



MacIntyre Academies Quest Academy

Whole School Long Term English Plans 2022 – 2023

KS2						
Year 2/3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	7 weeks	6 weeks	6 weeks	8 weeks
	Overview:	TOPIC COVERAGE:			Objectives:	
	Teachers will be able to access the flexible learning blocks through Hamilton to meet the individual needs of their learners and therefore provide them with a personalised curriculum.	Autumn				Autumn
Autumn 1		Autumn 2				
UNIT BREAKDOWN/TOPIC BREAKDOWN		UNIT BREAKDOWN/TOPIC BREAKDOWN				
	<ul style="list-style-type: none"> Book study Staff choice All about me (biographical) 	<p>Stories from familiar settings Stories in familiar settings Essential books: The Huge Bag of Worries by A Browne Once Upon an Ordinary School Day by C McNaughton The Huge Bag of Worries by V Ironside</p> <p>Grammar includes: Year 2: Use expanded noun phrases to describe and specify. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing).</p> <p>Year 3: Learn how to use adverbs. Extend sentences with more than one clause using conjunctions. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Non-fiction/information texts Information Texts Essential books: Think of an eel by K Wallace and M Bostock Let's Learn About Eels by B Sartori Fantastic Facts about Electric Eels by M Merchant</p> <p>Grammar includes: Year 2: Use familiar and new punctuation correctly: full stops, capital letters, exclamation marks and questions marks. Use sentences that have different forms: statement, question and exclamation. Use the</p>			<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes 	

		<p>present and past tenses correctly and consistently.</p> <p>Year 3: Indicate possession using the possessive apostrophe with plural nouns. Use present perfect forms of verbs.</p>		<ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading
Spring				
Spring 1		Spring 2		
		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Stories with an element of fantasy Essential books: Otto the Book Bear by K Cleminson The Library Lion by M Knudsen The Cat in the Kitchen – Hamilton Group Reader</p> <p>Grammar includes: Year 2: Use conjunctions (when, if, because) to add subordinate clauses. Use expanded noun phrases for description and specification. Year 3: Use correct punctuation when writing direct speech as dialogue. Use conjunctions for time & cause - can link to subordination (using because and when, etc.). Use commas after fronted adverbials.</p> <p>Humorous poems Essential books: The Puffin Book of Fantastic First Poems edited by J Crebin</p> <p>Grammar includes: Year 2: Use expanded noun phrases to describe and specify. Demarcate sentences using capital letters, full stops, question and exclamation marks.</p> <p>Year 3: Use and punctuate direct speech.</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Recounts Essential books: Saluki Hound of Bedouin by J Johnson The Great Serum Race, Blazing the Iditarod Trail by D S Miller The Cat's Journey – Hamilton Group Reader</p> <p>Grammar includes: Year 2: Use the present and past tenses correctly and consistently. Use subordination (using when, if, that, or because) or co-ordination (using and, but, or). Year 3: Use present perfect form of verbs. Extend sentences by using range of conjunctions. Use conjunctions to express time.</p> <p>Books by the same illustrator Essential books: Angry Arthur by H Oram In the Attic by H Oram Millie's Marvellous Hat by S Kitamura</p> <p>Grammar includes: Year 2: Use conjunctions (and, or, but) to join simple sentences. Use and distinguish past and present tense. Use conjunctions (when, if, because) to add subordinate clauses.</p> <p>Year 3: Use more than one clause. Use perfect form of verbs. Use conjunctions for time & cause - can link to subordination (using because and when, etc.).</p>	<p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [e.g. the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English

		Summer		<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
		Summer 1	Summer 2	
		UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN	
		<p>Poems on a theme: monsters</p> <p>Essential books: It's Behind You by P Cookson and D Harmer What are Monsters like? – Hamilton Group Reader</p> <p>Grammar includes: Year 2: Use expanded noun phrases to describe and specify. Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation and question marks. Use sentences with different forms: statement, question, exclamation, command.</p> <p>Year 3: Use and understand the grammatical terminology in English Appendix 2. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use commas after fronted adverbials.</p> <p>Persuasive writing Essential books: The Promise by N Davies The Journey by A Becker</p> <p>Grammar includes: Year 2: Use subordination (using when, if, that, or because) or co-ordination (using and, but, or). Use expanded noun phrases for description and specification.</p> <p>Year 3: Use conjunctions, adverbs and prepositions to express time and cause. Extend sentences with a wider range of conjunctions.</p>	<p>Legends – Robin Hood</p> <p>Essential books: The adventures of Robin Hood by M Williams Disney's animated Robin Hood - DVD</p> <p>Grammar includes: Year 2: Use sentences with different forms: statement, question, exclamation, command. Learn how to use both familiar and new punctuation correctly including apostrophes for contracted forms. Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Year 3: Learn the grammar for years 3 and 4. Revise apostrophes for contracted forms. Indicate possession by using the possessive apostrophe. Use and punctuate direct speech. Instructions and explanations Essential books: The Usborne Official Detective's Handbook by Various</p> <p>Grammar includes: Year 2: Use the progressive form of verbs in the present and past tense. Use sentences with different forms: statement, question, exclamation, command. Year 3: Use the present form of verbs. Learn the grammar requirements for years 3 and 4.</p>	

				<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done answering and asking questions • predicting what might happen on the basis of what has been read so far • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [e.g. the girl's book] • distinguishing between homophones and near-homophones • adding suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
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KS2							
Year 4/5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	7 weeks	8 weeks	7 weeks	6 weeks	6 weeks	8 weeks	
	Overview:	TOPIC COVERAGE:				Objectives:	
	Teachers will be able to access the flexible learning blocks through Hamilton to meet the individual needs of their learners and therefore provide them with a personalised curriculum.	Autumn					
		Autumn 1	Autumn 2				
	UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN					
	<ul style="list-style-type: none"> • Book study • Staff choice • All about me (biographical) 	Instructions and Explanations: Keeping Healthy A fun block drawing on dance crazes, cures from Horrible Histories, happy minds and active bodies. Explore paragraphs and headings, possessive			Autumn <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		

		<p>apostrophes and commas. Write instructions and letters of explanation.</p> <p>Essential Texts: Included in resources</p> <p>Non-essential Texts: Any reference or instruction books about food, the human body, exercise, sport, recipes or health. Any Horrible Histories books for children who have been inspired by the video clips.</p> <p>Poems by the same Poet: Michael Rosen Enjoy Michael Rosen's poetry, looking at narrative and rhyming poems. Revise speech punctuation and add detail using conjunctions of time and cause. Write rhyming poems and use poems read as inspiration for story-writing.</p> <p>Essential Texts: Selection of poems by Michael Rosen (provided in resources)</p>		<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction 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 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear learning the grammar for years 3 and 4 in English Appendix 2
Spring				
Spring 1		Spring 2		
		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Biographies: Extraordinary Animals Discover the amazing biographies of extraordinary animals. Summarise events, write film pitches and create a biography. Use paragraphs to organise writing and explore and use adverbials.</p> <p>Essential Texts: Wild Lives: 50 Extraordinary Animals that Made History by Ben Lerwill.</p> <p>Stories on a Theme: Daily Life Meet the engaging characters in Atinuke's No.1 Car Spotter and Anna Hibiscus and enjoy stories of their daily life. Revise speech punctuation and verb tenses. Create a character and write a story modelled on those read.</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Anthologies: Poetry for Change Using the lovely Poetry for a Change anthology, read, discuss and perform poems about change. Study prepositions and expanded noun phrases. Plan, write and publish a poem on this theme plus a brief for a poet.</p> <p>Essential Texts: Poetry for a Change: A National Poetry Day Anthology</p> <p>Fairy tales: Alternative Versions Enjoy looking at Fairy Tales from a new perspective; the Wolf's version of the Three Little Pigs is quite a different story. Revise dialogue punctuation and use of the perfect form.</p> <p>Essential Texts</p>	Spring

		<p>Essential Texts: The No. 1 Car Spotter by Atinuke Anna Hibiscus by Atinuke</p>	<p>The Three Pigs by David Wiesner The True Story of the Three Little Pigs by Jon Scieszka The Wolf's Story by Toby Forward The Three Little Wolves and The Big Bad Pig by Eugene Trivizas and Helen Oxenbury 'Snow White' from The Oxford Treasury of Fairy Tales by Geraldine McCaughrean and Sophy Williams (text is provided in resources as the book is out of print) Snow White in New York by Fiona French Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt Hamilton Animated Tale the Three Billy Goats Gruff</p>	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying and discussing themes and conventions in a wide range of books composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments identifying and discussing themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination predicting what might happen from details stated and implied discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements
Summer				
Summer 1		Summer 2		
		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Classic Fiction: Harry's Mad Enjoy reading Dick King-Smith's humorous tale of a mischievous parrot. Study formal language and Americanisms and learn from the author's use of dialogue to build character. Use fronted adverbials to build tension as you write your own animal story inspired by Harry's Mad.</p> <p>Essential Texts: Harry's Mad by Dick King Smith Non-essential Texts: Harry's Mad read by Nigel Lambert Audiobook Any other animal stories you have in school by Dick King-Smith</p> <p>Explanations: Modern Technology Introduce explanation texts using the entertaining Until I met Dudley. Use conjunctions to extend sentences and nouns and pronouns to write cohesively. Design and invent a new machine and clearly explain its purpose.</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Fantasy: Amazing Adventures Follow the fantastical adventures in the stunning books The Antlered Ship and The Barnabus Project. Grammar includes adverbials and verb tenses. Write a new adventure for the characters in a story sequel.</p> <p>Essential Texts: The Barnabus Project by The Fan Brothers The Antlered Ship by Dashka Slater and The Fan Brothers</p> <p>Classic Poems: Fun with Sounds and Images Explore a range of classic poems enjoying their rhyme and humour. Write seaside sound poems, list and recipe poems. Role-play characters from a poem, creating dialogue and writing playscripts.</p> <p>Essential Texts: Included in resources. Optional Texts:</p>	

		<p>Essential Texts: Until I met Dudley: How Everyday Things Really Work by Roger McGough</p> <p>Non-essential Texts: DK: First How Things Work Encyclopaedia Any reference books about modern technology</p>	<p>Collect any classic poem collections to share and display during the unit.</p>	<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors <p style="text-align: center;"><i>Summer</i></p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying and discussing themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding of a text
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				<ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure and presentation contribute to meaning• Retrieve and record information from non-fiction• 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• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying and discussing themes and conventions in a wide range of books• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying and discussing themes and conventions in a wide range of books• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination.
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KS2							
Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	7 weeks	8 weeks	7 weeks	6 weeks	6 weeks	8 weeks	
	Overview:	TOPIC COVERAGE:				Objectives:	
	Teachers will be able to access the flexible learning blocks through Hamilton to meet the individual needs of their learners and therefore provide them with a personalised curriculum.	Autumn					
		Autumn 1	Autumn 2				
UNIT BREAKDOWN/TOPIC BREAKDOWN		UNIT BREAKDOWN/TOPIC BREAKDOWN					
<ul style="list-style-type: none"> Book study Staff choice All about me (biographical) 		<p>Recounts: Races in Frozen Places Explore the frozen wilds! Examine text organisation in Shackleton's Journey, write evaluatively using model verbs and punctuate lists. Summarise events depicted in The Great Serum Race and write a newspaper recount.</p> <p>Essential Texts: Shackleton's Journey by William Grill The Great Serum Race: Blazing the Iditarod Trail by Debbie S Miller Optional texts: Any reference books on Polar travel and exploration.</p> <p>Poems on a Theme: Poems from a Green and Blue Planet Read and enjoy a selection of poems from this wonderful anthology. Focus on poetic features and language, looking at their effects on the reader. Explore synonyms and antonyms using dictionaries and thesauruses. Express ideas and thoughts creatively in their own poetry.</p> <p>Essential Text: Poems from a Green and Blue Planet, edited by Sabrina Mahfouz</p>			<p>Autumn</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning learning the grammar for years 5 and 6 in English Appendix 2 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		
		Spring					
		Spring 1	Spring 2				

		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Fantasy: Howl's Moving Castle Explore the characterisation and settings in the text and film of Howl's Moving Castle. Compare and contrast the two versions. Write film reviews and fantasy stories. Revise relative clauses and cohesive devices.</p> <p>Essential Texts: Howl's Moving Castle by Diana Wynne Jones Howl's Moving Castle Studio Ghibli Animated Film (90 minutes)</p> <p>Persuasive Writing: Advertising and Influencing Take a closer look at the persuasive language used by influencers and advertisers. Look at how degrees of possibility are created and the use of the subjunctive. Write persuasively and create blog posts.</p> <p>Optional Text: Made You Look: How Advertising Works and Why You Should Know by Shari Graydon</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Poems on a Theme: Portrait Poems Using Rachel Rooney's collection, A Kid in my Class, study different poetic forms. Revise adverbs of possibility and modal verbs and use these to write school reports. Write portrait poems in response to those read.</p> <p>Essential Text: A Kid in My Class by Rachel Rooney, illustrated by Chris Riddell</p> <p>Reports: Re-wilding Starting with Catherine Barr's stunning book, Fourteen Wolves, learn about re-wilding. Revise paragraphs, cohesive devices and active and passive voice. Research and write a report about the reintroduction of a UK species.</p> <p>Essential Text: Fourteen Wolves by Catherine Barr and Jenni Desmond</p>	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Articulate and justify answers, arguments and opinions <p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Pupils should be taught to draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précis longer passages using a wide range of devices to build cohesion within and across paragraphs checking that the book makes sense to them, discussing their
Summer		Summer 1	Summer 2	
		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Graphic Novels: When Stars are Scattered Explore the brilliant graphic novel When Stars are Scattered, learning about how characters are developed through images and words. Grammar includes writing speech as well as adverbs of possibility and modal verbs.</p> <p>Essential Text: When Stars Are Scattered by Victoria Jamieson and Omar Mohamed</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Classic Poems: Selected by Michael Rosen Read and explore a selection of classic poems using drama and art and revise poetry terms. Revise adverbs of possibility and modal verbs and explore formal and informal register. Write a poem about childhood memories.</p> <p>Essential Texts: Classic Poetry: An Illustrated Collection (Walker Illustrated Classics) selected by Michael Rosen</p>	

		<p>Instructions and Explanations: Fake News</p> <p>Tackle the tricky issue of Fake News with this excellent block. Learn technical vocabulary, examine texts, carry out fact-checking and write a guide to help others. Incorporates modal verbs and adverbs and organisational devices.</p> <p>Essential Texts: Breaking News: How to Tell What's Real from What's Rubbish by Nick Sheridan</p> <p>Optional Texts: Fake News: True or False Quiz Book by Clive Gifford Question Everything: An Investigator's Toolkit by Susan Martineau</p>	<p>Information Texts: Kings and Queens</p> <p>Discover more about kings and queens of Britain and write an information text about a chosen monarch. Look at formal and informal writing in different texts and learn about the active and passive voice.</p> <p>Essential Text: Tony Robinson's Kings and Queens by Tony Robinson</p>	<p>understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p> <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Pupils should be taught to draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
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				<ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication
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KS3						
English Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book study War of the Worlds	Non-fiction writing	Contemporary texts	Pre 20 th Century Texts	Exam technique	Revision, assessment
	Overview:	TOPIC COVERAGE:			Objectives:	
	<p>During the course learners will...</p> <p>read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets</p> <ul style="list-style-type: none"> • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in 	Autumn				<p>Autumn</p> <ul style="list-style-type: none"> • I can work out (inference) what characters are thinking and feeling and what their motives are from their actions and give evidence • I can predict what is going to happen next based on what I have read and what the deeper (implied) meaning might be • I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books • I can discuss and assess how authors use language, including figurative language and can suggest how this might impact on the reader • I can predict what is going to happen next based on what I have read from the details given and what has been implied • I can identify how language, structure and presentation contribute to meaning • I can use my knowledge to study setting, plot and characterisation, and can show what effects they have on a story <p>Spring</p>
		Autumn 1		Autumn 2		
		UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN			
		Pupils will be introduced to some of the key techniques required to analyse texts in preparation for the GCSE language examination.	Learners will explore a range of non-fiction writing from biographies to journalism.			
		Pupils will explore the text through a range of activities including inference, prediction, contextual analysis and speaking and listening.	Learners will build and consolidate their spg skills and explore the purposes of non-fiction writing.			
		Spring				
	Spring 1		Spring 2			
UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN					
Pupils will build upon the skills acquired in unit 1 to explore a range of texts from the contemporary era.	Pupils will build upon the skills acquired in unit 1 to explore a range of texts from the pre 20 th century era.					

	<p>writing and spoken language</p> <ul style="list-style-type: none"> • listen to and understand spoken language and use spoken English effectively 	<p>Pupils will build upon their analytical skills while also developing SPG and extended writing activities.</p>	<p>Pupils will build upon their analytical skills while also developing SPG and extended writing activities.</p>	<ul style="list-style-type: none"> • I have read and studied works from English literature both pre-1914 and contemporary, including prose, poetry, and drama • I can show my understanding of increasingly challenging texts through making inferences and referring to evidence in the text • I can identify and interpret themes, ideas, and information • I can show my understanding of increasingly challenging texts through making inferences and referring to evidence in the text • I can use my knowledge to understand the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • I can use my understanding to make sure that what I have read makes sense • I can analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate their effectiveness and impact • I can use my knowledge to recognise a range of conventions and understand how these have been used • I can write accurately, effectively and at length to produce stories, scripts, poetry, and other imaginative writing • I can use vocabulary, grammar, and text structure in my writing, and can select the appropriate form • I can use literary and rhetorical devices which I have learnt from reading and listening to enhance the impact of my writing <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> • I can create settings, characters and plot in a story • I can draft and write by organising paragraphs around a theme • I can plan my writing by talking about similar writing to what I am planning to write, so that I can learn from the structure, vocabulary and grammar • I can plan my writing by discussing and recording ideas • I can draft and write by saying out loud sentences which I have created (including dialogue), building up a varied and rich vocabulary and an increasing range of sentence structures • I can assess and edit my writing and that of others by suggesting improvements 	
	Summer				
	Summer 1	Summer 2			
	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Learners will draw upon their skills from the previous units in order to explore writing to entertain.</p> <p>Learners will explore how to shape their craft considering choice of language, structure, literary techniques and genre.</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Pupils will be given the opportunity to revise their learning through a series of exam-based scenarios to prepare them for transition onto the GCSE Language course.</p>			

				<ul style="list-style-type: none"> • I can assess and edit my writing by suggesting changes to grammar and vocabulary to improve consistency, and to include the correct use of pronouns in sentences • I can proof read for spelling and punctuation errors • I can plan my writing with consideration to context and audience • I can write stories with more imagination, using some descriptions, dialogue and information about characters • I can plan my writing by identifying who the audience is, the reason for the writing and selecting the best form of style of writing, using other similar writing models as my own • I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary • I can take into consideration how authors have developed characters and settings in stories that I have read, listened to or seen performed when planning writing my own stories • I understand how selecting the appropriate vocabulary and grammar can change and enhance meaning • I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action when writing a story • I can suggest feelings, thoughts and motives from a story or poem and give reasons for these ideas • I can predict what is going to happen next based on what I have read from the details given and what has been implied • I can give the main ideas drawn from more than one paragraph and can give the key details which support the main ideas • I can identify how language, structure and presentation contribute to meaning
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KS4						
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Speaking and listening preparation and assessment.	Paper 1 exploration and exam practice.	Paper 2 exploration and exam practice	Exam revision both papers	Exam revision both papers	Official speaking and listening phase (entries 23/24)

Overview:	TOPIC COVERAGE:		Objectives:
<p>During the course learners will...</p> <ul style="list-style-type: none"> read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism read and evaluate texts critically and make comparisons between texts summarise and synthesise information or ideas from texts use knowledge gained from wide reading to inform and improve their own writing write effectively and coherently using Standard English appropriately use grammar correctly and punctuate and spell accurately acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language 	Autumn		
	Autumn 1 UNIT BREAKDOWN/TOPIC BREAKDOWN	Autumn 2 UNIT BREAKDOWN/TOPIC BREAKDOWN	<p style="text-align: center;">Autumn</p> <ul style="list-style-type: none"> I can listen to and understand spoken language, and use spoken Standard English effectively. I can give a presentation in a formal context I can respond appropriately to questions and to feedback, asking questions themselves to elicit clarification I can use spoken Standard English <p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> I can read a wide range of texts, fluently and with good understanding I can read critically, and use knowledge gained from wide reading to inform and improve their own writing I can write effectively and coherently using Standard English appropriately I can use grammar correctly, punctuate and spell accurately I can acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> I can read a wide range of texts, fluently and with good understanding I can read critically, and use knowledge gained from wide reading to inform and improve their own writing I can write effectively and coherently using Standard English appropriately I can use grammar correctly, punctuate and spell accurately
	Preparation for speaking element of the qualification. Prepare, edit and perform. AO7 – Demonstrate presentation skills in a formal setting AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations AO9 – use spoken Standard English effectively in speeches and presentations.	AQA Language Examination practice – reading and writing skills for Paper 1. 2 x reading lessons (Q1-4) 2 x writing lessons (Q5) Each writing lesson for a different genre <ul style="list-style-type: none"> either descriptive or narrative style. Each lesson begins with a grammar starter.	
	Spring		
	Spring 1 UNIT BREAKDOWN/TOPIC BREAKDOWN	Spring 2 UNIT BREAKDOWN/TOPIC BREAKDOWN	
	AQA Language Examination practice – reading and writing skills for Paper 2. 2 x reading lessons (Q1-4) 2 x writing lessons (Q5) Each writing lesson for a different genre <ul style="list-style-type: none"> either descriptive or narrative style. 	Language Revision. Teachers to spend time revising Paper 1 and Paper 2, both the reading and writing elements of the exam.	
	Summer		
	Summer 1	Summer 2	

	<ul style="list-style-type: none"> listen to and understand spoken language and use spoken Standard English effectively 	UNIT BREAKDOWN/TOPIC BREAKDOWN Language Revision. Teachers to spend time revising Paper 1 and Paper 2, both the reading and writing elements of the exam.	UNIT BREAKDOWN/TOPIC BREAKDOWN Preparation for speaking element of the qualification. Prepare, edit and perform. AO7 – Demonstrate presentation skills in a formal setting AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations AO9 – use spoken Standard English effectively in speeches and presentations.	<ul style="list-style-type: none"> I can acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
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KS4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Speaking and listening preparation and assessment.	Paper 1 exploration and exam practice.	Paper 2 exploration and exam practice	Exam revision both papers	Exam revision both papers	N/A
	Overview:	TOPIC COVERAGE:			Objectives:	
Year 11	During the course learners will... <ul style="list-style-type: none"> read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism read and evaluate texts critically and make comparisons between texts summarise and synthesise information or ideas from texts use knowledge gained 	Autumn				
		Autumn 1	Autumn 2	Autumn		
		UNIT BREAKDOWN/TOPIC BREAKDOWN Preparation for speaking element of the qualification. Prepare, edit and perform. AO7 – Demonstrate presentation skills in a formal setting AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations AO9 – use spoken Standard English effectively in speeches and presentations.	UNIT BREAKDOWN/TOPIC BREAKDOWN AQA Language Examination practice – reading and writing skills for Paper 1. 2 x reading lessons (Q1-4) 2 x writing lessons (Q5) Each writing lesson for a different genre <ul style="list-style-type: none"> either descriptive or narrative style. Each lesson begins with a grammar starter.	<ul style="list-style-type: none"> I can listen to and understand spoken language, and use spoken Standard English effectively. I can give a presentation in a formal context I can respond appropriately to questions and to feedback, asking questions themselves to elicit clarification I can use spoken Standard English <p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> I can read a wide range of texts, fluently and with good understanding I can read critically, and use knowledge gained from wide reading to inform and improve their own writing I can write effectively and coherently using Standard English appropriately 		

<p>from wide reading to inform and improve their own writing</p> <ul style="list-style-type: none"> • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively 	Spring		<ul style="list-style-type: none"> • I can use grammar correctly, punctuate and spell accurately • I can acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> • I can read a wide range of texts, fluently and with good understanding • I can read critically, and use knowledge gained from wide reading to inform and improve their own writing • I can write effectively and coherently using Standard English appropriately • I can use grammar correctly, punctuate and spell accurately • I can acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. 	
	Spring 1			Spring 2
	UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN		UNIT BREAKDOWN/TOPIC BREAKDOWN
	AQA Language Examination practice – reading and writing skills for Paper 2.	Language Revision.		Teachers to spend time revising Paper 1 and Paper 2, both the reading and writing elements of the exam.
	2 x reading lessons (Q1-4) 2 x writing lessons (Q5)			
	Each writing lesson for a different genre <ul style="list-style-type: none"> • either descriptive • or narrative style. 			
Summer				
Summer 1		Summer 2		
UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN		
Language Revision.	n/a			
Teachers to spend time revising Paper 1 and Paper 2, both the reading and writing elements of the exam.				

English (Step up Silver and Gold)

KS4							
Step up to English 10/11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Horror scheme	Horror scheme and creative writing Horror assessment	Style Research and presentations	Style speaking and listening Planning a fashion show Style Assessment	Music Scheme Research and presentations (Assessment for Year 11s)	Planning a music festival
	Overview:	TOPIC COVERAGE:				Objectives:	
		Autumn				Autumn	
	During the course learners will...	Autumn 1	Autumn 2	UNIT BREAKDOWN/TOPIC BREAKDOWN	UNIT BREAKDOWN/TOPIC BREAKDOWN	<ul style="list-style-type: none"> • I can show how language, structure, and presentation contribute to meaning 	

	<p>read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets</p> <ul style="list-style-type: none"> • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken English effectively 	<p>Reading and comprehension: identifying and interpreting themes, ideas and information in literature and other writing; reading in different ways for different purposes and comparing and evaluating content for these purposes; drawing inferences; expressing a point of view sometimes supported by evidence.</p> <p>Commenting on writer's choice of vocabulary, form, grammatical and structural features.</p> <p>Comparing texts: identifying similarities and differences between two texts</p>	<p>Producing clear and coherent text: writing for different purposes and audiences; to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form and structural and organisational features to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Writing for impact: selecting, organising and emphasising facts, ideas and key points; creating emotional impact; using language creatively, imaginatively and persuasively.</p>	<ul style="list-style-type: none"> • I can retrieve and record information from non-fiction • I can read books that are structured in different ways and can read for a range of purposes • I can discuss and assess how authors use language, including figurative language and can suggest how this might impact on the reader • I can find, record and present information from non-fiction • I can write stories with more imagination, using some descriptions, dialogue and information about characters • I can listen to and understand spoken language, and use spoken Standard English effectively. • I can give a presentation in a formal context • I can respond appropriately to questions and to feedback, asking questions themselves to elicit clarification • use spoken Standard English • I can plan my writing with consideration to context and audience • I can plan my writing by identifying who the audience is, the reason for the writing and selecting the best form of style of writing, using other similar writing models as my own • I can assess the effectiveness of my and others' writing • I understand how selecting the appropriate vocabulary and grammar can change and enhance meaning • I can assess and edit my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • I understand the difference between the language of speech and writing and can choose the appropriate register • I can perform my own compositions, using the appropriate intonation, volume and movement so that the meaning is clear • I can adapt my writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue • I can use literary and rhetorical devices which I have learnt from reading and listening to enhance the impact of my writing
		Spring		
		Spring 1	Spring 2	
		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Producing clear and coherent text: writing for different purposes and audiences; to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form and structural and organisational features to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Writing for impact: selecting, organising and emphasising facts, ideas and key points; creating emotional impact; using language creatively, imaginatively and persuasively.</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches.</p> <p>Responding to spoken language: listening to and responding appropriately to any questions and feedback.</p> <p>Exploring a theme through speaking and listening tasks.</p> <p>Spoken English: expressing ideas using Standard English whenever and wherever appropriate.</p>	
		Summer		
Spring				

		Summer 1	Summer 2	
		<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Producing clear and coherent text: writing for different purposes and audiences; to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form and structural and organisational features to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Writing for impact: selecting, organising and emphasising facts, ideas and key points; creating emotional impact; using language creatively, imaginatively and persuasively.</p>	<p>UNIT BREAKDOWN/TOPIC BREAKDOWN</p> <p>Exploring a theme through speaking and listening tasks.</p> <p>Spoken English: expressing ideas using Standard English whenever and wherever appropriate.</p>	<ul style="list-style-type: none"> • I can use Standard English confidently in a range of formal and informal contexts including classroom discussions • I can speak audibly and effectively using Standard English appropriate to the context • I can give short speeches and presentations, expressing my own ideas and keeping to the point • I can participate in formal debates and structured discussions, summarising and/or building on what has been said <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> • I can read a wide range of texts, fluently and with good understanding • I can read critically, and use knowledge gained from wide reading to inform and improve their own writing • I can write effectively and coherently using Standard English appropriately • I can use grammar correctly, punctuate and spell accurately • I can acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.