Stevenson Read, understand and respond to texts Identify and understand key words Explore the texts. Understand writer's purpose 'How My Shore Adventure Began' By Robert Louis Stevenson Reading Questions - AO4 PROJECT WORK- A Documentary on the natural world To interpret the task and plan relevant research activities and questions Developing strategies to find the information. Spoken -AO7 and AO8	NON-FICTION Surfer uses Surfboard to Fight Shark & Shark Attack Recognise the purpose of different Non-fiction texts- Richard Wands- radio interview with BBC Radio 5 Live and the effect it has on the target audience. Resource file: Extract -Surfer uses Surfboard to Fight Shark Reading Questions - AO1, AO2 PROJECT WORK- A Documentary on the natural world To provide opportunity to synthesize knowledge from various areas of learning, and critically and creatively conveying ideas effectively, observing critically, and listening actively. Spoken -AO7 and AO8	NON-FICTION Surfer uses Surfboard to Fight Shark & Shark Attack Recognise the purpose of different Non-fiction texts- Internet article and the effect it has on the target audience. Resource file: Extract - Shark Attack Reading Questions - AO4 PROJECT WORK- A Documentary on the natural world To understand assessment criteria Write a report about the Project work Maintain Documentary Project work using 21st century ICT skills. Spoken -AO7 and AO8	NON-FICTION Surfer uses Surfboard to Fight Shark & Shark Attack To read and understand the purpose of the text. To infer key ideas from words and phrases in the text. To infer key ideas from words and phrases in the text To organize and write an article using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs; coherent organization of ideas to suit the form. Accurate use of sentence structure, spelling, grammar and punctuation. Reading QS AO1-Similarity Writing -AO-5 and AO-6	Revision FICTION - 19th Century Fiction To read and understand the purpose of the text. To infer key ideas from words and phrases in the text To explore language and structural features used by the writer Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information. Reading Questions. AO 1, AO 2,A04 Writing -AO-5 and AO-6

YEAR 8	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	NON FICTION UNIT 1 ADVERTISING - Learning Objectives 1. What is advertising? 6-9 To recognise the purposes of advertising and the effect it has on its target audience. 2. Persuasive language- 10-13 To identify examples of persuasive language in advertisements and to understand their effect on the audience 3 Colourful copy 14-15 To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience. Writing task- Descriptive writing -A05,A06 Introduction of Poetry Project	NON FICTION UNIT 1 ADVERTISING - Learning Objectives 4. Visual Language 16-17 To understand the effect of advertising images on the audience. Reading Questions - AO1, AO2 Grammar: Clauses 5. Target audience 18-21 To understand how an advertisement is made to appeal to his target audience. Presenting a Product with awareness of audience and persuasive language. Reading Questions - AO1, AO2 Grammar: Compound and Complex Sentences Writing task-A05,A06	NON FICTION UNIT 1 ADVERTISING - Learning Objectives 6. Developing an argument 24-25 To respond to the opinions of others and develop an argument. 7. Formal and informal language 26-27 To tell the difference between informal and formal language and understand when each is appropriate. 8. Planning a letter 28-29 Planning and writing a Formal Letter. Pgs24-30 Reading Questions - AO1, AO2 Grammar: Connectives, Commas Writing task-formal letter-AO 5, AO 6	NON FICTION UNIT 3 DETECTIVE STORIES Learning Objectives 1. Features of the detective genre 58-59 To identify the key features of the detective genre 2. Solving a mystery 60-61 To read between the lines of a murder mystery and investigate the rules of detective fiction. Reading Questions- AO1, AO2,A04 Grammar: Modal verbs	NON FICTION UNIT 3 DETECTIVE STORIES Learning Objectives 3. Character 62-65 To investigate the character of the detective 4. Creating tension 66-67 To identify techniques for building tension in the detective story. 5. Plot 68-69 To understand how a writer plots and effective detective story. Reading - AO1, AO2,A04 Grammar: Full stops and Capital letters	NON FICTION UNIT 3 DETECTIVE STORIES Learning Objectives 6. Openings 70-71 To grab the readers attention from the beginning of a story. 7. Building description 76-77 To develop a description when writing a detective story 8. Providing the clues 78-79 To give clues in a detective story to engage the reader 9. Planning a story 80-81 To plan and write a detective story featuring all key elements of the genre. Reading Questions- A04 Grammar: Articles, Question marks, Conditionals Writing Imaginative - A05, AO6	NON FICTION SPOKEN LANGUAGE Learning Objectives To successfully present a well-constructed advertisement. Analyse features of speech and suggest areas for improvement; Select the most appropriate way to structure speech; Engage listeners' attention and interest by using a range of different verbal and non-verbal techniques; Use standard English; Make some appropriate selections from a range of conventions and forms in speech; Experiment with different ways of presenting texts Assessment Task: Spoken Language Speaking and Presenting - AO7, AO8	NON FICTION Autobiography - explorer Ranulph Fiennes and a Learning Objectives To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references. Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, AO3,A04	NON FICTION Autobiography - explorer Ranulph Fiennes and a Learning Objectives To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both. To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Resource File- Extract from Autobiography - explorer Ranulph Fiennes and a newspaper article. Reading Questions. AO 1, AO2, AO3	NON FICTION Revision-Fiction & Non-FICTION Objectives Guidance on interpreting questions, matching key points, timing answers. Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes. Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Resource file -extract from 'The Engineer's Thumb', by Arthur Conan Doyle Revision for First Term Exam - Reading and Writing - AO1,A06

YEAR 8	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	NON FICTION UNIT 4 COMMUNICATION Learning Objectives 1. Communication forms 84-85 To recognise how different types of communication are organised and understand how ICT has influenced the style of language. 2. Safety and communication 86-87 To select key points from reading. Reading Questions. AO 1, AO 2 and Grammar-First and third person Write a paragraph for school news letter giving three pieces of advice about home Internet use. Writing - A05,A06	NON FICTION UNIT 4 COMMUNICATION Learning Objectives 3. Privacy and communication 88-91 To recognise how writers organise features of a text. 4. Formal and informal communications 92-94 To identify the features of formal and informal texts. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts DIARY ENTRY To understand the features of diary entry. To use their knowledge of diaries to write in character Resource File- Extract from The Diary of Samuel Pepys: Great Fire of London Reading Questions. AO 1, AO 2,A03, AO4 Grammar: Active and Passive Voice; Exclamations Writing - A05,A06	NON FICTION UNIT 4 COMMUNICATION Learning Objectives 5. Subject-specific language 100-101 To plan writing and develop ideas to suit a specific audience. Write a book review. Pgs100-101 Grammar: Speech Punctuation Writing a book review-A05, AO6.	NON FICTION UNIT 4 COMMUNICATION Learning Objectives 6. Carrying out research 102-105 To consider different view points on a topic. Research information in different formats- Present information in different formats. Pgs102-105 Grammar: Apostrophe for possession Reading Questions -AO1,A02,A04 Writing- Write a report using result from a survey. AO-5 and AO-6	NON FICTION UNIT 4 COMMUNICATION Learning Objectives 7. Presenting a balanced analysis 106-108 To present a balanced analysis of an event or issue. Pgs106-108 Reading Questions -AO1,A02 Grammar: Paragraphs Writing- Letter of advice. AO-5 and AO-6	NON FICTION 'Great Expectations' by Charles Dickens Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Extract from 'Great Expectations' by Charles Dickens Reading Questions -AO1,A02,A04	NON FICTION 19th CENTURY FICTION Dracula by Bram Stoker Learning Objectives To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Resource File- Extract from Dracula Reading Questions -AO1,A02,A04	NON FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 1. What makes travel writing special? 136-137 To understand the main features of Travel Writing. 2. Writing to inform and guide 138-139 To write clearly about a case so that a visitor could be guided by your instructions 3. Recount writing 140-141 To use effective strategies in a recount text. To recognise recount texts and write your own. Reading Questions -AO1,A02 ASSESSMENT 4 -Reading Assessment-Non Fiction	NON FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 4. Descriptions 142-145 To understand how writer uses images and adjectives to create a strong picture. Grammar: Colons; Sequencing 5. Author's point of view 146-149 To analyse how writer's use language to express a viewpoint, their ideas and emotions about a place or an experience. Reading Questions -AO1,A02 ASSESSMENT 4 -Reading Assessment-Non Fiction	NON FICTION UNIT 6 PLACES AND PERSPECTIVES Learning Objectives 6. Creating two different views of the same place 150-151 To compare the writing of two different authors. 7. Writing a travel article for a newspaper or magazine 152-153 To write a Travel article to recommend, or review a destination. Writing about a real place using photographs and factual information. Reading Questions -AO1,A02,A03,A04

TERM 2	WEEK 11- Dec 1 and 2nd Week 21st CENTURY NON-FICTION SANE NEW WORLD (PERSONAL ACCOUNT)/ ● Understand how the writer’s perspective can be conveyed through irony and short statement sentences ● Understand how character and perspective can be conveyed through dialogue ● Evaluate texts critically and support this with appropriate textual references ● Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation WRITING- Story Writing [AO5 AND AO6]	WEEK 12- Jan 1st Week 21st CENTURY NON-FICTION LOVELY PROM DRESS, ANGEL, YOUR CARRIAGE TO ABSURDITY ● Identify and explain how the writer conveys an opinion by using facts ● Understand and explain how opinion is emphasised through use of the colon and short statement sentences ● Be able to express critical perspectives on text through the use of the colon and short statement sentences ● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts WRITING- Magazine Article[AO5-AO6]	WEEK 13- Jan 2nd Week 20th AND 21st CENTURY NON-FICTION MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAVELOGUE) & THE LAST ● Be able to summarise and synthesise key points ● Know what is meant by chronological and non-chronological order ● Understand how writers can engage readers using a non- chronological structure ● Be able to summarise and synthesise key points ● Understand how writers can engage the reader through their sentences, selection and sequencing of ideas ● Be able to evaluate how a writer emphasises the excitement and dangers of mountaineering through vocabulary and structural choices ● Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts ● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Paper 2, 7b and Questions 8 and 9 WRITING- Newspaper Article [AO5.AO6]	WEEK 14- Jan 3rd Week 21st CENTURY 21st CENTURY NON-FICTION REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. ● Be able to select, summarise and synthesise the key ideas in a text ● Understand how a humorous and conversational tone can be intensified by using minor sentences Exam-style questions Paper 2, Questions 1, 2 and 4, 5 [AO1, AO2]	WEEK 15- Jan 4th Week 21st CENTURY 19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY ● Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour ● Understand how a humorous tone can be intensified through deliberate use of coordination ● Be able to link ideas using coordination, subordination and non-finite clauses ● Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING- Travelogue [AO5, AO6]	WEEK 16- Feb 1st Week 21st CENTURY NON-FICTION THE GHOST STORY COMES BACK TO ● Be able to identify and explore the implications and connotations of the writer’s choices of vocabulary ● Be able to explore layers of meaning at word level ● Understand how word choices signal the writer’s purpose and tone ● Evaluate texts critically and support this with appropriate textual references Paper 2, Question 3 or 6 [AO2, AO4]	WEEK 17 - Feb 2nd Week 19th CENTURY FICTION LOST HEARTS (EXTRACT OF A ● Be able to identify and explore the implications and connotations of the writer’s choices of vocabulary ● Be able to explore layers of meaning at word level ● Be able to identify and explore the writer’s choices of vocabulary and how these signal the conventions of the ghost story genre ● Be able to express a precise response to a text through careful selection of vocabulary IMAGINATIVE WRITING- [AO5, AO6]	WEEK 18- Feb 3rd Week 19th CENTURY FICTION FRANKENSTEIN (EXTRACT OF A NOVEL) (5) ● Be able to identify and explore patterns of vocabulary and imagery ● Understand how writers build description of characters and setting through careful choice of noun phrases and verbs Exam-style question ● Evaluate texts critically and support this with appropriate textual references Paper 1, Questions 4, 5 and 6 [AO1, AO4] WRITING: PICTURE WRITING	Week 19- Feb 4th Week 21st CENTURY NON-FICTION GENETICALLY ENGINEERING ‘ETHICAL’ BABIES ● Be able to identify and explore patterns of vocabulary ● Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs ● Be able to express a precise response to a text through careful selection of vocabulary Non-fiction writing WRITING- Letter/Travelogue [AO5, AO6]	WEEK 20- March 1st Week 20th CENTURY NON- ARITHMETIC TOWN ● Be able to identify and explore the implications and connotations of the writer’s choices of vocabulary ● Be able to explore layers of meaning at word level ● Understand how word choices signal the writer’s purpose and tone ● Evaluate texts critically and support this with appropriate textual references Writing an account
	YEAR 1	WEEK 21- March 3 nd Week 20th AND 21st CENTURY NON-FICTION MY FIRST VISIT TO THE MOVIES ● Be able to explore the writer’s intention and analyse how key ideas are presented ● Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention ● Be able to explore the writer’s intention and analyse how key ideas are presented ● Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention ● Be able to identify points of comparison in the writers’ ideas and	WEEK 22- March 4th and 5th and April 1st Week 20th AND 21st CENTURY WHY ALL THIS SELFIES OBSESSION ● Be able to explore the writer’s intention and analyse how key ideas are presented ● Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention ● Be able to explore the writer’s intention and analyse how key ideas are presented ● Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention ● Be able to identify points of comparison in the writers’ ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader Non-fiction writing Paper 2, Question 7b [AO1,AO2,AO3,AO4] WRITING- NEWSPAPER REPORT	WEEK 23- April 3rd Week SPOKEN LANGUAGE ARGUMENTATIVE/ Speaking and listening skills: ● demonstrate presentation skills in a formal setting ● listen and respond appropriately to spoken language, including to questions and feedback to presentations ● use spoken Standard English effectively in speeches and presentations WRITING-Speech [AO5, AO6, AO7, AO8, AO9]	WEEK 24 -April 4th Week SPOKEN LANGUAGE ARGUMENTATIVE/ Speaking and listening skills: ● demonstrate presentation skills in a formal setting ● listen and respond appropriately to spoken language, including to questions and feedback to presentations ● use spoken Standard English effectively in speeches and presentations WRITING-Speech [AO5, AO6, AO7, AO8, AO9]	WEEK 25 April -5th Week 19th CENTURY FICTION THREE MEN IN A BOAT (TO SAY ● Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour ● Understand how a humorous tone can be intensified through deliberate use of coordination ● Be able to link ideas using coordination, subordination and non-finite clauses ● Understand that minor sentences create an informal tone Fiction/non-fiction writing WRITING- Travelogue [AO5, AO6]	Week 26-May 1st Week 19th CENTURY FICTION THE TIME MACHINE [EXTRACT OF A ● Be able to identify and explain connotations in a text ● Understand how characterisation can be developed through dialogue using informal register ● Be able to use formal register in critical writing Writing an account Fiction/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 structures ● Evaluate texts critically and support this with appropriate textual references	Week 27 - May 2nd Week 21st CENTURY NOTES FROM AN AUTHOR: PAUL ROSOLIE [MAGAZINE ARTICLE / JOURNAL ● Understand how language choice can convey thoughts and feelings ● Understand how the writer uses figurative language to explore unexpected and unusual experiences ● Understand how the writer creates an impression of danger, threat or suffering using figurative language ● Select and synthesise evidence from different texts ● Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Questions 7 (a) , 7 (b) Non-fiction writing WRITING: Article/Journal writing/ Diary entry [AO5, AO6]	WEEK 28 -May 3rd Week 21st CENTURY HEART OF DARKNESS ● Understand how language choice can convey tone and atmosphere ● Understand how writers use figurative language to explore unexpected and unusual experiences ● Understand how writers introduce a striking and unusual character by using figurative language ● Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters ● Evaluate texts critically and support this with appropriate textual references Paper 1, Questions 3 & 4 [AO4]	WEEK 29 -May 4th Week 19th CENTURY FICTION HEART OF DARKNESS ● Understand how language choice can convey tone and atmosphere ● Understand how writers introduce a striking and unusual character by using figurative language ● Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters ● Evaluate texts critically and support this with appropriate textual references Paper 1, Questions 3 & 4 [AO4]
YEAR 1	WEEK 9									

YEAR 11 Language LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 11	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	19th CENTURY FICTION TREASURE ISLAND (EXTRACT OF A NOVEL) (4) Learning Obj Explore how the writer has selected narrative events to manipulate the reader’s response Understand how writers use tense and viewpoint to position the reader and manage their response To communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences, while organising ideas coherently and using a range of vocabulary and sentence structures accurately. REVIEW AOS 1-6 DIAGNOSTIC ASSESSMENT Exam Style Questions (Sample) 1. From lines 1-2, identify one phrase that describe the Captain’s movement. (1 Mark) 2. From lines 5-6, list two details that show that the Captain was afraid. (2Marks) 3. In lines 7-21 how does the writer use language and structure to convey the relationship between the captain and Black Dog before they start fighting? (6 Marks) 4. The writer attempts to create tension and unease in this extract. Evaluate how the writer makes Black Dog’s presence daunting and intimidating? (15 Marks) 5/6. Imaginative Writing. (40 Marks) (Reading for Pleasure- Book 1 Fiction “The Alchemist” by Paulo Coelho)	20th CENTURY NON-FICTION THE LADY IN THE VAN (RECOUNT) & COULD YOU BE A VOLUNTEER WITH Learning Obj Be able to summarise, synthesise and connect key ideas in the narrative. Understand how writers structure a text to achieve their intention: to develop character and create humour. To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. REVIEW AOS 1-6 (Sample) 1. From lines 1-2, identify a phrase that tells us the reason behind the breaking down of the ‘old Bedford’. (1 Mark) 2. From lines 3-5 list 2 ingredients that she uses to make petrol. (2 Marks) 3. Analyse how the writer uses language and structure to interest and engage the readers? (15 Marks) 4. From lines 1-2 identify a word or phrase that describe the type of help volunteers bring in. (1 Mark) 5. From lines 10-14, identify two reasons why volunteering can be fun. (2 Marks) 6. The writer attempts to persuade the readers to volunteer for the Independent Age. Evaluate how successfully this is achieved. (15 Marks) 7a. What similarities do the writers show in their attitudes towards helping older people? You should support your answer with examples from both texts. (6 Marks) 7b. Compare how the writers present the importance of supporting older people in The Lady in the Van and Could You Be a Volunteer with Independent Age?. (15 Marks) 8/9. WRITING: Writing a recount/ leaflet (40 Marks)	19th CENTURY FICTION OLIVER TWIST (EXTRACT OF A NOVEL) (4) Learning Obj Be able to explore patterns of inference and their impact on the reader Understand how writers can create emphasis and manage tone through sentence structure Be able to express a precise critical response through careful choice of sentence structure. To communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences, while organising ideas coherently and using a range of vocabulary and sentence structures accurately. Exam Style Question Paper 1. In this extract, the writer makes the place seem lifeless and dirty. Evaluate how successfully he achieved this. (15 Marks) BASELINE ASSESSMENT	20th CENTURY NON-FICTION NEITHER HERE NOR THERE (TRAVELOGUE) (4) Learning Obj Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. Exam Style Question Paper 2 Question 4-6 4. From lines 1-3, identify one problem faced by the writer. (1 Mark) 5. From lines 5-7, identify two phrases that describe the place. (2 Marks) 6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15Marks)	19th CENTURY FICTION THE DIARY OF A NOBODY (EXTRACT OF A DIARY) Learning Obj To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader Understand how writers manipulate the reader’s response through paragraph structure To analyse some of the writer’s choices and their impact on the reader in some detail To communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences, while organising ideas coherently and using a range of vocabulary and sentence structures accurately. Exam-style question: Paper 1-Q4 In this extract the writer tries to portray the life of Charles Procter and his wife Carrie. Evaluate how successfully the writer has created this impression (15Marks) WRITING-Diary Entry/ Imaginative Writing- Personal Narrative (40 Marks)	19th CENTURY FICTION SPOKEN LANGUAGE ENDORSEMENT ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Learning Obj Speaking and listening skills: ● demonstrate presentation skills in a formal setting ● listen and respond appropriately to spoken language, including to questions and feedback to presentations ● use spoken Standard English effectively in speeches and presentations WRITING SPEECH	19th CENTURY FICTION SPOKEN LANGUAGE ENDORSEMENT ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Learning Obj Speaking and listening skills: ● demonstrate presentation skills in a formal setting ● listen and respond appropriately to spoken language, including to questions and feedback to presentations ● use spoken Standard English effectively in speeches and presentations	20th CENTURY NON-FICTION THE PLOWDEN REPORT (REPORT) (4) Learning Obj Be able to use a range of reading for meaning skills explored in previous topics Understand how writers select modification to achieve precision and connotation to support their intention. To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. Exam Style Question Paper 2 Questions 8 & 9 WRITING- Informative Report & Guide (40 Marks)	20th AND 21st CENTURY NON-FICTION FUKUSHIMA HORSE BREEDER BRAVES HIGH Learning Obj To explore the writer’s intention and analyse how key ideas are connected and presented To analyse with increasing depth and selected details how the writer’s choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer’s intention To identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from bothTo communicate clearly and imaginatively, using and adapting forms for different readers and purposes. To develop the ability to craft engaging and purposeful writing for a range of audiences and purposes, using effective language, structure and accurate technical skills. Exam-style questions: Paper 2 Question 3 Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.(15 Marks) Paper 2 Questions 7a and 7b 7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts? (6 Marks) 7b. The	19th CENTURY FICTION HEART OF DARKNESS (EXTRACT Learning Obj Be able to use a range of reading for meaning 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 writer’s choices which contribute to achieving it. To develop the ability to craft engaging and purposeful writing for a range of audiences and purposes, using effective language, structure and accurate technical skills. Exam-style questions: Paper 1, Questions 5 and 6 . 5. Write about a time when you, or someone you know, felt unfairly treated. (40 Marks) Writing an account Paper 1, Question 4 The
	YEAR 11	WEEK 11- Dec 1 and 2rd Week 19th CENTURY FICTION THE WOMAN IN WHITE (EXTRACT OF A NOVEL) Learning Obj 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 manage the reader’s response to a character and achieve their intention. To communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences, while organising ideas coherently and using a range of vocabulary and sentence structures accurately. Exam Style Question Paper 1- Question 3 In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets? (6 Marks) WRITING- Imaginative Writing- Short Story (40 Marks) (Reading for Pleasure- Book 2 Ilterary Non-Fiction “I Know Why the Caged Bird Sings” by Maya Angelou)	WEEK 12- Jan 1st Week 21st CENTURY NON-FICTION YOU CAN’T FORCE A TEENAGER TO TALK TO YOU [ARTICLE] (4) Learning Obj Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader’s response and achieve their intention. To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. Exam Style Question Paper 2- Question 8 & 9 Article (40 Marks) WRITING- Speech/ Magazine Article	WEEK 13- Jan 2nd Week 20th and 21st CENTURY NON-FICTION I KNOW WHY THE CAGED BIRD SINGS Learning Obj Be able to explore patterns of inference and their impact on the whole text and reader. Understand how writers structure sentences and position clauses for rhetorical effect. Be able to explore patterns of inference and their impact on the whole text and reader. Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject–verb construction. Be able to express and develop a precise critical response through careful choice of sentence structure. To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. Exam-style question: Paper 2 Questions 7a&7b 7a. The two texts describe a sense of committment to achieve. How are Maya Angelou and The NCS report similar? (6 marks) 7b. Comapre how the writers of Text 1 and Text 2 present the ideas and opinions about ambition? (14 Marks)	WEEK 14- Jan 3rd Week 19th CENTURY FICTION SILAS MARNER (EXTRACT OF A NOVEL) (4) Learning Obj Be able to use a range of reading for meaning skills explored in previous topics Understand how writers use symbolism and language choice to connect and develop key ideas and the reader’s response Be able to identify the writer’s possible intention and analyse closely a range of the writer’s choices which contribute to achieving it To communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences, while organising ideas coherently and using a range of vocabulary and sentence structures accurately. Exam-style question: Paper 1, Questions 1-3 1. From lines 1-3 select two details that tellow us about the setting. 2. From lines 5-7 identify a phrase that describes Silas’s feelings. 3. In lines 9-19, how has the author used language and structure to describe Silas’s bewilderment? 9 Marks) WRITING- Imaginative Writing- Internal Monologue (40 Marks)	WEEK 15- Jan 4th Week 21st CENTURY NON-FICTION TIDY THE ROOM THAT TIME FORGOT AND YOU Learning Obj Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention Be able to explore the writer’s intention and analyse how key ideas are presented Be able to analyse in some depth how the writer’s choice of whole text structure, sentence structure and vocabulary supports the writer’s intention To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. Exam-style question: Paper 2, Questions 1-3 1. From lines 1-3 identify a phrase that tells us that the writer gets into trouble because of his nature. (1 Mark) 2. From lines 3-5 identify two things that was making his study inaccessible. (2 Marks) 3. Analyse how the writer uses language and structure to interest and engage the readers? (15 Marks) WRITING- Recount/ Newspaper Article (40 Marks)	WEEK 16- Feb 1st Week SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Learning Obj Speaking and listening skills: ● demonstrate presentation skills in a formal setting ● listen and respond appropriately to spoken language, including to questions and feedback to presentations ● use spoken Standard English effectively in speeches and presentations	WEEK 17 - Feb 2nd Week SPOKEN LANGUAGE ENDORSEMENT (FINAL) ARGUMENTATIVE/ DISCURSIVE SPEECH (4) Learning Obj Speaking and listening skills: ● demonstrate presentation skills in a formal setting ● listen and respond appropriately to spoken language, including to questions and feedback to presentations ● use spoken Standard English effectively in speeches and presentations	WEEK 18- Feb 3rd Week 20th and 21st CENTURY NON-FICTION WHEN HIDDEN TREASURE IS JUST A STONE’S Learning Obj Be able to explore patterns of inference and their impact on the whole text and reader. Understand how writers structure sentences and position clauses for rhetorical effect. Be able to explore patterns of inference and their impact on the whole text and reader. Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject–verb construction. Be able to express and develop a precise critical response through careful choice of sentence structure. To produce effective transactional and creative writing by selecting appropriate content, organising ideas logically, adapting language to audience and purpose, and demonstrating accurate spelling, punctuation and grammar. Exam-style question: Paper 2, Questions 6 -7 6. The writer attempts to create a sense of mystery and excitement. Evaluate how successfully this is achieved (15 Marks) 7a. What similarities do the writers show in their experiences of discovering hidden treasures? (6 Marks) 7b. Compare how the writers of Text 1 and Text 2 present the	Week 19- Feb 4th Week 19th CENTURY FICTION HARD TIMES (EXTRACT OF A NOVEL) (4) Learning Obj Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader. Understand how writers select vocabulary for concision and connotation to support their intention. To communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences, while organising ideas coherently and using a range of vocabulary and sentence structures accurately. Exam-style question: Paper 1, Question 4 In this extract Oliver is being taken through the Streets of London by Bill Sikes exposing him to the reality of the streets. Evaluate how successfully this is portrayed. (15 Marks) WRITING- Imaginative Writing/ Short Story (40 Marks)
YEAR 11	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 -June 1st Week