



ENGLISH

KS1 - YEAR A

AUTUMN 1	AUTUMN 2
<p><u>This Is How We Do It</u></p> <p>Children read This Is How We Do It and learn about children's routines in other countries. They then write information about themselves.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: Listening to and discussing non-fiction• WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction	<p><u>Lighthouse Keeper's Lunch</u></p> <p>Children retell the story before making writing their own version with some changes</p> <ul style="list-style-type: none">• READING: predicting what might happen on the basis of what has been read so far• WRITING: Year 1 - to write sentences; to join words with 'and' Year 2 - to use coordinating conjunctions; to use exclamation marks
<p><u>Shhh</u></p> <p>Children retell parts of the story, focusing on the plans that the friends make and description</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: Retrieving information from the text• WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to demarcate sentences correctly, to use expanded noun phrases	<p><u>Lost and Found</u></p> <p>Children retell the story before changing the animal in their own version</p> <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of stories. Year 2- expressing views• WRITING: Year 1 - to write sentences; to join words with 'and'. Year 2 - to use expanded noun phrases for description; to use suffixes 'ment'/ness'/'ly'/'ful'/'less'
<p><u>Dear Greenpeace</u></p> <p>Children write letters to Greenpeace, pretending there's a whale in their pond</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: Year 1 - discussing word meanings. Year 2: answering and asking questions• WRITING: Year 1 - to leave spaces between words; to begin to write sentences with capital letters and full stops; to use capital letters for my name. Year 2 - to write correctly punctuated sentences; to use 'because' as a subordinating conjunction; to write questions	<p><u>Hordle Recount</u></p> <p>Children write a chronological recount of their walk around Hordle.</p> <ul style="list-style-type: none">• READING: Year 1- link what they read or hear read to their own experiences. Year 2: discuss the sequence of events• WRITING : Year 1 - saying out loud what they are going to write about. Year 2: writing for different purposes.
<p><u>Rhyming Poetry - Oi Frog</u></p> <p>Children create their own rhyming poems based around things that you wouldn't normally expect to see.</p> <ul style="list-style-type: none">• READING: Year 1 - recognising and joining in with predictable phrases. Year 2 - recognising simple recurring literary language in stories• WRITING: Year 1 - to leave spaces between words; to use phonics to spell; to identify rhyming words. Year 2 - to use subordinating conjunctions (if); to identify rhyming words	<p><u>Father Christmas</u></p> <p>Children write diary entries as Father Christmas as well as creating 'missing' posters for Father Christmas and Rudolph</p> <ul style="list-style-type: none">• READING: Year 1 - discussing word meanings. Year 2 - making inferences based on what has been said and done.• WRITING: Year 1 - to use capital letters for names and 'I'; to use the 'ed' suffix to write in the past tense Year 2 - to use expanded noun phrases for description; to write correctly punctuated exclamations



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SPRING 1	SPRING 2
<u>Colour Poetry - What Is Pink?</u> Children write their own version of the poem 'What Is Pink?' <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of poems. Year 2 - expressing views.• WRITING: Year 1 - saying out loud what they are going to write about. Year 2 - planning or saying what they are going to write about.	<u>The Comet</u> Children write three different scene descriptions from the view out of a window. <ul style="list-style-type: none">• READING: Year 1 - drawing on what they already know or on background information. Year 2 - discussing their favourite words and phrases.• WRITING: Year 1 - to write correctly punctuated sentences; to use expanded noun phrases. Year 2 - to use expanded noun phrases with carefully chosen vocabulary; to use a range of prepositions
<u>Hansel and Gretel</u> Children learn the traditional story of Hansel and Gretel before looking at Bethan Woolvin's twist on the traditional. <ul style="list-style-type: none">• READING: Year 1 - becoming familiar with fairy tales. Year 2 - retelling a wider range of traditional tales.• WRITING: Year 1 - Join words and clauses with conjunctions; spelling common exception words correctly; use fairy tale language. Year 2 - Use coordinating and subordinating conjunctions; use expanded noun phrases; use fairy tale language	<u>Crazy Creature Fact Files</u> Children will have Crazy Creatures to visit. They will then write fact files about the animals that they saw. <ul style="list-style-type: none">• READING: Year 1 - discussing the significance of title and events. Year 2 - being introduced to non-fiction books that are structured in different ways.• WRITING: Year 1 - To use a range of coordinating conjunction. Year 2 - to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions
<u>The Three Little Pigs</u> Children write a scene description of each of the Three Little Pigs' houses and they write letters from Mummy Pig about the houses. <ul style="list-style-type: none">• READING: Year 1 - becoming familiar with fairy tales and considering their characteristics. Year 2 - retelling a wider range of traditional tales.• WRITING: Year 1 - to write plural nouns with 's'/'es'; write correctly punctuated questions. Year 2 - to use suffixes 'ed'/'ful'/'ly'/'ing'; use apostrophes for contractions; write correctly punctuated exclamations	<u>The Tiger Who Came to Tea</u> Children retell the story of The Tiger Who Came to Tea before making a change to the animal for their own story. <ul style="list-style-type: none">• READING: Year 1 - checking that the text makes sense to them as they read. Year 2 - discussing the sequence of events in books and how items of information are related.• WRITING: Year 1 - To write a coherent narrative; to use suffixes. Year 2 - To sequence a coherent narrative; to use a range of conjunctions; to use expanded noun phrases; to use suffixes
<u>The Tin Forest</u> Children write a scene description of a rainforest, a tin forest and then the two combined. <ul style="list-style-type: none">• READING: Year 1 - link what they read or hear to their own experiences. Year 2 - discussing and clarifying meaning of words• WRITING: Year 1 - to write correctly punctuated sentences; to use expanded noun phrases. Year 2 - to use expanded noun phrases with carefully chosen vocabulary; to use a range of prepositions	<u>Titanic Letters</u> Children learn about Titanic in history. They are passengers on board Titanic, writing home to their families to explain what it is like on board. <ul style="list-style-type: none">• READING: Year 1 - discussing the significance of events. Year 2 - drawing on background information and vocabulary.• WRITING: Year 1 - To use capital letters for names and 'I'; to use a range of conjunctions. Year 2 - To use commas in a list; to use apostrophes for contraction; to use a range of conjunctions



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SUMMER 1	SUMMER 2
<p><u>Zoo</u></p> <p>Children write as the characters from Zoo, seeing the animals for the first time.</p> <ul style="list-style-type: none">• READING: Year 1 - participate in class discussion. Year 2 - ask and answer questions• WRITING: Year 1 - To write correctly punctuated sentences; to use exclamation marks. Year 2 - To use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions; to use apostrophes for contractions	<p><u>George's Marvellous Medicine</u></p> <p>Children creating their own medicine and write about what will happen to the person who takes it</p> <ul style="list-style-type: none">• READING: checking that the text makes sense to them as they read, and correcting inaccurate reading.• WRITING: Year 1 - To write a coherent narrative using correctly punctuated sentences; to use 'ed' endings for past tense. Year 2 - To write a coherent narrative; to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions; to use expanded noun phrases
<p><u>Toys in Space</u></p> <p>Children write 'lost' posters for the toys</p> <ul style="list-style-type: none">• READING: predicting what might happen on the basis of what has been read so far.• WRITING: Year 1 - To write detailed descriptions; to use consistent tenses; to use a range of conjunctions Year 2 - To write detailed descriptions; to use consistent tenses; to use a range of conjunctions; to use some prepositional phrases	<p><u>Sports Day Recount</u></p> <p>Children write a recount of their sports day</p> <ul style="list-style-type: none">• READING: Year 1 - being encouraged to link what they read or hear to their own experiences. Year 2 - drawing on what they already know or on background information and vocabulary provided by the teacher• WRITING: Year 1 - To write a recount in chronological order; to use 'ed' endings for past tense. Year 2 - To write a recount in chronological order; to use a range of suffixes; to use a range of correctly punctuated sentences
<p><u>George's Marvellous Medicine</u></p> <p>Children retell key parts to George making the medicine and giving it to Grandma</p> <ul style="list-style-type: none">• READING: checking that the text makes sense to them as they read, and correcting inaccurate reading.• WRITING: Year 1 - To write a coherent narrative using correctly punctuated sentences; to use 'ed' endings for past tense. Year 2 - To write a coherent narrative; to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions; to use expanded noun phrases	<p><u>'Slowly' James Reeves</u></p> <p>Children will learn James Reeves' poem and explore the use of repetition before creating their own poetry</p> <ul style="list-style-type: none">• READING: Year 1 - learning to appreciate rhymes and poems, and to recite some by heart. Year 2- continuing to build up a repertoire of poems learnt by heart• WRITING: Year 1 - To use carefully chosen ideas to convey meaning; to understand repetition. Year 2 - To use carefully chosen ideas to convey meaning; to understand repetition



ENGLISH

KS1 - YEAR B

AUTUMN 1	AUTUMN 2
<p><u>You Choose</u></p> <p>Children write sentences related to pictures from the book</p> <ul style="list-style-type: none">• READING: being encouraged to link what they read or hear read to their own experiences• WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to use capital letters and full stops in sentences	<p><u>The Elves and the Shoemaker</u></p> <p>Children retell the story before making writing their own version, changing what the elves are making</p> <ul style="list-style-type: none">• READING: Year 1 - becoming very familiar with key stories. Year 2 - becoming increasingly familiar with and retelling a wider range of stories• WRITING: Year 1 - to write sentences; to join words and clauses with 'and'. Year 2 - to use expanded noun phrases; to use suffixes 'ment'/'less'/'ful'/'ly'
<p><u>Peace at Last</u></p> <p>Children write sentences related to pictures from the book</p> <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of stories. Year 2 expressing viewpoint.• WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction	<p><u>The Bogus Boo</u></p> <p>Children learn this poem before thinking about how their choice of vocabulary can impact the reader</p> <ul style="list-style-type: none">• READING: making inferences on the basis of what is being said and done• WRITING: Year 1 - to explore adjectives, to write expanded noun phrases. Year 2 - to explore adjectives, to write expanded noun phrases.
<p><u>Zog</u></p> <p>Children retell the story based on what Zog learns in each year</p> <ul style="list-style-type: none">• READING: predicting what might happen on the basis of what has been read so far• WRITING: Year 1 - to leave spaces between words; to begin to write sentences Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction	<p><u>The Jolly Christmas Postman</u></p> <p>Children write letters to Father Christmas from the viewpoint of the characters in The Jolly Christmas Postman</p> <p>READING: listening to, discussing and expressing views about a wide range of texts</p> <p>WRITING: Year 1 - to write sentences; to use capital letters for 'I' and names. Year 2 - to write correctly punctuated questions; to use apostrophes for contractions.</p>
<p><u>Rapunzel</u></p> <p>Children retell the tradition story of Rapunzel before rewriting it based on Bethan Woolvin's twist on the tale</p> <ul style="list-style-type: none">• READING: Year 1 - becoming very familiar with key stories. Year 2 - becoming increasingly familiar with and retelling a wider range of stories• WRITING: Year 1 - to leave spaces between words; to begin to write sentences with capital letters and full stops; to use capital letters for my name. Year 2 - to write correctly punctuated sentences; to use 'because' as a subordinating conjunction	



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SPRING 1	SPRING 2
<u>The Sound Collector</u> Children learn the poem before writing their own about sounds they can hear at school <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of poems. Year 2 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry• WRITING: Year 1 - composing a sentence orally before writing it. Year 2 - writing poetry; writing down ideas and/or key words, including new vocabulary.	<u>Meerkat Mail</u> Children retell the story of Sunny and where he goes to each day <ul style="list-style-type: none">• READING: Year 1 - discussing word meanings, linking new meanings to those already known. Year 2 - discussing the sequence of events in books and how items of information are related.• WRITING: Year 1 - to use 'un' as a prefix; to use a range of coordinating conjunctions Year 2 - to use expanded noun phrases with carefully chosen vocabulary; to use a range of coordinating and subordinating conjunctions
<u>The Day the Crayons Quit</u> Children write letters based on the crayons in the book before writing letters from stationery in their own pencil cases <ul style="list-style-type: none">• READING: Year 1 - discussing word meanings, linking new meanings to those already known. Year 2 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary.• WRITING: Year 1 - to use capital letters for 'I' and names; to use suffixes 'ing'/'ed'/'er'/'est'. Year 2 - to use coordinating and subordinating conjunctions; to use apostrophes for contractions and possession.	<u>Animal Fact Files</u> Children will have learnt about African animals and will write fact files about them <ul style="list-style-type: none">• READING: participate in discussion about what is read to them. Year 2 - explain and discuss their understanding of books.• WRITING: Year 1 - To write facts about animals; to use a range of coordinating conjunction. Year 2 - To write facts about animals; to use a range of correctly punctuated sentence types; to use commas in a list
<u>Plants</u> Children will apply their science learning to writing positive or negative descriptions of different plants. <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of non-fiction. Year 2 - listening to, discussing and expressing views about a wide range of non-fiction.• WRITING: Year 1 - choice of vocabulary; to use suffixes 'ing'/'ed'/'er'/'est'. Year 2 - choice of vocabulary; to use suffixes; to use coordinating and subordinating conjunctions; to use apostrophes for contractions	<u>Marwell Recount</u> Children write a recount of their school trip to Marwell Zoo. <ul style="list-style-type: none">• READING: Year 1 - being encouraged to link what they read or hear read to their own experiences. Year 2 - drawing on what they already know or on background information• WRITING: Year 1 - to spell most common exception words correctly; to write a coherent narrative. Year 2 - to spell most common exception words correctly; to write a coherent narrative; to use commas in a list



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SUMMER 1	SUMMER 2
<u>The Man on the Moon</u> Children retell the story of The Man on the Moon before writing their own version <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of stories. Year 2 - expressing views.• WRITING: Year 1 - To use 'un' as a prefix; to use a range of conjunctions. Year 2 - To use a range of coordinating and subordinating conjunctions; to use expanded noun phrases	<u>Beegu</u> Children write a guide to Earth for Beegu. <ul style="list-style-type: none">• READING: Year 1 - listening to and discussing a wide range of non-fiction. Year 2 - listening to, discussing and expressing views about a wide range of non-fiction.• WRITING: Year 1 - To write a factual guide; to use a range of punctuation and sentences. Year 2 - To write a factual guide; to use a range of punctuation and sentences.
<u>Traction Man</u> Children retell some of Traction Man's adventures in the style of Mini Grey before creating their own adventure for him to go on <ul style="list-style-type: none">• READING: checking that the text makes sense to them as they read and correcting inaccurate reading• WRITING: Year 1 - To write a coherent narrative; to use a range of conjunctions; to write correctly punctuated questions. Year 2 - To use a range of conjunctions; to use a range of punctuation; to spell most common exception words correctly.	<u>Nimesh</u> Children read this adventure story before creating their own <ul style="list-style-type: none">• READING: Year 1 - discussing word meanings, linking new meanings to those already known. Year 2 - participate in discussion about what is read to them.• WRITING: Year 1 - To write a coherent narrative using correctly punctuated sentences; to use a range of conjunctions, to use a range of suffixes. Year 2 - To write a coherent narrative; to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions; to use expanded noun phrases.
<u>The Sun and the Wind</u> Children learn this tradition fable and the meaning behind it before thinking about the character traits of the sun and the wind <ul style="list-style-type: none">• READING: predicting what might happen on the basis of what has been read so far.• WRITING: Year 1 - To use a range of conjunctions; to use suffixes (-ing); to use consistent tenses. Year 2 - To use a range of conjunctions; to use suffixes (-ing, -ly); to use consistent tenses; to use expanded noun phrases	<u>Poetry - Daddy Fell into the Pond - Alfred Noyes</u> Children will read and learn the humorous poem before creating their own funny event in poetry <ul style="list-style-type: none">• READING: learning to appreciate rhymes and poems, and to recite some by heart. Year 2 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.• WRITING: Year 1 - To use carefully chosen vocabulary, to understand rhyme. Year 2 - To use carefully chosen vocabulary, to understand rhyme, to understand the format of poetry.



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LOWER JUNIORS - YEAR A

AUTUMN 1	AUTUMN 2
<p><u>POETRY: Truth (Rachel Rooney)</u></p> <p>This unit explores a variety of poems on the theme of truth. A child tells a lie which is personified as a creature which eventually shrivels up when the truth is confessed.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none">• READING: continuing to listen to and discuss an increasingly wide range of poetry• WRITING: Write poems on the theme of truth, experimenting with figurative language	<p><u>NON-FICTION: Charlie and the Chocolate Factory - Letters of Complaint</u></p> <p>Children read letters of complaint from the parents who visited Mr Wonka's factory and they're not happy. The letters use powerful vocabulary to recount the disastrous visit to the factory and every parent is demanding action.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: To read texts that are structured in different ways and read for a range of purposes• WRITING: To discuss writing similar to that which they are planning to write in order to understand and learn from it
<p><u>FICTION: Stig of the Dump (Clive King)</u></p> <p>Children read extracts of this classic text, focussing on the portal moment when Barney falls down the chalk pit and makes a discovery. Children then experiment with using similar techniques as the writer to create their own tense, portal moments and discoveries.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: Identify how language, structure and presentation contribute to meaning• WRITING: In narrative, to create a simple plot with tension	<p><u>FICTION: Matilda (Roald Dahl - author study)</u></p> <p>Children read extracts from Matilda, exploring how character can be developed through thoughts, feelings and action. Children then attempt to write in a similar style, creating empathy for a character.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: In narratives, to create characters
<p><u>NON-FICTION: You Wouldn't Want to be a Woolly Mammoth Hunter (John Malam)</u></p> <p>Children study this humorous and entertaining non-fiction text identifying how information texts can inform whilst also engaging and entertaining the reader through the use of second person, rhetorical questions and humour.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: To read books that are structured in different ways and read for a range of purposes• WRITING: In non-narrative, use simple organisational features	<p><u>PLAYSCRIPTS: The Twits at Christmas (Roald Dahl - author study)</u></p> <p>Children read a playscript on the Twits at Christmas, looking at how Roald Dahl builds character through suspense and through actions and reactions. Children then write their own short story based on Christmas with the Twits.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: To prepare poems and playscripts to read aloud and perform• WRITING: In narratives, to create characters and plot
<p><u>Charlie and the Chocolate Factory (Roald Dahl - author study)</u></p> <p>Children study key extracts of this text, looking specifically at how Roald Dahl uses imagery to create intriguing settings. They then go on to write their own short story where a character enters new rooms in the Chocolate Factory.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: Discuss words and phrases that capture the reader's interest and imagination• WRITING: In narrative, create settings	



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LOWER JUNIORS - YEAR A

SPRING 1	SPRING 2
<p><u>FICTION: The Firework Maker's Daughter (Philip Pullman)</u></p> <p>This unit explores a quest story, following the tale of Lila who goes in search of a special ingredient in order to become a firework maker, just like her father. Children use this stimulus to design and write their own short quest stories.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none">• READING: increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• WRITING: in narratives, create characters, setting and plot	<p><u>FICTION: Little Red (Bethan Woollvin)</u></p> <p>Children explore how character is developed through this modern twist on Little Red Riding Hood. They then explore how to portray character through thoughts, actions, feelings and word choice.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: in narratives, to create characters and plot
<p><u>NON-FICTION: Violent Volcanoes/Earth Shattering Earthquakes (Anita Ganeri)</u></p> <p>Children read extracts from the Horrible Geographies series, identifying the techniques used to make the content engaging. They then write an information page in a similar style.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: organise paragraphs around a theme	<p><u>FICTION: The Wolf's Story (Toby Forward)</u></p> <p>Children read this take on Little Red Riding Hood, hearing the story from the wolf's rather convincing point-of-view. Children identify techniques used to persuade the reader and then attempt to write their own convincing version of events.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<p><u>POETRY: Dear March (Emily Dickinson)</u></p> <p>Children study this classic poem by the famous poet, Emily Dickinson. They then compare and contrast this poem about spring with related works by other poets. Finally, they choose and write their own poem about a season.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: Prepare poems and plays to read aloud• WRITING: assessing the effectiveness of their own and others' writing and suggest improvements	<p><u>NON-FICTION: School Field for Sale (Argument)</u></p> <p>Children read a compelling letter from the Headteacher explaining why the school field must come up for discussion at the next Governing Body meeting - there are plans to sell it. Children then write convincing unbalanced arguments to convince the governors otherwise.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways and reading for a range of purposes• WRITING: organise paragraphs around a theme



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LOWER JUNIORS - YEAR A

SUMMER 1	SUMMER 2
<p><u>NON-FICTION: National Geographic Web Pages - Sloths</u></p> <p>Children read National Geographic web pages and learn all about the sloth and orangutans. They then design and write their own non-fiction webpages on a rainforest animal of their choice, using structures, language features and word choices fit for the purpose.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none">• READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<p><u>FICTION: Journey to the River Sea (Eva Ibbotson)</u></p> <p>Children explore character through this unit, looking at the way the twins treat Maia when she arrives in the Amazon. Children then go on to write in a similar style to Eva Ibbotson, maintaining character through thoughts, feelings, actions and dialogue.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: in narratives, to create characters
<p><u>NON-FICTION: Talking History - 100 years of speeches</u></p> <p>After reading The Great Kapok Tree, children go on to read some of the world's most famous speeches about saving the rainforest and they practice performing these with intonation. They then compose their own speeches on the subject of deforestation, using a range of persuasive devices.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways and reading for a range of purposes• WRITING: progressively building a varied and rich vocabulary and an increasing range of sentence structures	<p><u>FICTION: Iron Man (Ted Hughes)</u></p> <p>Children read this science-fiction classic by Ted Hughes, identifying the wide range of techniques used to build tension and suspense. The children then apply these techniques in their own opening to a science fiction story.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• WRITING: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<p><u>POETRY: Island Man (Grace Nichols)</u></p> <p>Children explore how Grace Nichols uses language and poetic devices to create contrasting settings and convey emotions. They then write their own descriptive poems using imagery and contrast to portray emotions.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: composing and rehearsing sentences orally	<p><u>POETRY: Voices in an Empty Room (Humbert Wolfe)</u></p> <p>Children read this conversational poem by Humbert Wolfe in which there is dialogue between candlesticks. They consider how the poem is made dramatic before then attempting to write a poem in a similar style.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: recognising some different forms of poetry [for example, free verse, narrative poetry]• WRITING: composing and rehearsing sentences orally (including dialogue)



ENGLISH

LOWER JUNIORS - YEAR B

AUTUMN 1	AUTUMN 2
<p><u>POETRY: Hurt No Living Thing (Cristina Rosetti)</u></p> <p>In this unit, children read a selection of various poems to introduce them to a range of figurative devices: similes, metaphors and personification. They then apply these devices in their own poem based on Hurt No Living Thing.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: continuing to listen to and discuss an increasingly wide range of poetry• WRITING: assessing the effectiveness of their own and others' writing and suggesting improvements	<p><u>NON-FICTION: You Wouldn't Want to be a Victorian Servant</u></p> <p>Children compare and contrast formal and informal information texts on Victorian servants, looking at the difference between the two and considering the engagement of the reader. They then write an information page on Victorian schools, choosing whether they wish to be formal or informal.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
<p><u>NON-FICTION: Soft Play Leaflets - Injoy and Jungle Jeans</u></p> <p>Children read a range of persuasive leaflets on local soft play centres, identifying the persuasive language and techniques used in this style of writing. They then write their own persuasive leaflets, encouraging families to visit other local attractions.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways and reading for a range of purposes• WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<p><u>FICTION: Alice in Wonderland (Lewis Carroll)</u></p> <p>Children read this classic portal story, focussing on how Lewis Carroll created atmosphere through suspense, wonder and dreamlike qualities. Children then write their own portal moments attempting to create atmosphere in their own stories.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: discussing words and phrases that capture the reader's interest and imagination• WRITING: In narratives, to create characters, settings and plot
<p><u>FICTION: Georgy the Goat (Local Author: John Perkins)</u></p> <p>Children read this short story by a local children's author - John Perkins. They consider how the author evokes empathy for George who always seems to end up getting in trouble. Children then write their own Georgy adventure.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: in narratives, creating settings, characters and plot	<p><u>FICTION: Polar Express (Chris Van Allsberg)</u></p> <p>Children read this modern fiction, depicting a festive setting. They then explore setting descriptions, identifying techniques to create visual imagery before writing their own festive children's story.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: discussing words and phrases that capture the reader's interest and imagination• WRITING: discussing writing similar to that which they are planning to write in order to understand and learn from it
<p><u>POETRY: Overheard on a Salt Marsh (Harold Munro)</u></p> <p>Children read this conversational poem by Harold Munro, exploring the themes of good vs evil. They then create their own conversational poems on a similar theme.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: recognising some different forms of poetry• WRITING: read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume	



ENGLISH

LOWER JUNIORS - YEAR B

SPRING 1	SPRING 2
<p><u>POETRY: Wind (Dionne Brand)</u></p> <p>In this unit, children explore the personification of the wind, exploring the way in which Dionne Brand portrays the Caribbean wind as playful in nature. Children then write their own poem about the wind set in the United Kingdom.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none">• READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: discussing and recording ideas	<p><u>POETRY: Portrait of a Dragon (Moira Andrew)</u></p> <p>In this unit, children explore how Moira Andrew has used imagery in her poem. They then use figurative language techniques in poems of their own, inspired by this poet.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say• WRITING: assessing the effectiveness of their own and others' writing and suggesting improvements
<p><u>FICTION: How to Train Your Dragon (Cressida Cowell)</u></p> <p>In this unit, children focus on the moment where Hiccup enters a cave in search of his very own dragon. The unit explores the techniques used by Cressida Cowell to create tension and suspense which they then apply in a short story of their own.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: predicting what might happen from details stated and implied• WRITING: in narratives, creating settings, characters and plot	<p><u>FICTION: Cinderella (Philip Pullman)</u></p> <p>During this unit, children read the Philip Pullman version of Cinderella and focus on the strategies used by the author to evoke empathy for the main character. They then write their own short story, evoking empathy through thoughts, feelings, actions and dialogue.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• WRITING: in narratives, creating settings, characters and plot
<p><u>NON-FICTION: How to Catch a Dragon - Procedural</u></p> <p>Children identify the language features used in a high quality example of a procedural text before composing their own 'How to Catch a _____' instructions with a range of structural and language features fit for purpose.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<p><u>FICTION: The Lion, the Witch and the Wardrobe (C.S.Lewis)</u></p> <p>Children study this classic text, exploring the way in which C.S.Lewis creates fantasy settings and portrays characters - good vs evil. Children then write their own fantasy stories, focussing on setting and the introduction of an evil character.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: identifying themes and conventions in a wide range of books• WRITING: in narratives, creating settings, characters and plot



ENGLISH

LOWER JUNIORS - YEAR B

SUMMER 1	SUMMER 2
<p><u>NON-FICTION: Mummies Unwrapped (Tom Froese)</u></p> <p>In this unit, children study an information text on Mummies, identifying the structural and language features. Children then write their own fact files on mummification.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: retrieve and record information from non-fiction• WRITING: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<p><u>FICTION: AFRICAN FABLE - How the Rhinoceros Got his Skin</u></p> <p>Children explore how Rudyard Kipling uses humour, exaggeration and anthropomorphism (linking human traits to animals) to teach a moral. They then write their own short fable.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• WRITING: in narratives, creating settings, characters and plot
<p><u>NON-FICTION: Howard Carter - Diary Entries</u></p> <p>In this unit, children focus on the moment when Howard Carter first enters the tomb. They study extracts of real diary entries, noticing how the writers capture their thoughts and feelings. They then write their own diary entries.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• WRITING: discussing writing similar to that which they are planning to write in order to understand and learn from it	<p><u>FICTION: My Name is Not Refugee (Kate Milner)</u></p> <p>Children explore this story about a child leaving her home. Children look at how the author portrays the child's thoughts and feelings and how this creates empathy. Children go on to write their own text inspired by this book.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences• WRITING: composing and rehearsing sentences orally (including dialogue)
<p><u>NON-FICTION: It's Not the Journey: It's the Destination</u></p> <p>Children study this book which promotes the concept of 'slow travel' and savouring a journey. They identify techniques used by the author to create the illusion of slowing down time before applying these skills to their own work.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways and reading for a range of purposes• WRITING: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<p><u>FICTION: October, October (Katya Balen)</u></p> <p>Children explore the way in which this first person narrative captures the emotions of October as she creates a beautiful bond with an owl. Children go on to write a first person narrative.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: asking questions to improve their understanding of a text• WRITING: In narratives, create characters
<p><u>POETRY: My Granny Is (Valerie Bloom)</u></p> <p>In this unit, children read the poem, 'My Granny Is...' aloud and perform this. They explore the use of personification before writing their own poems about a loved one.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: preparing poems and play scripts to read aloud and to perform• WRITING: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	



ENGLISH

UPPER JUNIORS - YEAR A

AUTUMN 1	AUTUMN 2
<p>Daffodils (Wordsworth)</p> <p>This poem is studied for the complexity of plot. Readers will have to infer and deduce the story the poet is unravelling. Written in 1802, this poem also offers pupils the chance for pupils to study archaic vocabulary. This poem is also studied for the awe and wonder with nature.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: continuing to read and discuss an increasingly wide range of poetry• WRITING: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<p>Greek Myths</p> <p>Children study a range of Greek myths and learn how writers make us empathise with different characters. They then write their own version of 'Theseus and the Minotaur' from the viewpoint of the Minotaur.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: making comparisons within and across books• WRITING: considering how authors have developed characters and settings in what pupils have read
<p>Inspirational People</p> <p>Children read about inspirational people and write their own biographies in a formal style. These extracts encourage pupils to look at the way diversity is celebrated. These biographies are specifically chosen to celebrate those who have overcome misconceptions and prejudice. .</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• WRITING: *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<p>Information pages (Fantastic Beasts)</p> <p>Children read a range of texts written from the perspective of a 'magizoologist', considering how different authors approach writing convincing fictional guides to magical creatures and write their own information page on a beast of their own creation.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways and reading for a range of purposes• WRITING: using further organisational and presentational devices to structure text and to guide the reader
<p>Wonder</p> <p>Children read 'Wonder' by R J Palacio (a story about a boy with a facial disfigurement) and use it as inspiration to write their own story chapter in the first person. Each chapter is written from a different point-of-view. This gives complexity to the narration and encourages pupils to consider events from different perspectives.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions• WRITING: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	<p>The Railway Children</p> <p>This classic novel by E.S.Nesbitt is rich in language from the Victorian and Edwardian era. It is a story which captures the bond between siblings as they try to look after their frail and lonely mother. Rich in description, this text embodies the themes love, hope and justice. Children learn to write in an 'old-fashioned' style, using a balance of action, speech and description.</p> <p>Key Objectives:</p> <ul style="list-style-type: none">• READING: increasing their familiarity with a wide range of books, including books from our literary heritage• WRITING: using a wide range of devices to build cohesion



ENGLISH

UPPER JUNIORS - YEAR A

SPRING 1	SPRING 2
<p><u>Injustice Poetry</u></p> <p>Children read 'Injustice' by Shakur Grant and look at the poet's inspirations and motive, moving on to write their own poetry on a current topic they feel passionately about.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: preparing poems and plays to read aloud and to perform• WRITING: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<p><u>A Midsummer Night's Dream</u></p> <p>An essential for the English curriculum, this text offers a chance to study a playscript by the renowned English poet and playwright, William Shakespeare. This is a great opportunity for pupils to study a romance and fantasy story. Children become familiar with this Shakespeare play through drama, then create their own playscripts.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• WRITING: using further organisational and presentational devices to structure text
<p><u>Theme Parks</u></p> <p>Children explore a range of websites and leaflets, identifying persuasive devices. They move on to create a persuasive leaflet for a theme park they have designed with a clear purpose, structure and audience.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: reading texts that are structured in different ways and reading for a range of purposes• WRITING: using further organisational and presentational devices to structure text and to guide the reader	<p><u>The Boy who Swam with Piranhas (complaints)</u></p> <p>Children read models of letters on complaint, identifying features. They then pose as a grumpy neighbour and write letters of complaint about the noise coming from the 'fish factory' next door.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• WRITING: identifying and discussing themes and conventions in and across a wide range of writing
<p><u>The Boy in the Tower</u></p> <p>Children read extended passages of this sci-fi novel and write letters as one of the characters, using and controlling a range of tenses.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: increasing their familiarity with a wide range of books, including modern fiction (sci-fi)• WRITING: ensuring the consistent and correct use of tense throughout a piece of writing	<p><u>The Boy who Swam with Piranhas (diary)</u></p> <p>Children write a diary based on a stunt they are about to perform, e.g. jumping into the piranha tank!</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• WRITING: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action



ENGLISH

UPPER JUNIORS - YEAR A

SUMMER 1	SUMMER 2
<p><u>Harry Potter and the Philosopher's Stone</u></p> <p>Children are taken through a journey of contrasting scenes and are inspired by the range of moods Rowling creates with her detailed and engaging setting descriptions. They go on to write a rich description where characters transport from one setting to another.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: identifying and discussing themes and conventions in and across a wide range of writing• WRITING: in narratives, describing settings and atmosphere and integrating	<p><u>Oranges in No Man's Land</u></p> <p>This story shares the tale of Ayesha who is living in war-torn Lebanon. It is a story of friendship, war, courage, community and bravery. Children write their own suspense-filled story based on a dash through 'no man's land'.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• WRITING: using a wide range of devices to build cohesion within and across paragraphs
<p>TBC - new unit coming soon</p>	<p><u>High Flight</u></p> <p>Children write emotive poetry from the viewpoint of a WWII pilot, evoking a sense of awe and wonder.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: assessing the effectiveness of their own and others' writing
<p><u>Amazing Grace</u></p> <p>This poem is studied to explore the vast range of deep emotions that the poet experienced throughout his life. Children study the Christian themes in each verse. They also explore rhythm and rhyming structure and apply it in their own writing.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• WRITING: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	



ENGLISH

UPPER JUNIORS - YEAR B

AUTUMN 1	AUTUMN 2
<p><u>Malala - My story</u></p> <p>Children learn about the courageous act of Malala Yousafzai by studying passages from her book and analysing one of her famous speeches, using these as models to write and perform their own speech based on the UN rights of a child.</p> <p><u>Key Objectives:</u></p> <ul style="list-style-type: none">• READING: making comparisons within and across texts• WRITING: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<p><u>Read all about it!</u></p> <p>The MSC Napoli disaster links to our topic 'Energy and Sustainability'. Children engage with real articles from the time of the accident and learn to adopt the language of newspaper reports in order to write their own articles about a shipping disaster of their choice.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: predicting what might happen from details stated and implied• WRITING: distinguish between the language of speech and writing
<p><u>The Wolves of Willoughby Chase</u></p> <p>Children study classic fiction to experiment writing in different forms and registers as they explore the historical characters. They learn to develop characters through their actions and speech, adopting a writing 'voice' reminiscent of the 1800s.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: considering how authors have developed characters and settings in what pupils have read	<p><u>Balanced arguments</u></p> <p>Linked to their geography topic, children present the pros and cons of wind farms by using drama and debate to explore different viewpoints. They learn to write a non-biased, balanced argument, presenting both sides of the debate.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: distinguish between statements of fact and opinion• WRITING: using a wide range of devices to build cohesion within and across paragraphs
<p><u>A Ghastly Waxwork</u></p> <p>Children explore an extract of 'Great Expectations', a heritage text where children are exposed to rich and complex language. They learn how to build an atmosphere of 'gothic horror' by linking a character and setting and viewing the scene through the eyes of an outsider (Pip).</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: increasing their familiarity with a wide range of books, including those from our literary heritage• WRITING: assessing the effectiveness of their own and others' writing	<p><u>A Christmas Carol</u></p> <p>In this classic heritage text, children learn to see the world through Scrooge's eyes. Writing in the first person, they consider language choices to portray Scrooge's character as his personality changes throughout the book. Children adopt the style and formality of Dickens, using previous knowledge from 'Great Expectations'</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• WRITING: noting and developing initial ideas, drawing on reading and research where necessary



ENGLISH

UPPER JUNIORS - YEAR B

SPRING 1	SPRING 2
<p>War Horse</p> <p>A former children's laureate, Morpurgo has a way of connecting with children through his masterpieces like War Horse. While studying this book, we explore the viewpoint of the writer and practice writing from different character's perspectives.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways and reading for a range of purposes• WRITING: in writing narratives, considering how authors have developed characters and settings in what pupils have read	<p>Foundling</p> <p>In this unit, we look at conventions of traditional tales by exploring a range of 'foundling' tales, including stories from other countries. Children compare the ways different authors link character and setting and write their own foundling story for a younger audience.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING :increasing their familiarity with a wide range of books, including traditional stories• WRITING: noting and developing initial ideas, drawing on research and reading where necessary
<p>Shackleton's Journey</p> <p>This book recounts the story of Shackleton, the explorer, through both illustrations and rich narrative. Children step into the shoes of one of the crew members and write a descriptive travel log, evoking a sense of awe and wonder.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING:understanding what they read by checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context• WRITING: noting and developing initial ideas, drawing on research and reading where necessary	<p>Shipwrecked</p> <p>Robinson Crusoe is a heritage text in which we can explore rich language. Children study the techniques Defoe uses to create a powerful action sequence and compare techniques to Kensuke's Kingdom, so that they can write their own exciting shipwreck scene.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• WRITING: précising longer passages
<p>Hard Frost</p> <p>Children study 'Hard Frost' by Andrew John Young. They consider vocabulary choices that personify the frost as both beautiful and brutal. Children use concise imagery techniques to write their own poetry.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: identifying and discussing themes and conventions in and across a wide range of writing• WRITING: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<p>Sea Fever</p> <p>Arguably Masefield's most famous work, Sea Fever uses a first-person poetic voice which describes longing in a way that readers can relate to. Children learn to adopt his format, writing in couplets, and use figurative language to connect with the reader.</p> <p>Key Objectives</p> <ul style="list-style-type: none">• READING: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• WRITING: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning



ENGLISH

UPPER JUNIORS - YEAR B

SUMMER 1	SUMMER 2
<p><u>Information pages - Hobby</u></p> <p>Exposing the children to lots of different information texts allows them to build up a bank of techniques, equipping them to write a page about a hobby that they are passionate and knowledgeable about.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks• WRITING: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	<p><u>Formal letters</u></p> <p>Children learn to explore different forms and registers and use a range of techniques to persuade the reader e.g. causal conjunctions, flattery, reasoning, polite tone and acknowledging the opposing point of view before arguing against it.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: identifying how language, structure and presentation contribute to meaning• WRITING: using further organisational and presentational devices to structure text and to guide the reader
<p><u>Shame and Pain</u></p> <p>Little Women is a heritage text, which is loved by adults and children alike to this day. In this extract we study the techniques Louisa May Alcott uses to evoke an atmosphere of suspense and shame as Amy crosses the classroom with everybody watching. We then go on to use these techniques in our own writing.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• WRITING: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<p><u>The Arrival</u></p> <p>As part of 'refugee week', children study the themes of navigating a new city, looking for symbolism in a picture book. They then write a short narrative about the moment an outsider arrives in a new country, using rich description to create atmosphere.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: reading books that are structured in different ways• WRITING: in narratives, describing settings, characters and atmosphere
<p><u>Amazing Grace</u></p> <p>This poem is studied to explore the vast range of deep emotions that the poet experienced throughout his life. Children study the Christian themes in each verse. They also explore rhythm and rhyming structure and apply it in their own writing.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• WRITING: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<p><u>High Flight</u></p> <p>Children read the poem 'High Flight' by John Gillespie Magee, identifying how the author uses imagery to portray the exhilaration of flying. Using 'High Flight' as a model, children create their own poetry using a wide range of figurative language.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none">• READING: read aloud a wider range of poetry with accuracy and at a reasonable speaking pace• WRITING: assessing the effectiveness of their own and others' writing